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Coaching self-defense under COVID-19: Challenges and solutions in the police and civilian domain --Manuscript Draft--

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Coaching self-defense under COVID-19

Challenges and solutions in the police and civilian domain

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Challenges and solutions in the police and civilian domain

[Anonymized Version]

Abstract

The spread of SARS-CoV-2 has led to a general shutdown of police and civilian self-defense training. Whilst means of distance learning such as online teaching appears to be feasible for theory dominant subjects addressing cognitive resources of the learner, combat related practices like self-defense trainings don't seem to fit into the realm of virtual learning due to their bodily foundation.

This is made clear by the collective perplexity of police and civilian coaches, gyms and organizations, on how to proceed with training during the lockdown in general, whilst approaches of distance learning (e.g. online learning) have rarely been considered.

In the following article we tackle the situation of police and civilian self-defense coaches in times of Corona. In a first step, (2) contextual changes (a) and challenges of coaching self-defense (b) are identified through the lenses of a professional model of coaching. In line with (3) basic assumptions of ecological dynamics, adaptability seems to be the decisive resource for the coaching and training of self-defense in times of Corona. As example for such an adaptation in training practice, (b) a conceptual framework for distance-based self-defense training in the civilian and police domain is presented adjusted to the respective requirements of physical distancing and adopted to novel security matters within the public sphere *caused by* the current regulations. In sum, the article attempts to spend ideas and orientation for police and civilian self-defense coaches as well as for their own development possibilities.

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Keywords: self-defense training, police, COVID-19, coaching, expertise, ecological dynamics

Conflict of interest:

The author(s) have no actual or potential conflict of interest related to this contribution

Introduction

1
2 The corona pandemic triggered by SARS-CoV-2 poses major challenges to modern society
3
4 worldwide. The development of COVID-19 is dynamic in nature and requires regionally and
5
6 nationally adapted decisions depending on the current situation (Adam, 2020). In their formal
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8 structure, political decisions related to the corona crisis correspond to a type of decision-making, for
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10 which Calabrese & Bobbitt coined the term "tragic choices" (Calabresi & Bobbitt, 1978): The
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12 tragedy of choice is situated in the fact, that positive effects in one regard are accompanied by
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14 negative outcomes in the other. While the political decision for a collectively binding lockdown in
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16 work and leisure slows down the spread of the virus, as it is clearly a current fact for Germany
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18 (Robert-Koch-Institut, 26.5.2020), the associated measures build major challenges for numerous
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20 fields of modern society. Especially self-defense training in the civilian and police domain is
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22 affected by the restrictions on social interaction in a fundamental way (Andreucci, 2020), since for
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24 most of its practices and application contexts direct physical contact are key (Krabben, Orth, & van
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26 der Kamp, 2019).
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36 The spread of SARS-CoV-2 in Germany has led to a general shutdown of self-defense training in
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38 civilian schools and gyms as well as in police organisations since mid of march 2020
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40 (Bundesregierung, 16.3.2020). Whilst means of distance learning such as online teaching appears to
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42 be feasible for theory dominant subjects addressing cognitive resources of the learner, practices like
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44 self-defense training does not seem to fit into the realm of virtual learning due to their bodily
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46 foundation. This is made clear by the collective perplexity of individual and collective actors within
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48 the civilian and police domain, on how to proceed with training during the lockdown in general,
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50 whilst approaches of distance learning remain vague.
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58 Even if the current easing of contact restrictions allows a gradual return to training and inter-
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1 personal interaction at a distance of 1,5 to 2m (DOSB, 2020), it is still hard to predict when regular
2 training as in the days before the COVID-19 pandemic will be possible. Similarly, a renewed wave
3 of infection could result in a return to lockdown and thus a ban on direct training (Heiden &
4 Buchholz, 2020). However, in view of the health risks, a return to normal training appears to be
5 more likely to be advisable in cautious steps.
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12 In the following article we tackle the situation of police and civilian self-defense coaches in times of
13 Corona. In a first step, (2) contextual changes (a) and challenges of coaching self-defense under
14 contextual conditions of physical distancing (b) are identified through the lenses of a professional
15 model of coaching. According to basic assumptions of *ecological dynamics* (3), adaptability seems
16 to be the decisive resource for professional coaching and training of self-defense in times of
17 COVID-19. As example for such an adaptation in training practice, (b) a conceptual framework for
18 distance-based self-defense training within the police and civilian domain is presented adjusted to
19 the respective requirements of physical distancing and adopted to novel security matters within the
20 public sphere *caused by* the current regulations. Overall, the article attempts to spend ideas
21 orientation for police and civilian self-defense coaches as well as for their own development
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45 **2. Contextual Changes and Challenges for Self-Defense Coaches**

46 a) *Coaching and Contextual Changes*

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48 Coaching in general can be characterized as a complex decision-making process (Abraham &
49 Collins, 2011; Lyle, 2018), addressing high demands on the individual coach and coach education.
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51 The coaching model developed by Muir and colleagues (Muir et al., 2011) which has recently been
52 modified for combative contexts [*citation removed for anonymity purposes*], conceptualizes
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coaching according to six central dimensions that reflect the complexity and dynamics of the coaching process (see Figure 1).

Figure 1: Professional coaching model (adapted from (Muir et al., 2015; Till et al., 2019))

Accordingly, the central task of coaches is to orientate the planning and practice of training to the characteristics and requirements of the criterion environment of self-defence in the civilian and police domain (*what dimension*), to include the prerequisites and initial states of the learners (level of knowledge, motivation, developmental prerequisites etc.) (*who dimension*) and to adjust the teaching method (*how dimension*). However, neither planning nor training itself reside in a vacuum, but are rather embedded in the personal characteristics of the coach (*self dimension*) as well as in the specific social and organisational (*context dimension*). The *practice dimension* includes the practice of planning, the training itself and the reflection of one's own actions under the continuous influence of changing parameters.

Within this network, individual dimensions of the model are deeply interconnected, in that changes to individual parameters affect the system as a whole. For example, changes in the training environment (*context dimension*) can lead to changes in training content (*what dimension*) and delivery (*how dimension*), which may affect the actual motivation of learners (*who dimension*). The availability or necessity of a new training environment in turn has an effect on the design of the weekly training classes (*practice dimension*), which can be designed differently in relation to the (un)conscious own values and the motivation of the trainer in connection with the altered situation (*self dimension*). While contextual changes in self-defense training usually show up in the area of material development (e.g. body protection, training pads) or in the resources available (training facilities, training partners), the current COVID-19 pandemic as socio-cultural context variable is leading to changes in social context of self-defense training with a corresponding influence on

acting as a coach. Viewed from the context of training under normal conditions with direct physical contact (context phase 0), the COVID-19 pandemic has caused two different contextual conditions and phases so far:

Context phase 1 - Lockdown

The phase of lockdown is characterized by a standstill of self-defense training in clubs, gyms and police organisations (Andreucci, 2020). Contacts with other people beyond the own household are strongly limited by law. The life of the learners takes place mostly within their own home.

Context phase 2 - Cautious approach & risk minimization

The second phase is characterized by risk minimization of COVID-19 transmission and includes keeping a distance (min 1.5 - 2m) between the persons present during training, giving preference to outdoor activities, reducing the size of training groups and protecting members of risk groups (DOSB, 2020).

Since the development of the pandemic can hardly be predicted at the present time (Heiden & Buchholz, 2020), all contextual phases are in principle subject to change. For Germany, which is currently proceeding in phase 2, a transition to normality (phase 0) is just as conceivable as a relapse into phase 1 (Lockdown) in the event of a renewed wave of infection. In the following we will focus on context 1 and 2, as we assume that civilian and police self-defense coaches face special challenges due to the novelty of both of these contexts (Andreucci, 2020).

b) Challenges

The lockdown phase (context phase 1), in which direct contact to persons outside the own family is prohibited as well as the phase of training under distance conditions (context phase 2) is linked to

challenges for coaches in self-defense related professions.

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3 For the *Who-Dimension (1)*, motivational aspects of learners as well as aspects of the coach-learner
4 relationship are challenged, since the prescribed measures of physical distancing prevent the
5 possibility of normal training and competitions and tend to result in self-defense learners retreat into
6 private sphere. In both cases the question arises under which conditions the social relationship
7 between coaches, the individual learner and learning groups can be maintained and training adapted
8 to the regulations and requirements can be carried out according to the needs and expectations of
9 the learners, ranging from the wish for safety and health on the one hand, and the desire for social
10 contact and continuation of the training on the other.
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25 In the *What-Dimension (2)*, coaches are faced with the task of identifying, developing and
26 restructuring training contents which a) are possible under current restrictions and b) makes sense in
27 terms of the respective application context. For self-defense training, the criterion environment has
28 altered. Wearing of mouth-nose-masks or the shift of life into the private sphere changes the
29 characteristics and the dynamics of social conflicts civilians and police officers are facing. There is
30 uncertainty about how chosen contents will fit into the long-term development of the learners and
31 what relevance it will have in future application context. Concerning the curricula that already exist,
32 and that have to be taught (e.g. in police recruits training), questions about restructuring, cutting
33 down or changing content begin to rise.
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50 In the *How-Dimension (3)* coaches are faced with the question of how identified contents can be
51 designed in such a way that the learning environment meets the requirements of the criterion
52 environment. Since interaction in most context of self-defense training is based on physical
53 proximity and contact, fully representative training activities are not possible in either context (1
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and 2). Especially for the area of visual and kinaesthetic stimulation by interacting partners and environmental factors (e.g. confined spaces, in a car, etc.) appropriate solutions are required.

Within the *Practice-Dimension (4)* the challenges of the what-, how- and who-dimension converge on the question of how martial arts training in times of corona as a whole can be planned and executed. For self-defense training there is no reference experience in comparable contexts. Due to the novelty of the situation, a great deal of time must be expected when planning and organizing the training and linking it to medium- and long-term training objectives. For the teaching practice itself, the question arises as to how meaningful tasks can be designed, how interaction can be arranged and how feedback can be given for the respective practice. Overall, the future relevance of the efforts made here remains uncertain.

For the dimension of the *coaching self (5)*, the current restrictions may irritate existing beliefs, values and attitudes towards the training process. Thoughts such as "this can't be done" or "that's not the way training has to be done" are possible here. The challenge is to identify and work on one's own assumptions that guide one's actions in relation to training and to open up to new, previously unknown ways of thinking and acting.

The list of challenges is admittedly remarkable: physical proximity between learners and coaches is limited, social relations to the athletes have to be maintained, relevant training content has to be identified and familiar ways of interaction and delivery have to be adapted. Competence development is difficult to assess, the organisational effort is much greater than before COVID-19 pandemic and overall, there is a lack of reference experiences. In view of this it is quite understandable when police and civilian self-defense coaches initially react irritated. However, as it is known for learning processes in general (Dewey, 1997) the phase of irritation can merge into

learning, as soon as each of these problems are viewed as currently given conditions and thus in their inherent potential for development possibilities. Not quite incidentally, this exactly is the mindset self-defense coaches expect of their learners: To overcome the shock of an unexpected situation and turn into adaptive, creative *problem solvers* [citation removed for anonymity purposes].

3. A Conceptual Framework for Self-Defense Coaches

The plea for adaptivity of self-defense coaches can also be substantiated considering key ideas of *ecological dynamics* (Roberts, Newcombe, & Davids, 2019;). Ecological dynamics supposes a) a mutuality of individual and environment, meaning that individuals perceive the environment and create the environment at the same time (Gibson, 1978) and b) the paramount role of individual, task and environmental *constraints* (Newell, 1986), delivering individuals opportunities for action and allowing them to attune to information, which guide their behaviour [citation removed for anonymity purposes] (Renshaw et al., 2010; Renshaw & Chow, 2019). The peculiarity of constraints in view of ecological dynamics lies in the fact that they constitute both limitations and possibilities of behaviour at the same time (Torrents, Balagué, Ric & Hristovski, 2020).

Key constraint – The Coaching Self

By situating the individual self-defense coach not in the position of an external observer, but as a relevant player within the ecological approach (Orth, van der Kamp, & Button, 2018), contextual changes caused by SARS-CoV-2 can be seen as environmental constraints resulting in challenging tasks to which the coach behaves either way, ideally taking them as opportunities for action. As mentioned before, how coaches attune to the unfamiliar situation in concrete depends on the personal mindset, acting as individual constraint and affordance in the light of ecological dynamics.

Ecological dynamics does not only allow for a theory-based description of the demanding situation police and civilian self-defense coaches (*Self-Dimension*) are currently confronted with. Providing the basis for a "principled approach to skill learning across all sports and in all pedagogical settings" (Renshaw & Chow, 2019, p.104), *ecological dynamics* offers concrete orientations for the design of self-defense training and thus for a constructive approach to the requirements discussed.

Constraining the What-Dimension

Under the conditions of lockdown (context phase 1) and distance regulation (context phase 2) both the criterion and the training environment of police and civilian self-defense has changed. Self-defense practices refer to interpersonal threat and conflict dynamics in the civil public sphere, which may be influenced and changed by the measures of contact restriction. For instance, following new scenarios caused by SARS-CoV-2 and corresponding regularities are conceivable, 1) spatial isolation could lead to an increase in incidents of domestic violence and less available support services (Usher et al., 2020). Furthermore, 2) an overall increased tension in the population due to the novel situation, 3) the removal of a mouth and nose protector at the corresponding obligation to wear it, 4) navigating between large crowds with a minimum distance, 5) the falling below the minimum distance or 6) cases of aggression aiming at transmission of SARS-CoV-2 bears an enormous potential for conflict between people in public spaces. The wearing of the mouth and nose protector alone changes the situational parameters and quality of conflict dynamics. For example, facial expressions, gestures and acoustics of the interacting persons which are covered by the "mask" or which can only be perceived to a limited extent imply the possibility of not being recognised or not being recognised in time or of being misinterpreted, which makes it difficult, among other things, to send and attune to de-escalating signals (e.g. via a smile). In addition, mouth-nose protection restricts the supply of air, which can increase the physiological arousal of conflict partners and lead to an increasing restriction of cognitive and physical capabilities.

1 The identification of these and other contextual and situational parameters of civil conflicts provides
2 concrete clues for the *training environment* of police and civilian self-defense practices to expand
3 and differentiate the scope of what to be taught, e.g. coping with specific Corona scenarios under the
4 described restrictions.
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8 For the training environment of civilian self-defense and police training, current restrictions in
9 interpersonal contact to be adhered to result in the following opportunities for content selection:
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13 1) Concentration on basic and complementary skills that promote the development of key action
14 capabilities in the long term, including the development of physical performance (e.g. general
15 and specific fitness training), basic motor skills as well as specific skills such as training of
16 explosive attacking actions [*citation removed for anonymity purposes*]. The isolated training
17 of defensive actions also offers opportunities for functional development of learner`s
18 competence experience.
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28 2) Expansion of declarative knowledge structures through lectures, discussions and video
29 analyses, which can lead to a deeper understanding with regards to the subject matter.
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33 After possible and currently intruding contents of civilian and police self-defense training have been
34 identified, for coaches the question is raised, how these issues can be designed in a representative
35 manner, meaning that activities of the learner within the training environment meet the
36 requirements of the criterion environment.
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45 *Constraining the How-Dimension*

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47 The contextual conditions of training at a distance are linked to challenges for trainers in terms of
48 task-design. For example, in most types of self-defense training, direct physical contact with
49 changing training partners is required. Fighting generally can be conceptualized as mode of physical
50 communication, established through the dense interaction of bodies [*citation removed for anonymity*
51 *purposes*](Krabben et al., 2019). It is central to skill development in self-defense and police training
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1 that coaches design training activities in a representative manner (Pinder et al., 2011) [*citation*
2 *removed for anonymity purposes*]. Exercises and tasks are representative if they resemble key
3 requirements set in the application context (functionality) and thus enable the trainee to behave as
4 he/she should behave in the criterion environment (action fidelity, Pinder et al., 2011). This includes
5 the focus on behaviour-specific information in a) physical (e.g. dealing with speed and force), b)
6 perceptual-cognitive (e.g. dealing with surprise) and c) affective (dealing with emotions) terms as
7 well as the exploration of adequate coping strategies (Broadbent et al., 2015; Headrick et al., 2015;
8 (Maloney et al., 2018)).

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19 Splitting up the representativeness of a learning task (Figure 2) allows the self-defense coach to "play"
20 in a way that is similar to playing at a mixing desk. In the totality of the simulations performed in a
21 training program, it can thus be ensured that central elements of the criterion environment must be
22 played in step by step, varied gradually and treated by learners [*citation removed for anonymity*
23 *purposes*]. While under "normal" training conditions, martial arts training aims to ensure a high
24 overall representativeness of tasks, current coaching contexts require an increased splitting up of the
25 representativeness and ensuring that a high representativeness is maintained in the sum of individual
26 tasks and exercises. This approach is not new in self-defense training, since a comprehensive overall
27 representativeness cannot be guaranteed due to the risks to the health and safety of the trainee [*citation*
28 *removed for anonymity purposes*].

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47 **Figure 2: The trade-off model of simulation design** [*citation removed for anonymity purposes*]
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53 Contemporary context and regulations of physical distancing require police and civilian self-defense
54 coaches to apply and develop task designs, for example, show a high degree of representativeness in
55 the perceptual-cognitive area, while at the same time being less representative in the physical
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component. For instance, the following options are feasible:

- 1) Interaction of functional optical and acoustic stimuli allowing for action fidelity while maintaining distance, e.g. simulation of attacking actions in the area of kicking or striking techniques by ecological valid triggering stimuli (e.g. weight shift by the attacker/simulator), presenting opportunities for defence actions which have to be perceived and executed by the player (defender).
- 2) Interaction of functional kinaesthetic stimuli and valid responses while maintaining distance. Here, creative coaching methods must be explored to ensure interactions while maintaining the minimum distance. Initial ideas (practiced by the authors) include the use of kinaesthetic "bridges" such as "pool noodles" (of 1.5 to 2m length) for attack variations or the use of ropes to ensure tension-compression movements in the interaction.

Constraining the Practice Dimension

The identified contents and design ideas presented finally lead into the *practical dimension*. How can those ideas and plans be implemented in practice, for example in the phase of lockdown (context 1), where interaction with martial arts learners is only possible as interaction among absentees via modern media. What forms of delivery and pedagogical approaches are available here? To which amount different approaches are appropriate and how can they technically be realized? Where is the place for linear pedagogy, advocating coach-centred demonstration of ideal solutions and imitation by the learners? Where is a place for non-linear pedagogy (Chow et al. 2016) [*citation removed for anonymity purposes*], offering learners the opportunity to make individual decisions, exploring individual solutions based interactively provided tasks and cues? The latter, for instance, could be realized within a synchronic online training (e.g. via Zoom, Webex), for example, if in simulation of an attack by the coach, the learners themselves are left to decide what (what-decision) to do and how (how-decision), i.e. if task design as well as the delivery

1 afford learners exploration and exploitation of functional movement variability based on constraints
2 set by the task (not to get hit), the environment (learners may have to train and perform in private
3 rooms), which of course could be deliberately manipulated (learners have to put a chair between
4 themselves and the screen) and finally the individual, which can be manipulated, too, e.g. by
5 wearing a rucksack while performing his or her defence and follow-up action, etc. But how can
6 individual real-time feedback be delivered and technically be managed on screen? Is there a use for
7 all of this in future? How does learning this way contribute to long-time learning and performance
8 goals? There is no doubt that many open questions are linked to the coaching practice of police and
9 civilian self-defense training in times of Corona - answers to these questions can only be found by
10 doing it, by teaching.
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25 **Table 1: Impact of contextual changes (context phase 2)**
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30 By becoming active in times of Corona and offering training, by entering unfamiliar terrain, e.g. in
31 the field of technical forms of communication (e.g. via zoom), by testing online based distance
32 learning, by adapting approaches to delivery and by designing novel tasks, self-defense coaches
33 embody a sense of community and social relatedness - and thus move into the core of the learners
34 needs and expectations (*who-dimension*). As motivation research has repeatedly argued for the
35 positive influence of measures to promote and stabilise social relatedness on motivation (Mageau &
36 Vallerand, 2003; Rigby & Ryan, 2018) it can be assumed that especially in times of obligate
37 physical distance, learners appreciate the willingness and initiative of their coaches to find
38 alternative solutions of contact and interaction. Also, and precisely because the situation obviously
39 forces police and civilian self-defense coaches to leave their comfort zone, and many uncertainties
40 are associated with this, the situation automatically leads to the development and opening up of new
41 expertise in the field of media and pedagogy and therefore to possibilities for professional
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development.

4. Conclusion

Police and self-defense coaching are challenged by the current COVID-19 pandemic and the associated measures of physical distancing. Due to a lack of experience, simple answers and solutions are not to be expected. At first glance it may seem strange for police and civilian coaches to get involved in the possibilities of self-defense training under conditions of current contact restrictions, after all, self-defense normally includes proximity and direct physical contact. In this article we argue that we should not leave it at the defensive reflex, but rather see the crisis as a potential for the adaptation of professional coaching practice and thus make it the starting point for our own development opportunities. As such, the COVID-19 pandemic provides an opportunity to redevelop coaching expertise (Turner et al., 2012, [*citation removed for anonymity purposes*]) and by this developing the ability enabling them to decisively respond to new expertise demands that arise as a result of changes in their expertise territories: “flexpertise” (Frie et al., 2018). This is preceded by the willingness to do exactly what police and civilian self-defense coaches expect of their learners to do on a regular basis: Overcoming the shock of an unexpected situation and becoming adaptive, creative problem solvers.

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Figure 1: Professional coaching model (adapted from (Muir et al., 2015; Till et al., 2019))

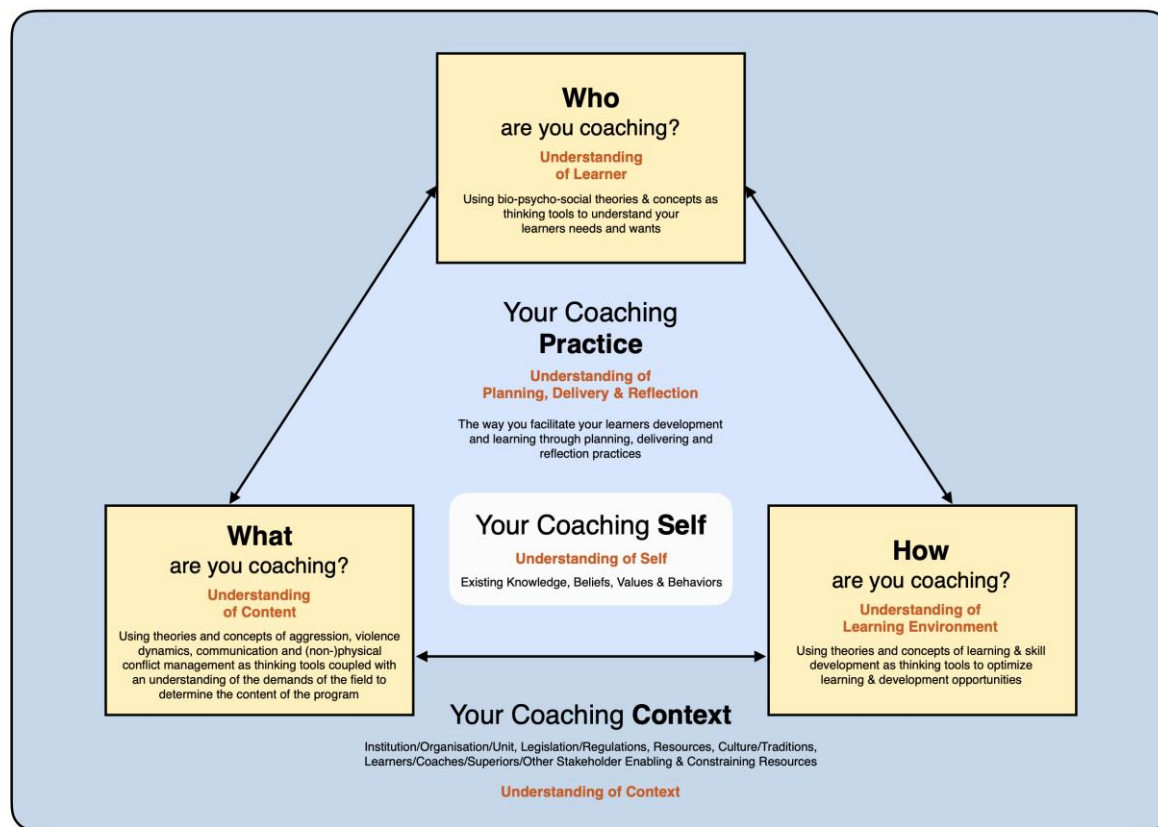


Figure 2: The trade-off model of simulation design [citation removed for anonymity purposes]

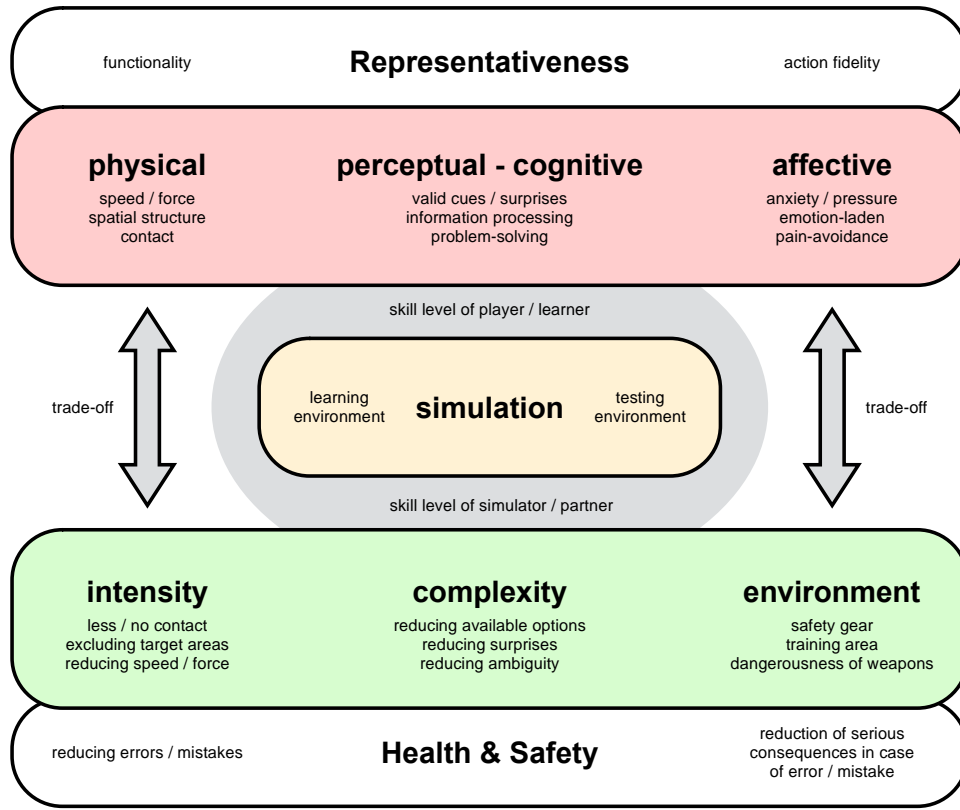


Table 1: Impact of contextual changes (context phase 2) [*citation removed for anonymity purposes*]

Dimension	Contextual changes (context 2)	Challenges	Possibilities	Limits
What	<p>Changing the application environment</p> <ul style="list-style-type: none"> New conflict scenarios and situational dynamics <p>Changes of the learning environment</p> <ul style="list-style-type: none"> Training is again allowed at a distance < 1.5 m from the partner in close proximity (compared to phase 1) 	<p>Identification (and development) of training content whose training is possible and fits into the long-term development of the learners regarding needed competencies for performance within the criterion environment</p>	<p>Application environment</p> <ul style="list-style-type: none"> Expansion of possible training contents <p>Learning environment</p> <ul style="list-style-type: none"> Focus on complementary skills (fitness, technique, situational awareness etc.) Expansion of declarative knowledge (video analysis of application situations, presentations) 	<p>Certain training contents prohibited (e.g. ground fighting, choking techniques)</p>
How	<ul style="list-style-type: none"> No contact allowed Outdoor training Smaller groups 	<p>Design of representative learning environments</p>	<p>Compared to phase 1</p> <ul style="list-style-type: none"> More partners for (visual/acoustic) stimuli and interactions Possibility of interaction involving tension/pressure (kinaesthetic stimulation) 	<p>completely representative training activities not possible</p> <ul style="list-style-type: none"> Kinaesthetic stimulation only partially representative Interaction of visual information and actions only partially representative
Who	<ul style="list-style-type: none"> Contact is not allowed Seeing others is allowed "Desire" for togetherness 	<p>Identification and consideration of current wishes, needs and expectations of the learners</p>	<ul style="list-style-type: none"> Getting to know the learners better Focus on relation between athlete and coach: growing together in times of crisis 	<ul style="list-style-type: none"> Retreat of learners/trainees into the private area possible Motivational problems due to lack normality/usual training
Self	<ul style="list-style-type: none"> New situation as danger/insecurity" Confrontation of own beliefs about training; danger of "I can't"/"this is not feasible" 	<p>Identification of own attitudes, values and resources that guide actions with regard to training</p>	<ul style="list-style-type: none"> Recognition of own assumptions that guide actions Training of creativity, adaptivity and flexibility in training design 	<p>Future relevance unclear/uncertain</p>
Practice	<ul style="list-style-type: none"> Planning: no reference experiences with training in comparable contexts; problems in future orientation (periodisation) Time-consuming implementation under general conditions and requirements Delivery: No direct proximity to learners; different "feeling" of the training; organisational effort Reflection: Feedback about "what works" not directly visible (in the application environment) 	<p>Development/adaptation/strengthening of existing planning, implementation and reflection structures</p> <ul style="list-style-type: none"> More theory-driven and experimental instead of experience-based More organisational effort Systematic evaluation possible 	<ul style="list-style-type: none"> Trying out new training interventions, ways of delivery, supporting material/media/technology Discussion of the theoretical justification for the use of specific forms of training Opening up new possibilities for reflection and evaluation on the effectiveness of training activities 	<p>Future relevance unclear/uncertain</p>
Context	<p>Rules and regulations on contact restrictions between persons</p>	<p>Creation of contextual conditions that allow self-defense training with individuals under current regulations</p>	<ul style="list-style-type: none"> Training groups that train under quarantine conditions Training with persons from a household 	<p>Not possible/allowed for all learners/trainees at all levels</p>