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**(U) JOINT MANUAL FOR
SURVIVAL, EVASION,
RESISTANCE, AND ESCAPE
EDUCATION AND TRAINING
ROLE-PLAY ACTIVITIES IN
SUPPORT OF THE CODE OF
CONDUCT AND PRINCIPLES
OF BEHAVIOR**



**JOINT STAFF
WASHINGTON, D.C. 20318**

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CHAIRMAN OF THE JOINT CHIEFS OF STAFF MANUAL

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DISTRIBUTION: A, B, C

(U) JOINT MANUAL FOR SURVIVAL, EVASION, RESISTANCE, AND ESCAPE
EDUCATION AND TRAINING ROLE-PLAY ACTIVITIES IN SUPPORT OF THE
CODE OF CONDUCT AND PRINCIPLES OF BEHAVIOR

(U) References:

See Enclosure E.

1. (U) Purpose. This manual establishes responsibilities and provides procedures and assessment criteria for planning and conducting safe and effective role-play activities during survival, evasion, resistance, and escape (SERE) education, training, and exercises in accordance with references a, b, c, d and f. This guidance:

a. (U) Ensures continuity of training throughout the Department of Defense (DoD) by providing trainers, exercise planners, and staffs with a common core knowledge of SERE role-play activity principles, concepts, and procedures for the purposes articulated in reference f.

b. (U) Establishes minimum requirements for conducting role-play activities during an evasion, recovery, resistance, and escape training laboratory or exercise and authorizes use of approved **physical pressures** per reference f and Enclosure D of this manual.

c. (U) Ensures research conducted during SERE role-play activities complies with references b, c, and g.

2. (U) Superseded/Canceled. CJCSM 3500.10, "Joint Manual for Survival, Evasion, Resistance, and Escape (SERE) Education and Training Role-Play Activities in Support of the Code of Conduct & Principles of Behavior," 21 July 2017, hereby superseded.

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3. (U) Applicability. This manual applies to the Office of the Chairman of the Joint Chiefs of Staff, Joint Staff, Combatant Commands (CCMDs), Military Departments, Office of the Inspector General of the Department of Defense, Defense Agencies, DoD Field Activities, and all other organizational entities within the Department of Defense (referred to collectively as “DoD Components”).

4. (U) Procedures

a. (U) Reference f is the overarching DoD policy document for personnel recovery education and training. SERE education and training programs must be sufficiently realistic and stressful to prepare individuals adequately for isolation and help mitigate abuse of DoD personnel during adversary exploitation by complying with pertinent regulations and policy regarding all SERE training activities. Programs must closely supervise authorized realistic stressful training to prevent abuse. This manual provides operational guidance to implement policy and prevent causing physical or psychological harm to students.

b. (U) Military Departments or U.S. Special Operations Command (USSOCOM) Personnel Recovery offices of primary responsibility may request changes to this manual to the Joint Staff, Director Joint Force Development, in accordance with reference f.

5. (U) Definitions. See Glossary for terminology used throughout this manual.

6. (U) Summary of Changes. This revision changed the definition and guidance for coercive physical pressures to coercive physical and psychological pressures; deleted the term “Post Training Academic Role-Play Laboratory; added guidance on use of gloves during outdoor operations below freezing for select physical pressures; added guidance for “Pat Searches of Students” under the physical pressures section; deleted term and definition for Post Training Academic Role-Play Laboratory; and updated references and corrected grammar errors.

7. (U) Releasability. LIMITED. (NOT APPROVED FOR PUBLIC RELEASE). This manual is approved for .mil/.gov access only. DoD Components (including the Combatant Commands) and other Federal Agencies may obtain copies of this directive through controlled access at <<https://jsportal.sp.pentagon.mil/sites/matrix/del/sitepages/home.aspx>>. DoD Components may also obtain access via the Secret Internet Protocol Router Network (SIPRNET) Directives Electronic Library Web site.

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8. (U) Effective Date. This MANUAL is effective upon receipt.

For the Chairman of the Joint Chiefs of Staff:



GLEN D. VANHERCK, Lt Gen, USAF
Director, Joint Staff

Enclosures:

- A -- Responsibilities
- B -- Procedures
- C -- Authorized Physical Pressures
- D -- Use of Physical Pressures in SERE Training
- E -- References
- GL -- Glossary

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ENCLOSURE A

(U) RESPONSIBILITIES

1. (U) The Deputy Assistant Secretary of Defense for Special Operations and Combating Terrorism. The Deputy Assistant Secretary of Defense for Special Operations and Combating Terrorism (DASD(SOCT)) adjudicates unresolved issues between the Joint Personnel Recovery Agency (JPRA) and the DoD Components per reference i.

2. (U) DoD Components

a. (U) Ensure all SERE role-play activities comply with this guidance and use only the physical pressures described in Enclosure C to conduct high-risk role-play activities.

b. (U) Ensure local guidance is developed and implemented based on a thorough operational risk assessment addressing environmental factors (climate, terrain, structures, and activities). Documented guidance must detail application procedures and rationale for physical pressures used at each training facility and exercise location. Local guidance may be more restrictive (but not less restrictive) than this guidance.

c. (U) Ensure SERE role-play activities are protected in accordance with reference m (available to DoD personnel on the Defense Information Systems Agency (DISA) SIPRNET Web site and the JPRA SIPRNET public portal).

d. (U) Within the DoD, completion of SERE education and training does not authorize or qualify any individual to use SERE training methods or pressures on foreign captives or detainees held by U.S. Government, coalition, or allied personnel (reference f). It is incumbent on commanders, staffs, and supervisors to ensure SERE trainers and students, and any observers of these pressures in support of SERE training, understand this policy and the proper context of their training. This briefing restriction is required for all students in SERE education and training involving high-risk role-play activities at an appropriate time during the course.

e. (U) Develop policies and implement practices for responding to students who reveal controversial or personally sensitive topics during SERE education and training activities. Topics include issues such as sexual orientation, sexual practices, past physical abuse, infertility, and tragic loss of a loved one. If students reveal these topics during non-role-play academic instruction, instructors will address the issue clearly and succinctly and then move on to

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other instruction. Handle students exposing sexual abuse during non-role-play academic instruction in accordance with references e and h and related DoD Component guidance. See Enclosure B, paragraph 3.b.(7), for procedures used during SERE role-play activities.

f. (U) Coordinate on subordinate unit requests for changes to this guidance prior to submitting requests to JPRA.

3. (U) Joint Personnel Recovery Agency. JPRA, acting on behalf of the Chairman of the Joint Chiefs of Staff, in support of DASD (SOCT), assesses and provides support to DoD Component SERE high-risk role-play activities to ensure compliance with references f, k, l, m, and n and this manual. JPRA conducts recurring assessments of DoD Level C courses and other SERE education and training programs involving SERE high-risk role-play activities no earlier than 24 months and no later than 36 months after the previous assessment. Conduct initial assessments within 12 months of new DoD Component SERE education and training programs. JPRA forwards assessment reports to DASD(SOCT); the Director for Joint Force Development, Joint Staff (DJ-7); and the subject DoD Component.

(U) ENCLOSURE B

(U) PROCEDURES

1. (U) SERE Training Role-Play Activities

a. (U) Low-Risk Role-Play Activities. Implement a management program and procedures to mitigate operational risk. Do not use coercive physical or psychological pressures during low-risk role-play activities.

b. (U) Moderate-Risk Role-Play Activities. Implement a management program and procedures to mitigate operational risk. Do not use coercive physical and psychological pressures during moderate-risk role-play activities.

c. (U) High-Risk Role-Play Activities. Conduct high-risk role-play activities, laboratories, and training in accordance with the goals and requirements listed in paragraphs 2 and 3 of this Enclosure. Implement a management program and procedures to mitigate operational risk. Use coercive physical and psychological pressures during high-risk role-play activities only as outlined within this document.

2. (U) Role-Play Exercise/Laboratory Goals

a. (U) This guidance does **not** require use of all exercise or laboratory types within any specific training program or exercise. Use only those required to meet the experiential training (see Glossary) objectives. Evasion training or exercise (rural or urban) incorporating an aggressor force, opportune contacts, conventional or non-conventional recovery forces is a moderate-risk role-play activity when no coercive physical pressures are incorporated. Training and exercises incorporating the use of coercive physical pressures are high-risk role-play activities. Escape training or exercise with the cadre role-playing a captor is a moderate-risk role-play activity when no coercive physical or psychological pressures other than general threats described in Enclosure B under paragraph 3.f.(7)(b), and a basic pat search, a hood or blindfold to obstruct the student's vision, and personal restraints are incorporated as described under Enclosure C, paragraph 1., "Personal Restraints"; paragraph 4.a., "Controlled Movement of Hooded Students"; and paragraphs 11.a.(1), 11.a.(2), 11.b. through 11.f., "Pat Search of Student."

b. (U) Evasion and Recovery Exercise (Rural or Urban) Goals

(1) (U) Provide exposure to evasion stressors, including a simulated hostile force.

(2) (U) Provide performance assessment and remediation when necessary.

(3) (U) Ensure students understand individual and group successes and improvement areas by incorporating thorough instructor critiques.

c. (U) Escape Training Laboratory/Exercise Goals

(1) (U) Provide exposure to escape stressors, to include a simulated captor force.

(2) (U) Provide performance assessment and remediation when necessary.

(3) (U) Ensure students understand individual and group successes and improvement areas by incorporating thorough instructor critiques.

d. (U) Pre-Academic Laboratory Goals

(1) (U) Provide a cognitive framework in line with Stress Inoculation Training (SIT) theory to give students the most reliable mental picture possible of situations within the captivity spectrum.

(2) (U) Establish a common understanding of, and dispel inaccurate preconceived notions regarding, captivity stressors while not instilling learned helplessness.

(3) (U) Motivate students to engage during follow-on academic instruction.

(4) (U) Promote confidence that students can, through additional training, successfully survive and return with honor.

(5) (U) Allow students to practice previously learned skills as appropriate.

e. (U) Academic Role-Play Laboratory Goals

(1) (U) Demonstrate governmental and nongovernmental captor behavior and associated captor treatment and exploitation means.

(2) (U) Provide graduated learning and stress inoculation by progressing from simple to complex training dilemmas.

(3) (U) Enable students to demonstrate situational awareness, determine the means of exploitation, and adapt resistance skills for different captors.

(4) (U) Enable students to learn vicariously by observing the role-play and participating in the instructor-provided critique.

f. (U) Resistance Training Laboratory Goals

(1) (U) Enable students to apply and adapt learned skills to situational variables and new conditions.

(2) (U) Expose students to a wide range of realistic **training dilemmas** to decrease fear of the unknown and enhance the ability to cope with captivity stressors.

(3) (U) Ensure students understand that their actions influence captor responses, and enable them to apply resistance and captivity survival tactics, techniques, and procedures (TTPs) to avoid exploitation and influence captor treatment.

(4) (U) Positively reinforce appropriate student TTPs. Ensure students demonstrating inappropriate, inconsistent, or missing SERE TTPs face remediation and additional training dilemmas to ensure application of appropriate TTPs.

(5) (U) Ensure students understand individual and group successes and improvement areas by incorporating thorough instructor critiques.

g. (U//FOUO) Post Training Exercise Goals

(1) (U) Allow previously experiential SERE trained personnel to apply skills and reinforce their confidence in meeting obligations to return with honor.

(2) (U) Design and adjust scenarios and dilemmas to ensure participants experience multiple opportunities to apply SERE TTP successfully.

(3) (U) Positively reinforce appropriate student TTPs. Ensure students demonstrating inappropriate, inconsistent, or missing SERE TTPs participate in additional training dilemmas to remediate performance and apply appropriate TTPs.

(4) (U) Provide participants and their organizations training program feedback on tested capabilities, assessments of student knowledge, and observed student skill atrophy.

3. (U) High-Risk Role-Play Exercise/Laboratory Requirements

a. (U) Planning

(1) (U) Only individuals with current certification by their respective DoD Component will perform role-play duties of opposing forces conducting evasion, escape, and resistance high-risk role-play activities. Instructors undergoing certification or upgrade training may participate with appropriate supervision.

(2) (U) Ensure facility design protects the classified training and allows effective operational risk management for students and staff.

(3) (U) Research involving human subjects conducted during high-risk resistance role-play activities requires evaluation to ensure protection of human subjects and compliance with references b and c and applicable DoD Component guidance. Due to the importance of meeting these requirements, refer any research questions to a resistance training (RT)-qualified SERE psychologist. If a SERE psychologist is not accessible, contact JPRA as appropriate.

b. (U) Operations

(1) (U) Use coercive physical and psychological pressures during an evasion exercise or escape training laboratory (ETL) only if effective oversight requirements (as defined in paragraphs 3.b.(6) and 3.d. of this Enclosure) are implemented.

(2) (U) Do not continue to defeat, humiliate, or excessively overwhelm and frustrate students to the point of inducing **learned helplessness** during role-play activities. This is especially critical during a pre-academic laboratory (PreAL) and resistance training laboratory (RTL).

(3) (U) During a post-training exercise (PTE), realistically challenge students to use previously learned skills and reinforce positive actions. Do not recommend conducting a PTE for academic-only trained individuals without hands-on practice of evasion, resistance, and escape skills.

(4) (U) Ensure the intensity and level of exposure during a PTE is appropriate for each student's previous level of training.

(5) (U) Local guidance required by paragraph 2.b. of Enclosure A detailing the application procedures and rationale of physical pressures used at each training facility will take into consideration available resources, such as facilities, environmental conditions, and physical characteristics of pressure devices. Local guidance will specify the environmental variables and students' or participants' physical conditions restricting the use of some physical pressures. Training programs are not required to use all physical pressures outlined in Enclosure C, and shall not create or add physical pressures beyond those identified in Enclosure C without DoD Component coordination with, and approval from, JPRA.

(6) (U) Currently qualified and certified **out-of-role** supervisory personnel maintain **oversight** of incidental physical contact and the application of coercive physical pressures. DoD Components are required to document staff training in the use of physical pressures during high-risk SERE role-play activities.

(7) (U//FOUO) Instructors will remain cognizant of the overall intent of any exploitative, controversial, or personally sensitive topics, or coercive physical pressure, designed to bring students to a positive learning outcome. Instructors may explore the controversial or personally sensitive topic. Students should realize the potential danger and then change topics. Out-of-role personnel will monitor the use of these exploitation methods and ensure an appropriate learning outcome. If a student exposes previous sexual abuse, immediately stop role-play training without asking the student questions and refer to the SERE psychology or medical staff. The SERE psychology or medical staff will handle reporting procedures in accordance with references d, e, and h, and related DoD Component guidance.

c. (U) Culmination

(1) (U) Conduct a detailed, situationally appropriate debriefing or critique with all students or participants after an RTL or PTE (see paragraphs 3.c.(a) and 3.c.(b) below for academic role-play laboratory (ARL) and PreAL debriefing and critique requirements). The intent is to clarify how the proper use of TTP and meeting the intent of the Code of Conduct (CoC) prepares the individual to resist exploitation and return with health and honor intact. Emphasize positive examples of student or participant conduct and use of DoD guidance. Ensure students and participants understand the intent for and use of controversial and sensitive topics during role-play and how to resist such

exploitation pressures during captivity. Individual student events (e.g., interrogation sessions) may be debriefed or critiqued out-of-role during the laboratory.

(a) (U) Conduct a group debriefing after a PreAL to normalize student responses and reactions during the PreAL and provide focus on the upcoming training. Do not critique the untrained students' performances during the PreAL debriefing. Provide effective explanations to address appropriate actions during follow-on instruction.

(b) (U) Immediately after each ARL, conduct a structured class-interactive critique on the participating students' capabilities to meet training program requirements. Student participation in the critique enhances students' ability to perform in future ARLs on their own and critique future performance. Recommend allowing the participating students to review a recording of individual performance once the group critique is complete.

(2) (U) DoD Components conducting a PTE will provide written and/or verbal feedback to the unit representative (point of contact) regarding strengths, weaknesses, and recommendations for improvement. Complete a report summarizing events for each PTE. Do not attribute performance to a specific participant in the report.

(3) (U) DoD Components conducting a PTE should submit observations related to DoD SERE training in the DoD Components' lessons learned system.

(4) (U) Security protocols for role-play activities and documentation shall comply with guidance in reference m (available on the DISA SIPRNET Web site and the JPRA SIPRNET public portal).

d. (U) Minimum out-of-role personnel requirements for high-risk role-play activities include the following:

(1) (U) Ensure at least one out-of-role supervisor **monitors** activities during a PreAL, PTE, or RTL and is present during an ARL. At least two out-of-role supervisors are required if group dilemmas and interrogation exposure occur at the same time. Out-of-role supervisors ensure student-centered training goals and objectives are achieved and the in-role instructors follow local policy and guidance. Ensure out-of-role supervisors are fully trained to understand the intent of training, and are authorized by local guidance to direct training. Out-of-role supervisors are not authorized to conduct training dilemmas during their supervisory shift. Out-of-role supervisors may provide students course direction hints.

(2) (U) Ensure at least one out-of-role RT qualified SERE psychologist or qualified psychology technician is present and **monitors** training during all high-risk role-play activities, including PreAL, PTE, and RTL and that he or she is capable of timely response during an ARL. When authorized high-risk activities, evasion and escape role-play requires the presence of psychological staff.

(3) (U) Ensure that at least one out-of-role qualified medical staff member is present during all high-risk role-play activities (including PreAL, PTE, and RTL) and that the staff member is capable of a timely response during an ARL. Medical staff members must be capable of independent practice according to Service medical policies, as well as state policy and legal requirements.

(4) (U) Ensure one instructor is present to monitor student activity at each separate location where students or participants are in isolation.

e. (U) Instructor fatigue and excessive span of control negatively impact role-play training quality and safety. The following manning considerations are important to safely conduct high-risk resistance role-play activities. When schedules do not comply with the following, closely observe training to assess and mitigate instructor fatigue and span of control issues:

(1) (U) Limit role-play instructors to a maximum of 9 hours of direct student contact during a role-play shift. Limit the total shift time for role-play instructors, out-of-role supervisors, and risk management personnel to a maximum of 12 hours.

(2) (U) Provide role-play instructors and out-of-role supervisors a minimum 12 hours off-duty between shifts to ensure sufficient time for travel and rest.

(3) (U) Conduct group exploitation training at a 12:1 participant/student to instructor ratio; do not exceed a 16:1 ratio.

f. (U) Guidance for Use of Physical Pressures

(1) (U) Supervisory Controls. Out-of-role supervisors and risk management staff may stop any physical pressure at any time.

(2) (U) Pre-Exercise/Laboratory Rules of Engagement Briefing. Before starting a high-risk role-play training activity, provide all students and staff a

pre-exercise/-laboratory rules of engagement (ROE) briefing, including how to stop the activity in the case of an emergency and any training conditions the student and staff must follow to maintain a safe and productive exercise or laboratory. The students and staff may acknowledge the ROE briefing either verbally or in writing. Conduct pre-exercise/-laboratory ROE briefings separately for students and staff.

(3) (U) Medical Restrictions. Written local guidance will define medical restrictions related to the use of, and exposure to, physical pressures and coercive physical pressure devices. Inform all risk management staff and role-play instructors of training restrictions due to student's current medical state and ensure they can identify them 100 percent of the time. Never jeopardize student or participant health for training; local medical restriction guidance will reflect this fact.

(4) (U) Student Initiated Duress Phrase. Before engaging in high-risk role-play training, provide students a term or phrase to request a time-out and call attention to an immediate medical or psychological problem. Students will use the duress phrase when a medical or psychological condition overwhelms their ability to continue productive learning. Students may use the duress phrase at any time, but not allowed to use the phrase to get out of uncomfortable or difficult situations or for a fellow student unless the fellow student is incapacitated. Once called, an academic situation exists and all role-play immediately stops with that student. Any cadre member who hears the duress phrase immediately acknowledges the student, confirms the academic situation, stabilizes the situation, and contacts the on-site out-of-role supervisor for assistance. The out-of-role supervisor determines the measures necessary to resolve the situation. If a student uses the duress phrase while in cramped confinement, the instructor immediately stops training activities with that student, removes the student from the situation, and then notifies the out-of-role supervisor.

(5) (U) Reprisals. When using coercive physical pressures on one or more students to coerce the behavior of another student or group of students, two or more instructors shall be present. When using water pressure during cold weather (paragraphs 5.i, j, and k of Enclosure C) or the Kneeling Back Bend timed stress position (paragraph 13.g of Enclosure C) to coerce other students, a minimum of two instructors shall be present. One instructor applies the coercive physical pressure and monitors the effects of the pressure on the student(s). The second instructor or an out-of-role supervisor monitors the psychological stress on the student(s) being coerced. Ensure the same student is not physically pressured repeatedly in reprisal situations due to

potential long-term negative learning effects. Most student defiance occurs during this type of reprisal situation.

(6) (U) Multiple Coercive Physical Pressures. Multiple coercive physical pressures may be used to intensify the physical and psychological stress students experience (e.g., water from a hose while doing calisthenics). Use multiple coercive physical pressures only as approved by local guidance. Exercise caution to ensure the use of multiple physical pressures in succession does not lead to misuse or misapplication.

(7) (U) Threats. Threats are psychological stressors used to manage the level of student discomfort and the psychological intensity of training. Threats can increase or decrease the psychological stress felt by the student. Specifically, threats are verbal statements about what might occur when the student demonstrates inappropriate behavior or is noncompliant. In general, vague threats increase the psychological intensity of the situation. Unrealistic threats are generally unproductive in the training environment. Threats can be just as powerful as actual physical pressures and require good assessment skills to ensure proper application. Instructors should be aware that the nature of the threat can greatly increase or decrease the psychological stress placed on students.

(a) (U) Specific believable threats are coercive psychological pressures. They may be used by instructors role playing as an opposing force, aggressor, or security element, or resistance training laboratory captor directed to a specific student or small group of students. Specific threats are high-risk role-play activities and requires applicable risk management oversight. Specific threats perceived as unmanageable also increase psychological stress. Specific threats perceived as manageable decrease the psychological intensity.

(b) (U) General threats used by instructors role-playing as an opportune contact, recovery force, evasion exercise aggressor, or escape exercise security element in support of students' role and learning outcomes for evasion, recovery, or escape are moderate-risk role-play activities and require applicable risk management oversight.

(8) (U) Tracking. Local guidance shall identify procedures for tracking (e.g., a log or other recording device) all coercive physical pressures that are limited in application to the number of times students can receive a pressure (e.g., insult slaps or cramped confinement).

(9) (U) Cross-Gender Modesty. Procedures shall be in place to ensure cross-gender modesty for all students. In-role students shall never be required

to remove undergarments in front of an instructor, fellow student, or other personnel of the opposite sex. In every occasion where students are required to remove undergarments in front of instructors, more than one instructor shall be present so at least one may serve as a monitor. Monitors of the opposite sex are prohibited from observing the undressing student(s) but must be in position to hear the training dilemma.

(10) (U) Physical Pressures. There are two basic forms of physical pressure used during SERE education and training. During incidental physical contact or coercive physical pressures, contact with the breasts of females and the groin and buttocks areas of both sexes is prohibited, except for pocket searches conducted during Specialized SERE activities codified in Enclosure C, paragraph 11.a.(3).

(a) (U) Incidental Physical Contact. Incidental physical contact is planned physical contact necessary for safe, efficient student handling (e.g., grabbing arms for movement, placing hands on top of student's head when placing them in cramped confinement). While not intended to purposefully increase stress or physical pressure, instructors and out-of-role supervisors should be aware of possible unintended consequences and resulting increased stress of incidental physical contact. Physical contact occurring from behind and out of the line-of-sight of a student should be considered to have a more intense and stressful psychological impact. Instructors should avoid unnecessary contact with students.

(b) (U) Coercive Physical Pressure. Coercive physical pressure is contact with a student that is intended to increase physical and psychological stress to test student's resistance strategies. Coercive physical pressures are designed to cause physical and emotional discomfort, not injury or overwhelming pain.

(c) (U) Oversight or supervisory staff and role-play instructors must understand the correct application of authorized coercive physical pressures. Recommend reviewing the procedures for applying authorized coercive physical pressures and demonstrating them as they would be applied to the student prior to each role-play training shift.

(11) (U) Instructor Responsibilities in Applying Physical Pressures

(a) (U) The judicious use and application of physical pressures can greatly impact a student's physical and emotional state and, therefore, greatly influence effective training. Before applying physical pressures, training staff, to include medical professionals, shall ensure there are no pre-existing medical

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conditions or other restrictions that may restrict the student from specific incidental contact or coercive physical pressures. Instructors will be aware of all restrictions before applying physical pressures and use situational awareness in case of injuries not previously noted.

(b) (U) Ensure only approved physical pressures are applied to students with medical restrictions.

(c) (U) Ensure cross-gender modesty at all times (refer to paragraph 3.f.(9) above).

(d) (U) Avoid misuse and misapplication when multiple physical pressures are used or if there is a disparity between the physical size and strength of the instructor and the student. Use of multiple physical pressures may be approved in accordance with local guidance. Tailor physical pressures to each individual's physical size and resilience. Tailoring the physical pressure does not authorize instructors to use unauthorized physical pressures or apply authorized physical pressures outside the limits described by this manual and local guidance.

(e) (U) Only trained and certified instructors are authorized to apply physical pressures. These instructors will have their training records appropriately annotated indicating the physical pressures they can use. Instructors in training will be under the direct supervision of a fully certified trainer when using physical pressures on students.

(f) (U) Instructors monitor the student's resistance behavior and appropriately apply physical pressures in a manner that is consistent with controlled realism but also facilitates the desired learning outcome.

(g) (U) Ensure a student's head is either in direct contact with or far enough from a solid surface to preclude injury if they become startled or reactive and turn or jerk their head sharply in order to avoid contact with a solid object that has the potential to cause injury.

(h) (U) Throughout high-risk role-play training, instructors must constantly consider the student's instructional needs, how the student is performing, and whether or not a physical pressure is appropriate for the individual needs of the student in order to achieve the appropriate learning outcome. Instructors must understand and monitor the cumulative effects of applying physical pressures to a student over the course of the training event. Instructors must be able to verbalize at any time the desired learning outcomes

for a specific student and how the current dilemmas and physical pressures are used to promote those learning objectives.

(i) (U) Instructors must immediately leave the area if a student becomes physically combative; instructors should not attempt to subdue such a student unless other students or staff members are in immediate danger. The instructor will immediately inform the appropriate out-of-role supervisor.

(j) (U) If an instructor suspects a student is becoming emotionally overwhelmed or agitated to the point where productive learning is jeopardized, the intensity of the dilemma must be reduced. If the student's reaction continues or worsens, the instructor will cease physical pressures and immediately consult the out-of-role supervisor.

(k) (U) Instructors must recognize the application of physical pressures is not always necessary to achieve learning outcomes. Inappropriate application of physical pressures often serves to confuse students and fails to support desired learning outcomes. Apply physical pressures as the logical consequence of the student's resistance behavior or predetermined training goal. Using physical pressures until a student fails is not appropriate for proper learning outcomes.

(l) (U) Prior to applying coercive physical pressures, instructors will remove all rings, bracelets, watches, etc., on the application hand/wrist or both hands/wrists for coercive pressures requiring the instructor to use both hands. Fingernails will be closely trimmed. Gloves will be removed for all physical pressures involved with touching students except those listed in Enclosure C under paragraph 4.a., "Controlled Movement of Hooded Students"; paragraph 11, "Pat Search of Student"; paragraph 12, "Student Clothing Removal"; and paragraph 12.i. "Stripping of Student Clothing."

(m) (U) When applying coercive physical pressures outside during temperatures below 32 degrees Fahrenheit, instructors may wear thin contact gloves approved by local guidance (e.g., summer weight flyers gloves NSN 8415-01-482-XXXX, or wool glove inserts NSN 8415-00-682-XXXX) except for the "Face Hold" under paragraph 6., "Silencing Face Hold" paragraph 7., "Finger Jab/Press/Thump" under paragraph 8., and all "Slaps" under para 10., which will continue to require bare hand(s).

(n) (U) If an instructor misuses or misapplies physical pressures, he/she must notify the out-of-role supervisor as soon as practical based on the incident. Other personnel who observe the incident are also required to report the incident or ensure it was reported to the out-of-role supervisor.

(12) (U) Out-of-Role Supervisor Responsibilities in Monitoring the Use of Physical Pressures

(a) (U) Ensure student-centered training goals and objectives are achieved and in-role instructors follow local policy and guidance.

(b) (U) Ensure physical pressures used by in-role instructors are performed in accordance with this manual and local guidance, and support the intended training outcomes. Out-of-role supervisors ensure instructors only use physical pressures on students medically cleared to receive a particular physical pressure.

(c) (U) The out-of-role supervisor will confer with risk management personnel as needed for student intervention, and when physical pressures are misused or misapplied.

(d) (U) Out-of-role supervisors may restrict an instructor's use of specific physical pressures for any reason, but they may not authorize physical pressures not listed in this manual or authorized by local guidance.

(e) (U) If notified by an instructor of misused or misapplied physical pressures, take appropriate action to assess the student before continuing with role-play. This may involve coordination with risk management personnel. Ensure misapplied physical pressure incidents are logged to provide additional information in support of possible injury inquiries.

(13) (U) Risk Management Personnel Responsibilities in Monitoring the Use of Physical Pressures

(a) (U) Risk management personnel are resistance training RT-qualified SERE psychologists and qualified psychology technicians, SERE qualified medical personnel, and other non-instructor SERE school supervisory personnel, such as leaders and commanders, responsible for providing a final safety net for high-risk role-play training. Risk management personnel do not engage in role-play, but they dress in the instructor cadre costume when in sight of in-role students to limit distractions, avoid out-of-role conversations when near students, and use only minimal in-role congruent dialogue when student encounters are unavoidable.

(b) (U) Risk management personnel work through out-of-role supervisors to recommend course modifications for individual student needs, but they can stop training any time student's physical or psychological safety is

an immediate concern. Based on consultation with the out-of-role supervisor, costumed SERE psychology and medical staff may provide physical and psychological focused preventive hints to help students deal with stresses and keep the students in training.

(c) (U) Risk management personnel can limit the use of physical pressures due to an individual student's physical and psychological characteristics. Risk management personnel may not authorize physical pressures not listed in this manual or local guidance.

(d) (U) Risk management personnel work closely with out-of-role supervisors to properly monitor all high-risk role-play training.

(U) ENCLOSURE C

(U) AUTHORIZED PHYSICAL PRESSURES

1. (U//FOUO) Personal Restraints

a. (U//FOUO) Description and Procedures. Personal restraints [bindings (tape, rope, cord, and flex cuffs), handcuffs, and/or stocks] placed on a student's arms or legs.

b. (U//FOUO) Rationale for Use. Personal restraints restrict students' personal movement and demonstrate captor power and control, projecting a sense of initial helplessness that students should be able to overcome with proper situational awareness.

c. (U//FOUO) Known Risks to Students. Restricted blood flow, pinched nerves, swelling of hands and feet, and abrasive injuries. Sharp objects may cause lacerations if used to cut off flex ties, rope, or tape. **SAFETY WARNING: Suffocation may occur if students are restrained behind their back and placed on their stomachs.**

d. (U//FOUO) Risk Mitigation for Students. **Due to the particular risks associated with personal restraints, enhanced Operational Risk Management strategies will be in place when this pressure is employed.** Personal restraints are applied in a manner not to restrict blood flow to any part of the student's body and minimize abrasion injuries. Bound students are monitored, and preparations made in advance for emergency release of personal restraints. Students will not be left unattended and standing while both ankles are bound. The instructor will maintain positive control of the student while assisting them to a standing position or when transporting a student whose wrists are bound.

(1) (U//FOUO) Establish safety procedures for transporting bound students in vehicles. Sufficient instructors and a mechanism for quickly releasing students' personal restraints will be in place prior to transport for students bound in vehicles. Only apply personal restraints in a manner where the student's arms are in front of their body. This allows students the ability to assist getting out of a vehicle in the event of an accident. Never bind a student directly to a vehicle. Restrain students before buckling any seatbelt to ensure the student is not bound to the vehicle inadvertently.

(2) (U//FOUO) Instructors never transport or lead a student by grasping the personal restraints in any manner. Instructors must have proper

equipment to remove restraints in a timely and safe manner in the event the restraint's mechanism fails to release. Never lay students down when their hands are restrained behind their back. Never cut off the ends of flex cuffs. Use only devices approved by local guidance to remove flex cuffs, rope, or tape. Binding restraints are generally not used in combination with most coercive physical pressures (see Glossary for explanation of terms) unless there is a specific training requirement to do so, as approved by local guidance. Binding restraints shall not be used in combination with immersion in water (see paragraph 5.k.), timed stress positions other than arm extensions (see paragraph 13), manhandling (see paragraph 4.d.), and walling (see paragraph 4.e.).

(3) (U//FOUO) Students shall not be placed in a prone position or left alone when arms are bound behind their backs.

e. (U//FOUO) Known Risks to Instructors. Minor lacerations can occur when cutting personal restraints and not following appropriate safety procedures.

f. (U//FOUO) Risk Mitigation for Instructors. Instructors will be properly trained and experienced with the mechanism and safe use for each form of personal restraint before applying the restraint to students. Out-of-role supervisors and instructors ensure documented standard procedures are followed when applying and removing personal restraints.

2. (U//FOUO) Hooding

a. (U//FOUO) Description and Procedures. A loose fitting, breathable cloth sack, such as a military issue laundry bag, which when placed over the student's head extends to the neckline. Students may be hooded while in vehicles. Contact with hooded students is limited to procedures in Enclosure B, paragraph 3.f.(10)(a), "Incidental Physical Contact"; and Enclosure C, paragraph 4.a., "Controlled Movement of Hooded and Blindfolded Students," and paragraph 9., "Friendly Gestures."

b. (U//FOUO) Rationale for Use. Hooding deprives students the opportunity to observe and become familiar with their surroundings and enhances psychological stresses encountered during isolation. It gives students the opportunity to use other senses to understand their surroundings and gain situational awareness.

c. (U//FOUO) Known Risks to Students. Sensory deprivation caused by the hood may put students off balance and increases risk of falling if not

properly controlled. Hooding may increase body temperature and restrict breathing, especially if the student has preexisting breathing difficulty or illness. Hyperventilation occurs in some students who are not comfortable with the hood over their head.

d. (U//FOUO) Risk Mitigation for Students. Hoods are placed over students' heads in a safe manner to avoid contact with eyes and mouths. When standing, hooded students remain grounded and stabilized by physical contact with another student(s), a solid stationary object such as a wall, or are under the positive control of an instructor. An instructor may move hooded student(s); instructors must have positive control at all times. Instructors do not lead student(s) by pulling on the hood, nor do they tighten the lower edge of the hood around the student's neck. Hoods with cinching straps will have the cinching straps completely removed prior to use as a hood. If students are having difficulty breathing, place the lower edge of the hood no lower than the student's chin. Students use their own hood throughout the training event to limit exposure to other students' body fluids. Local guidance will define how long students can wear hoods given the temperature and humidity of training facilities to avoid heat injuries. Students are given time to adjust to light and surroundings before any movement after hoods are removed. At no time will a soaking wet hood, that may impede the student's breathing, be placed on a student's head.

e. (U//FOUO) Known Risks to Instructors. Limited ability to adequately assess student response to physical pressures and training dilemmas. Exposure to student body fluids when handling student hoods.

f. (U//FOUO) Risk Mitigation for Instructors. Restricted use of physical pressures on hooded students. Proper hand washing procedures or wearing surgical gloves.

3. (U//FOUO) Blindfolds

a. (U//FOUO) Description and Procedures. A blindfold may be used in lieu of a hood. Blindfolds are intended to loosely cover only the eyes of the student, not their nose or mouth.

b. (U//FOUO) Rationale for Use. See Enclosure C, paragraph 4.a., "Controlled Movement of Hooded and Blindfolded Students."

c. (U//FOUO) Known Risks to Students. Sensory deprivation caused by the blindfold may put students off balance and increase the risk of falling if not properly controlled. In addition, eye irritation may occur if wearing contacts.

Mild abrasions may occur due to blindfold rubbing eyes. Visual distortion may occur when blindfold is removed.

d. (U//FOUO) Risk Mitigation for Students. Ensure the student's eyelids are closed before applying a blindfold to avoid contact with the eyes. When standing, blindfolded students remain grounded and stabilized by physical contact another student(s), a solid stationary object such as a wall, or are under the positive control of an instructor. Students may be moved while blindfolded, but must be led by an instructor who has positive control at all times. In addition, students found wearing contacts are allowed to remove them as soon as practical. If the blindfold is tied, the knot is placed toward the back of the head, not over the eyes. Blindfolds are made of a soft cloth loosely folded in broad folds. Student is given time to adjust to light and surroundings before any movement after blindfolds are removed.

e. (U//FOUO) Known Risks to Instructors. Exposure to student body fluids when handling student blindfolds.

f. (U) Risk Mitigation for Instructors. Proper hand washing procedures or wearing surgical gloves.

4. (U) Student Movement. Moving a student from one location to another is performed in a controlled, deliberate, and safe manner.

a. (U//FOUO) Controlled Movement of Hooded and Blindfolded Students

(1) (U//FOUO) Description and Procedures. Leading hooded or blindfolded students from one location to another.

(2) (U//FOUO) Rationale for Use. Used to move students from one location to another making it difficult for students to be aware of an exact location and increase students' apprehension about upcoming events. Provides the opportunity for students to practice situational awareness skills.

(3) (U//FOUO) Known Risks to Students. Students tripping or falling during movement, twisting or pinching skin, muscles, or joints.

(4) (U//FOUO) Risk Mitigation for Students. When moving, the instructor gains and maintains positive control to ensure the student's neck does not whip from side to side or forward and backward and does not choke the student if the student falls. Instructors warn students of hazards such as ice, stairs, sharp drop-offs, or any other obstacle or surface they must traverse. Instructor maintains positive control at all times. Instructors do not lead

students by pulling on the hood. If instructors have any doubt about students' safety, their ability to properly move students or are on questionable terrain, they stop and ask for another instructor's assistance or have the student lift the hood or blindfold if not restrained. Groups of hooded or blindfolded students may be moved together. Students with medical conditions are placed at the front of the line or moved by themselves, depending on the nature of their condition. The line of students is moved at a slow walking pace. Local guidance will specify the maximum number of hooded students allowed to be moved together based on local conditions.

(5) (U//FOUO) Known Risks to Instructors. Managing the weight of a falling student.

(6) (U//FOUO) Risk Mitigation for Instructors. Following the precautions listed in risk mitigation for students, also reduces risk to instructors. If a student falls, the instructor does not try to catch the student but attempts to manage the student's fall to minimize any chance of injury to student or to himself or herself.

b. (U//FOUO) Attention Grasp

(1) (U//FOUO) Description and Procedures. The instructor gains and maintains positive control over the student with two hands firmly grasping the shirt front near the collar, making sure the knuckles do not project into the student's chest or collarbone area. The instructor controls the student's head to avoid whiplash. This is accomplished by wrapping a hood, or suitable substitute, around the collar of the jacket or shirt in a way that uses the folded hood and student's clothing to positively control and support the neck. Abruptly pull the student close but not so abruptly as to cause whiplash. The attention grasp (AG) can be applied to a kneeling student only if the instructor is at the same level as the student and positive control is maintained. Instructors ensure students regain balance and control before releasing. Students are never lifted during an AG.

(2) (U//FOUO) Rationale for Use. The AG is intended to direct, or redirect, the students' attention.

(3) (U//FOUO) Known Risks to Students. Whiplash, hitting heads with the instructor, restricting blood flow to student's head causing "browning out" or fainting (due to improper placement of instructor's hands around neck area of student). Lifting students increases the chances of "browning out," fainting, and neck injuries.

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(4) (U//FOUO) Risk Mitigation for Students. Ensure student's circulation is not restricted. Instructors do not slap, grab, choke, whip, or shake students during an AG. Instructor pulls the student to one side so the student and instructor do not hit heads. Students are never lifted during an AG. All movement is controlled and deliberate, and students maintain solid contact with the floor or ground. Prior to release, return students to a point where balance can be maintained. When administering an AG on kneeling students, instructors will have at least one knee touching the ground to avoid lifting students. If on one knee, instructors do not pull students into their upraised knee. The student's knees are not lifted off the ground.

(5) (U//FOUO) Known Risks to Instructors. Butting heads with students and being struck by students' uncontrolled arms and legs.

(6) (U) Risk Mitigation for Instructors. Same as risk mitigation for students.

c. (U) Ninety-Degree Movement

(1) (U//FOUO) Description and Procedures. While facing the student the instructor grasps the student's outside upper arms with two hands to gain and maintain positive control. The instructor is the pivot point. Abruptly move the student to the right or the left but do not move the student more than 90 degrees at a time.

(2) (U//FOUO) Rationale for Use. Used on students to **dislocate expectations** (see Enclosure GL for explanation of term) and redirect their attention.

(3) (U//FOUO) Known Risks to Students. Placing students off balance could cause a fall.

(4) (U//FOUO) Risk Mitigation for Students. The instructor will not move students by the collar or make student's neck whip from side to side. In the event a student loses their balance and falls, the instructor maintains a firm hold on the student and gently lowers the student to the ground protecting their head and neck.

(5) (U) Known Risks to Instructors. Managing weight while twisting the spine.

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(6) (U//FOUO) Risk Mitigation for Instructors. Instructors move their legs and turn with their whole body. Instructors do not leave feet stationary and twist with their back when conducting this pressure.

d. (U) Manhandling

(1) (U//FOUO) Description and Procedures. Manhandling consists of moving a student within a small fixed area by pulling or pushing. The instructor firmly grasps the front of the student's shirt near the collar with two hands, ensuring positive control to support the head and neck, making sure the knuckles do not project into the student's chest or collarbone area. The instructor controls the student's head to avoid whiplash. A recommended way to accomplish this is to wrap a hood, or suitable substitute, around the collar of the jacket or shirt in a way that uses the folded hood and student's clothing to positively control and support the neck. Instructors ensure a slow walking pace is maintained and movement is limited to one direction and only a few steps. Instructors ensure students regain balance and control before releasing.

(2) (U//FOUO) Rationale for Use. Manhandling is an emotional irritant to demonstrate control over students and is used to forcefully direct students to a location against their will.

(3) (U) Known Risks to Students. Falling and whiplash.

(4) (U) Risk Mitigation for Students. In the event a student loses his or her balance and falls, the instructor maintains a firm hold on the student and gently lowers the student to the ground, protecting their head and neck.

(5) (U) Known Risks to Instructors. Falling, managing weight while twisting if students fall during pressure.

(6) (U) Risk Mitigation for Instructors. Proper technique and physical conditioning. Matching strength and size of the instructor with the size of the student.

e. (U//FOUO) Walling

(1) (U//FOUO) Description and Procedures. "Walling" consists of pushing students against a flexible wall designed and approved for that specific purpose. Inspect all walling devices for safety and serviceability prior to every shift. Especially look for nails, screws, or splinters sticking out of the wall. Stand the student upright, chin lowered towards the chest, and with their heels in contact with, or no more than four inches from the wall. Control arms

and hands to prevent flailing. When applying multiple wallings, students place hands in their pockets or grasp the side of their clothing. Remove all rigid and bulky items from their clothing prior to walling. The instructor maintains positive control and balance and ensures they can control the head and neck. This is accomplished by wrapping a hood, or suitable substitute, around the collar of the jacket or shirt in a way that uses the folded hood and student's clothing to positively control and support the neck. Only the student's shoulders, back, and buttocks contact the wall. The instructor ensures their knuckles do not project into the student's chest or collarbone area. The student's feet remain in place during the walling. Instructors' feet do not come off the ground while walling students. Instructors do not forcefully push their hands into the student's chest after the student hits the wall. Instructors ensure they have proper grip and student position at all times while performing this pressure.

(2) (U//FOUO) Rationale for Use. Used to demonstrate physical control over the students. Walling can be used individually or as a group reprisal.

(3) (U//FOUO) Known Risks to Students. Hitting head on wall, back strain, whiplash, falling, and bruising.

(4) (U//FOUO) Risk Mitigation for Students. Use proper walling techniques and match strength and size of the instructor with the size of the student. Use extreme care when walling students either smaller or larger than the instructor. Instructors ensure proper grip and student positioning at all times.

(5) (U//FOUO) Known Risks to Instructors. Falling; back or shoulder strain. Being struck by student's head or uncontrolled arms and legs.

(6) (U) Risk Mitigation for Instructors. Proper technique; physical conditioning. Matching strength and size of the instructor with the size of the student.

5. (U//FOUO) Water Pressures. Under no circumstances will waterboarding be used under the guise of any of the procedures described below. **(These risk mitigation factors apply to all of the types of water pressures described below).**

a. (U//FOUO) Description and Procedures. See specific descriptions below.

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b. (U//FOUO) Rationale for Use. Water pressures are used as an irritant, to refocus student's attention, demonstrate captor control, and modify student behavior. Specific rationales for use of water pressures are described in the appropriate sections below. Water pressures may be used as a reprisal when appropriate.

c. (U//FOUO) Known Risks to Students. Cold injuries, inhaling water, and choking.

d. (U//FOUO) Risk Mitigation for Students. Specific risks for separate pressures are described in the appropriate sections. Environmental conditions are considered and weighed prior to using any water pressures. Unit medical personnel establish guidelines and ensure they are followed. Although wind chill charts, thermometer readings, and other measurement methods are effective tools, they do not factor in variances in metabolic rate, body fat, and level of adaptation of individual students. It is imperative all outdoor or cold weather water-related events are monitored by qualified medical personnel and an out-of-role supervisor who give a predetermined signal to terminate the water pressure any time a student is in danger of hypothermia, or is acting irrationally. The student is removed from the stressor and monitored until fully recovered. Ensure students have dry clothing available when needed. When using water immersion pressures, staff members ensure the water level does not rise above the shoulders of the student. Do not submerge a student's head under water. Do not allow one student to submerge another student's head under water. Do not use reprisals to coerce a student to submerge their own head. Students are not forced to drink water as a pressure, as this can cause electrolyte imbalance, induce nausea and vomiting, and potentially result in death. Local guidance shall describe procedures for returning the student's body temperature to normal.

(1) (U//FOUO) Instructors may direct students to remove their clothes and change into specific training clothing prior to the watering session so the students have something dry to wear after the pressure is applied.

(2) (U//FOUO) When students, especially female students, prepare for a water pressure, ensure that they do not change into sheer or see-through-when-wet outer garments and that appropriate undergarments are left on.

e. (U//FOUO) Known Risks to Instructors. Cold injuries.

f. (U//FOUO) Risk Mitigation for Instructors. Same as risk mitigation for students.

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g. (U//FOUO) Flicking Water

(1) (U//FOUO) Description and Procedures. An instructor dips his or her fingers into a clean cup of potable water and lightly flicks the water into the student's face. This may be performed for an extended period of time.

(2) (U//FOUO) Rationale for Use. This pressure is used as an irritant and to cause distraction.

(3) (U//FOUO) Known Risks to Students. Exposure to contaminated water.

(4) (U//FOUO) Risk Mitigation for Students. Water from the cup is not later offered to students to drink.

(5) (U//FOUO) Known Risks to Instructors. Student may become irritated and try to knock the cup away.

(6) (U//FOUO) Risk Mitigation for Instructors. Use a flexible container such as a Styrofoam cup.

h. (U//FOUO) Throwing Water

(1) (U//FOUO) Description and Procedures. Tossing small amounts of potable water from a clean flexible container such as a Styrofoam cup on students.

(2) (U//FOUO) Rationale for Use. Used to startle, shock, humiliate, and irritate students.

(3) (U//FOUO) Known Risks to Students. Water may cause injury or stinging if thrown in the eyes or up the nose. Water thrown accidentally into the ear can cause an injury. Water container striking student. Slippery floors.

(4) (U//FOUO) Risk Mitigation for Students. Instructors toss water from cup in a downward sideways motion aiming at student's lower jaw and throat to avoid tossing water directly into the student's eyes, ears, mouth, and nose. Water is not tossed at high speed because this may injure the student. Ensure the water container does not strike the student. Use only small amounts of water to prevent slippery conditions. However, depending on the characteristics of the floor, even small amounts of water can make a floor slippery and unsafe for coercive physical pressures such as attention grasp,

walling, etc. The instructor assesses footing conditions and avoids coercive physical pressures resulting in student or instructor injuries.

(5) (U//FOUO) Known Risks to Instructors. Slippery floors.

(6) (U//FOUO) Risk Mitigation for Instructors. Use only small amounts of water to prevent slippery conditions. However, depending on the characteristics of the floor, even small amounts of water can make a floor slippery and unsafe for coercive physical pressures such as attention grabs, walling, etc. The instructor assesses footing conditions and avoids coercive physical pressures resulting in student or instructor injuries.

i. (U//FOUO) Pouring Water

(1) (U//FOUO) Description and Procedures. Potable water is poured from a clean flexible or hard container, such as a canteen cup, on students while they are standing, sitting, or lying down. Focus water from the collarbone down, in the front and on the shoulders, and down the back of the student.

(2) (U//FOUO) Rationale for Use. Focus student attention, correct posture, shock, demonstrate physical control.

(3) (U//FOUO) Known Risks to Students. Cold injuries, especially when water is inappropriately applied to the head and neck. Slippery floors.

(4) (U//FOUO) Risk Mitigation for Students. When using cold or ice water, the neck of the student shall be avoided. The water container does not strike the student. See general risk mitigation for water pressures above.

(5) (U//FOUO) Known Risks to Instructors. Cold injuries. Slippery floors.

(6) (U//FOUO) Risk Mitigation for Instructors. See general risk mitigation for water pressure in para 5.d.

j. (U//FOUO) Water from a Hose

(1) (U//FOUO) Description and Procedures. Pour potable water from a hose on students while they are standing, sitting, or lying down. Water flow from the hose is low to moderate; a spray nozzle or thumb/finger shall not be placed over the hose to intensify the force of the water. Watering is focused

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from the collarbone down, in the front and the shoulders, and down the back. Water shall never be directed at the head, neck, or genital area of the student.

(2) (U//FOUO) Rationale for Use. Focus student attention, correct resistance posture, dislocate students' expectations, and demonstrate physical control or reprisal.

(3) (U//FOUO) Known Risks to Students. General cold injuries and specific injuries to extremities (hands).

(4) (U//FOUO) Risk Mitigation for Students. When using cold water (as defined by local guidance) avoid the head, neck, and fingers of the student. When using water from a hose, do not direct it into a student's face or inadvertently strike the student with the water hose. See general risk mitigation for water pressures in paragraph 5.d.

(5) (U//FOUO) Known Risks to Instructors. Cold injuries.

(6) (U//FOUO) Risk Mitigation for Instructors. See general risk mitigation for water pressure in paragraph 5.d.

k. (U//FOUO) Pits/Ponds/Cisterns

(1) (U//FOUO) Description and Procedures. Submerging students in water no further than up to their shoulders if vertical or horizontal in ponds, pits, cisterns, etc.

(2) (U//FOUO) Rationale for Use. Focus student attention, correct resistance posture, dislocate students' expectations, and demonstrate physical control. May be used for reprisal.

(3) (U//FOUO) Known Risks to Students. Cold injuries. Water in pits, ponds, and cisterns can present a hazard to the students via transmission of disease or contaminants through inadvertent swallowing or exposure to mucus membranes or open sores.

(4) (U//FOUO) Risk Mitigation for Students. Water is replaced or rendered clean immediately before each class or training event. This may be done by draining and refilling, using an appropriate filtration system, or by flushing the container with fresh, potable water. If this is not possible, water is regularly tested for contamination by qualified personnel. If water is used in the pits, special care is taken to allow for water displacement of the mass of students so water does not rise above student's shoulders. If the pressure

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device requires students to lie down, students will lie face up. A filled sandbag or similar device is placed under student's head to assist them in keeping their ears out of the water. If a lid or cover is used to intensify the pressure, only a grate with openings, large enough for students to grab and hold on, is used, and will never be locked with students placed inside. This will facilitate instructors' ability to closely monitor students. A solid cover shall not be used. Water shall not reach a level on the student's body resulting in the nose or mouth being under water if the student's head falls forward.

(5) (U//FOUO) Known Risks to Instructors. Cold injuries, muscle strains from placing student in water containers.

(6) (U//FOUO) Risk Mitigation for Instructors. Physical conditioning and proper technique.

6. (U//FOUO) Face Hold

a. (U//FOUO) Description and Procedures. With fingers held close together and fully extended, instructors place one open palm carefully on each side of the student's face, keeping the fingertips well away from the student's eyes. Without twisting or shaking the student's head or grabbing the ears, instructors only use direct inward pressure adequate to hold the student's head immobile. Direct eye contact with the student occurs as the threat/warning is given while invading the student's personal space (6–10 inches). The face hold can be applied to a kneeling or sitting student only if the instructor is at the same level as the student.

b. (U//FOUO) Rationale for Use. The face hold is used in a controlled and deliberate manner to direct the student's attention back on the instructor.

c. (U//FOUO) Known Risks to Students. Possibility of poking students in eyes if students are not properly controlled, exposure to instructor body fluids and airborne disease transmission.

d. (U//FOUO) Risk Mitigation for Students. Ensure student is not moving about. Ensure proper hand and finger placement on a student's face.

e. (U//FOUO) Known Risks to Instructors. Contact with student body fluids, airborne disease transmission.

f. (U//FOUO) Risk Mitigation for Instructors. Proper hand washing techniques to keep from spreading illness.

7. (U//FOUO) Silencing Face Hold

a. (U//FOUO) Description and Procedures. While invading the student's personal space (6–10 inches), the palm portion of an instructor's hand is placed over a student's mouth, thumb pointing downward toward the student's chin. Direct eye contact with the student occurs for the duration of this pressure (approximately 8–10 seconds) as the threat/warning is given. The instructor's fingers are positioned closely together, as when rendering a salute (i.e., not spread apart) and carefully placed over the student's mouth with the thumb pointing downward in a controlled manner to prevent injury to the student. The face hold can be applied to a kneeling or sitting student only if the instructor is at the same level as the student.

b. (U//FOUO) Rationale for Use. Interrupt students who are talking excessively. Demonstrate control. Allow instructors to give a student an uninterrupted in-role hint.

c. (U//FOUO) Known Risks to Students. Possible breathing restriction if hands are misplaced. Spread of germs from instructor's hands.

d. (U//FOUO) Risk Mitigation for Students. The student's nose shall not be covered while applying this pressure. Instructors wash their hands before working with each student.

e. (U//FOUO) Known Risks to Instructors. Contact with student body fluids, biting.

f. (U//FOUO) Risk Mitigation for Instructors. Proper hand washing techniques to keep from spreading illness. Tell student to shut their mouth prior to applying pressure.

8. (U//FOUO) Finger Jab/Press/Thump

a. (U//FOUO) Description and Procedures. The finger jab consists of the instructor "jabbing" student's upper chest, above the breasts of female students, with the index finger only. The finger jab is performed on the meaty portion of student's upper chest, taking care to avoid the sternum and bony areas, while varying the point of contact to avoid bruising.

b. (U//FOUO) Rationale for Use. The finger jab is designed to be an irritant to the student and is not designed to cause pain.

c. (U//FOUO) Known Risks to Students. Bruising of skin, minor laceration from instructor's fingernail.

d. (U//FOUO) Risk Mitigation for Students. Students wear a shirt to avoid skin contact with instructor's index finger. Instructors make sure fingernails are trimmed.

e. (U//FOUO) Known Risks to Instructors. Spraining finger.

f. (U//FOUO) Risk Mitigation for Instructors. Proper technique.

9. (U//FOUO) Friendly Gestures

a. (U//FOUO) Description and Procedures. Handshakes, pats on the back, and side-by-side embraces are acceptable forms of friendly gestures. Friendly gestures initiated from behind or occurring out of the line of sight of students can have a more intense and stressful psychological impact. Use of intimate gestures, such as stroking the student's hair, rubbing the student's back, arm or leg, or lingering touching with verbiage that is intimately suggestive are not authorized. Friendly gestures are coercive physical pressures designed to increase stress and must not be confused as incidental contact (see Enclosure B paragraph 3.f.(10)(a)).

b. (U//FOUO) Rationale for Use. Dislocate student expectations, cause discomfort by invasion of personal space.

c. (U//FOUO) Known Risks to Students. Misinterpretation of friendly gestures as sexual advances especially if gender difference between student and instructor.

d. (U//FOUO) Risk Mitigation for Students. Friendly gestures only occur when other instructors or out-of-role supervisors are monitoring.

e. (U//FOUO) Known Risks to Instructors. Student retaliation to friendly or personal contact, especially if a student perceived the contact as an unwanted sexual advance or contact.

f. (U//FOUO) Risk Mitigation for Instructors. Instructors are under observation at all times and plans are in place and exercised for immediate support should a student physically resist.

10. (U//FOUO) Slaps. (These risk mitigation factors apply to all of the types of slaps described below).

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a. (U//FOUO) Description and Procedures. Specific risks for separate pressures are described in the appropriate sections.

b. (U//FOUO) Rationale for Use. Slaps are intended to shock, annoy, or insult, not to harm or injure.

c. (U//FOUO) Known Risks to Students. Many instructors are able to develop considerable force even when following the specific guidelines for administering slaps.

d. (U//FOUO) Risk Mitigation for Students. The amount of force used is measured and applied in relation to the physical size of student and the physical size and strength of instructor. **All slaps are applied while the instructor is on the same physical level as the student** to enforce proper technique and minimize injuries from improper slaps. Instructors will self-report any deviation from proper technique, and observers are also required to report or ensure incident was reported to the out-of-role supervisor.

e. (U//FOUO) Known Risks to Instructors. More than other coercive physical pressures, slaps generate intense emotional reactions from some students and can lead to students physically threatening or attacking instructors.

f. (U//FOUO) Risk Mitigation for Instructors. Instructors are trained and certified in approved slapping techniques, student management and assessment.

g. (U//FOUO) Face Slap

(1) (U//FOUO) Description and Procedures. A controlled striking of a student's face with the fingers of instructor's open hand. The slap begins no further than at the point of the shoulder and proceeds directly to the student's cheek. The instructor shall not pivot their shoulders, torso, or lower body while administering the slap. Only the fingers contact the student's cheek, not the full palm or heel of the hand. Contact is made on the fleshy part of the student's cheek. The palm does not contact the face and the hand is open, with the fingers relaxed, held together, and fully extended. Only the inside of the hand is used. At times it may be appropriate to slap a student after administering another coercive physical pressure such as the finger jab. In these cases, care is taken to ensure the instructor's hand stops momentarily at the point of the shoulder before proceeding with the slap.

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(2) (U//FOUO) Rationale for Use. The face slap is used to dislocate the student's expectations, focus the student's attention, and correct resistance posture through the shock of the insult. Face slaps often lose their effectiveness after repetitive slaps are administered.

(3) (U//FOUO) Known Risks to Students. Risks may include mild bruising on the cheek and mild abrasion on the inside of the mouth. Improper slaps can result in minor abrasion to the eye, broken ear drums, moderate bruising, broken teeth and or dental appliances, or whiplash injuries. Improper slaps can be caused by sudden unexpected student movement or improperly applied technique.

(4) (U//FOUO) Risk Mitigation for Students. The instructor ensures the student is still and focused on the instructor. The instructor only slaps a student when the student's mouth is closed and eyeglasses are removed. Do not face slap students who wear hearing aids, braces, retainers or any other noticeable dental modifications as directed by a medical professional. Additionally, students having other identified medical issues may be exempt from this physical pressure.

(5) (U//FOUO) Known Risks to Instructors. Cut by student's teeth.

(6) (U//FOUO) Risk Mitigation for Instructors. Proper setup and application of slap.

h. (U) Abdominal Slaps

(1) (U) Irritant Abdominal Slap

(a) (U//FOUO) Description and Procedures. The instructor is positioned directly in front of and facing the student. The instructor's hand is approximately at waist level with the fingers held tightly together and fully extended, palm toward the instructor. The irritant abdominal slap starts no more than four inches from student's abdomen, using the wrist as the pivot point; slap the student in the center of, or slightly off-center of the abdomen. This motion can be compared to "flicking the wrist." Do not use a fist. Do not hit below the navel or above the bottom of the sternum.

(b) (U//FOUO) Rationale for Use. The repeated use of the irritant abdominal slap is intended to cause minor irritation and distract the student much like Flicking Water. It is not intended to cause pain, double the student over, or knock the wind out of the student.

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(c) (U//FOUO) Known Risks to Students. Mild bruising of the slap area.

(d) (U//FOUO) Risk Mitigation for Students. Properly administer irritant slaps. Do not continue the abdominal slap on a student's bare skin if irritation or bruising is observed.

(e) (U//FOUO) Known Risks to Instructors. Hitting hard objects on a student such as buttons, snaps, body jewelry, etc.

(f) (U) Risk Mitigation for Instructors. Instructor awareness of student's clothing, etc.

(2) (U//FOUO) Insult Abdominal Slap

(a) (U//FOUO) Description and Procedures. The instructor is positioned directly in front of and facing the student. The instructor's hand is approximately at waist level with the fingers held tightly together and fully extended, palm toward the instructor. The insult abdominal slap starts no more than 12 inches from the student's abdomen; using the elbow as the pivot point, slap the student in the center of, or slightly off-center of the abdomen. Do not use a fist. Do not hit below the navel or above the bottom of the sternum. The intent is psychological shock not physical pain.

(b) (U//FOUO) Rationale for Use. Insult abdominal slap is used to focus the student's attention and correct posture through shock and insult. Insult abdominal slaps lose their effectiveness after repetitive slaps are administered.

(c) (U//FOUO) Known Risks to Students. Possible moderate bruising and/or loss of breath.

(d) (U//FOUO) Risk Mitigation for Students. Do not continue the abdominal slap on a student's bare skin if irritation or bruising is observed.

(e) (U//FOUO) Known Risks to Instructors. Hitting hard objects on a student such as buttons, snaps, body jewelry, etc.

(f) (U//FOUO) Risk Mitigation for Instructors. Instructor awareness of student's clothing, etc.

i. (U//FOUO) Clothing Slap

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(1) (U//FOUO) Description and Procedures. Loose clothing on the upper torso, shoulder or arm is slapped with an open hand to create a loud slapping noise without contacting the student's body. When slapping the front of the student, the clothing is pulled away from the student before slapping.

(2) (U//FOUO) Rationale for Use. The clothing slap is used to intimidate the student and allows other nearby students to perceive the striking of a fellow student.

(3) (U//FOUO) Known Risks to Students. Hitting student through improper application technique may result in bruising.

(4) (U//FOUO) Risk Mitigation for Students. This coercive physical pressure provides a greater chance for misapplication and misuse because of the difficulty in judging where the student's body is under the clothing. Pull the clothing away from student's bodies before striking the clothes especially when striking the front of the student's clothes. Strike the clothing with an open hand just firmly enough to hear the sound of the clothing being slapped.

(5) (U//FOUO) Known Risks to Instructors. Hitting hard objects on a student such as buttons, snaps, body jewelry, etc.

(6) (U//FOUO) Risk Mitigation for Instructors. Instructor awareness of student's clothing, etc.

j. (U//FOUO) Shoulder Slap

(1) (U//FOUO) Description and Procedures. The shoulder slap is a downward, glancing blow, or "scuff" to only the back of the shoulder with an open hand. Often conducted repeatedly to give the appearance of beating a student. Do not perform the Shoulder Slap on a student's bare skin.

(2) (U//FOUO) Rationale for Use. Used as an irritant and to make other students think the student receiving the slaps is being beaten.

(3) (U//FOUO) Known Risks to Students. Hitting student through improper application of the technique.

(4) (U//FOUO) Risk Mitigation for Students. This coercive physical pressure provides a greater chance for misapplication due to student height or misuse because of the difficulty in judging where the student's shoulder is under the clothing. To mitigate the risk, the instructor is at the same level as

the student and ensures the student's clothing is flat against the student shoulder prior to application.

(5) (U//FOUO) Known Risks to Instructors. Hitting hard objects on a student such as buttons, snaps, body jewelry, etc.

(6) (U//FOUO) Risk Mitigation for Instructors. Instructor awareness of student's clothing.

11. (U//FOUO) Pat Search of Student

a. (U) Description and Procedures

(1) (U//FOUO) Pat searches are only authorized as a planned activity congruent with the scenario or as an activity coordinated with out-of-role supervisor(s) based on student training needs. The pat search is a deliberate search of a student by an instructor using hands over specified areas of the student or clothing being worn. The instructor leads the student to a specified location where the student can safely maintain their balance while spreading their arms and legs. If the student is hooded during the pat search they must be grounded to an inanimate stationary object. The instructor slides and/or pats the palms or backs of the hands over the clothing and body, checking head, neck, torso, arms, and legs. All pat-down searches must be observed by a second role-player or out-of-role staff member. During pat-down and pocket searches, contact with the breasts of females and the groin and buttocks areas of both sexes is prohibited.

(2) (U//FOUO) Pocket searches during the pat search are only authorized as a planned activity congruent with the scenario and must be coordinated with out of role supervisor(s) and psychological staff based on student training needs. If the instructor identifies items in the student's pockets during the pat search those items may be removed. Items in pockets other than the breast area pockets for females and front and rear pants pockets for both sexes, such as outer jacket or cargo pockets, may be removed by the instructor. To remove the items in the front and rear pants pocket for both sexes and breast pockets for females, the instructor directs the student remove all contents and turn their pockets inside out if possible. For students that refuse to remove the items from their pockets or turn their pants pockets inside out, the instructor must consult with the out-of-role supervisor to determine the best training course of action.

(3) (U//FOUO) For specialized SERE training programs with increased risk mitigation practices the following guidance will be applied. An instructor

of the same gender may check the student's pants pockets on the buttocks and upper thigh with the back of their hand sliding from the waist down on the outside of the pants pocket areas. The instructor of the same gender may remove item(s) from the student's front and/or rear pants pockets by briefly inserting their hand in the student's pocket with the back of their hand adjacent to the student's body to remove the item. The following risk mitigation must be applied. The out-of-role supervisor and psychological staff member must observe the instructor inserting their hand in the student's front and/or rear pants pocket. If capabilities exist, the instructor and student must be recorded on camera during the pocket search.

b. (U//FOUO) Rationale for Use. Used to demonstrate captor control usually as part of the capture process or in processing with a more organized captor. When student clothing will not be removed, this allows instructor staff to verify students do not have prohibited items such as sharp objects or electronic devices.

c. (U//FOUO) Known Risk to Students. Significant emotional reaction to having their personal space violated. Loss of balance and falling during search. Allergic reaction to latex. Loss of personal belongings.

d. (U//FOUO) Risk Mitigation for Students. Attentively assess student reaction to the search. Instructor conduct the pat-down search in a level location with secure footing. Use latex-free surgical gloves.

e. (U//FOUO) Known Risk to Instructors. Sharp objects in pockets. Contact with student's body fluids. Accusation of sexual harassment or other inappropriate conduct.

f. (U//FOUO) Risk mitigation for instructors. As part of process ask if students have sharp object in pockets. If yes, ask for description and location, if appropriate have student remove item. Proper hand washing and wearing surgical gloves. Ensure searches are conducted with an observer and avoid prohibited areas.

12. (U//FOUO) Student Clothing Removal. (These risk mitigation factors apply to all of the types of clothing removal described below).

a. (U//FOUO) Description and Procedures. Removing or having students remove or change their clothing for various reasons. Specific risks for separate coercive physical pressures are described in the appropriate sections.

b. (U//FOUO) Rationale for Use. Used to simulate body searching, induce disgrace, or as a direct pressure to establish or enforce control. Removal of

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clothing also facilitates real world medical evaluations and may be required for safety concerns before the application of other coercive physical pressures. This coercive physical pressure is primarily designed to take away the student's self-identity, sense of situational control, and professional identity (association with the military). Removal of student's clothing for real world medical issues should occur using standard medical treatment guidelines and is not considered a coercive physical pressure. Required medical treatment shall not be used as a training stressor.

c. (U//FOUO) Known Risks to Students. Falling while removing clothes/stripping.

d. (U//FOUO) Risk Mitigation for Students. To prevent falling, students may need to sit down while removing pants.

e. (U//FOUO) Known Risks to Instructors. Contact with student's body fluids. Accusation of sexual harassment or other inappropriate conduct.

f. (U//FOUO) Risk Mitigation for Instructors. Proper hand washing and wearing surgical gloves. If instructors are in the presence of students while they remove clothing, a minimum of two instructors, or one instructor and one risk management staff member, will monitor the situation. All monitoring equipment capable of viewing students removing clothes is carefully controlled. No recordings or photographs of students are made. Instructors present during the removal of student's clothing may be recorded as long as students are not visible on the recorded media. If possible, any students with a history of physical or psychological abuse are identified by psychological personnel prior to training operations and adjustments made per psychological recommendations. Ensure cross-gender modesty.

g. (U//FOUO) Directed Removal of Student's Clothing

(1) (U//FOUO) Description and Procedures. Instructor staff directs students to remove some or all of their clothing.

(2) (U//FOUO) Rationale for Use. Refocus students, reprisal, or dislocate student's expectations.

(3) (U//FOUO) Known Risks to Students. Cold and heat injuries, scrapes and abrasions.

(4) (U//FOUO) Risk Mitigation for Students. Local environmental guidelines are adhered to for student safety. Cross-gender modesty is

addressed in all dilemmas that include removal of student's clothing. Local guidance addresses specific training dilemmas requiring student's clothing removal.

(5) (U//FOUO) Known Risks to Instructors. See paragraph 11.e. above.

(6) (U//FOUO) Risk Mitigation for Instructors. See paragraph 11.f. above.

h. (U//FOUO) Change of Student Clothing

(1) (U) Description and Procedures. Students may be required to change clothes.

(2) (U//FOUO) Rationale for use. To establish control or dehumanize students, avoid ruining a student's uniform, ensure dry clothing prior to watering, or to replace soiled clothing.

(3) (U) Known Risks to Students. See paragraph 11.g.(3) above.

(4) (U) Risk Mitigation for Students. See paragraph 11.g.(4) above.

(5) (U) Known Risks to Instructors. Contact with student body fluids.

(6) (U) Risk Mitigation for Instructors. Proper hand washing and wear of surgical gloves.

i. (U//FOUO) Stripping of Student Clothing

(1) (U//FOUO) Description and Procedures. Stripping is a forceful removal of a student's clothing by the instructor.

(2) (U//FOUO) Rationale for use. It is used for shock, surprise, degradation, and to demonstrate a captor's control. Stripping is typically conducted as part of processing into the role-play detention facility or is part of an escalation of punishment for noncompliance.

(3) (U//FOUO) Known Risks to Students. Potential muscle strains if students resist, and injuries resulting from falling.

(4) (U//FOUO) Risk Mitigation for Students. Stripping is performed in a controlled and deliberate manner. No student is stripped by an unsupervised instructor.

(5) (U//FOUO) Known Risks to Instructors. Contact with student's body fluids. Managing weight while bending. See also paragraph 11.e. above.

(6) (U) Risk Mitigation for Instructors. Proper hand washing and wearing surgical gloves. Proper bending and weight management techniques. See also paragraph 11.f. above.

13. (U//FOUO) Cramped Confinement. (These risk mitigation factors apply to all of the types of cramped confinement described below).

a. (U//FOUO) Description and Procedures. Specific risks for separate coercive physical pressures are described in the appropriate sections.

b. (U//FOUO) Rationale for use. Cramped confinement is a coercive physical pressure inducing emotional responses personnel in captivity may have to cope with. It is primarily used to demonstrate control and to dislocate student's expectations so students may be able to experience and overcome feelings of helplessness.

c. (U//FOUO) Known Risks to Students. Muscle cramps and strains, hyperventilation, over compression of student's chest and stomach limiting oxygen intake, overheating, and loss of circulation. Possible scrapes if improperly placed in confinement devices.

d. (U//FOUO) Risk Mitigation for Students. Maximum time limits are established for each specific type of cramped confinement device. Local guidance is created to limit cramped confinement time based on local and seasonal environmental factors. There is no minimum time limit for cramped confinement exposure. An instructor remains with and closely monitors the students experiencing cramped confinement. Allow students to regain feeling and control of their legs prior to movement after leaving cramped confinement. Instructors adhere to previously identified medical restrictions of the students when considering a student for cramped confinement exposure. Detailed and accurate logs are maintained for the period of cramped confinement. All cramped confinement devices are approved by local risk management authority. Refer to Water Pressures guidance in paragraph 5 when water is used in conjunction with confinement devices. Students will be fully clothed, with the possible exception of boots when placed in cramped confinement.

e. (U//FOUO) Known Risks to Instructors. Managing weight while placing or removing students from cramped confinement devices.

f. (U) Risk Mitigation for Instructors. Use of proper technique.

g. (U//FOUO) Individual Cramped Confinement

(1) (U//FOUO) Description and Procedures. Placement of one student in a device such as a wooden box prohibiting student movement based on the size of the device. Without force, the student is guided into the device as derived by local guidance.

(2) (U//FOUO) Rationale for use. Dislocate student's expectations. May be used as a reprisal.

(3) (U) Known Risks to Students. See paragraph 12.c. above.

(4) (U//FOUO) Risk Mitigation for Students. The size of individual cramped confinement devices vary but the general guidance is the student must be able to fit into the device using technique, not force. Students spend a maximum of 20 minutes in this form of cramped confinement. Instructors ensure there are no bulky items in the student's pockets, which might hinder circulation or impede breathing. An instructor is in the area at all times while students are experiencing individual cramped confinement.

(5) (U//FOUO) Known Risks to Instructors. Managing weight while placing or removing students in cramped confinement devices.

(6) (U) Risk Mitigation for Instructors. Use of proper technique.

h. (U//FOUO) Group Cramped Confinement

(1) (U//FOUO) Description and Procedures. Placement of two or more students in devices restricting student movement based on the size of the device.

(2) (U//FOUO) Rationale for use. Dislocate students' expectations. May be used as a reprisal.

(3) (U) Known Risks to Students. See paragraph 12.c. above.

(4) (U//FOUO) Risk Mitigation for Students. Local guidance will dictate which holding devices are used for group cramped confinement. Guidance will specify the maximum number of students a device can safely hold and the number of students required in the device before it is considered cramped confinement. When using a device where students must lie down, students enter and exit one at a time and instructors ensure students do not

lie on top of each other. While using closed-sided devices during hot weather, instructors monitor students for environmental stress and ensure water is available when students exit the device. Students spend a maximum of 30 minutes in this form of cramped confinement. Instructors ensure there are no rigid or bulky items in the student's pockets, which might hinder circulation or impede breathing. While students are experiencing group cramped confinement, the monitoring instructor may leave the area only to notify the out-of-role supervisor of a distress phrase call.

(5) (U//FOUO) Known Risks to Instructors. Managing weight while placing or removing students from cramped confinement devices.

(6) (U) Risk Mitigation for Instructors. Use of proper technique.

i. (U) 55 Gallon Drum/Pits

(1) (U//FOUO) Description and Procedures. Pits are 55-gallon metal or plastic drums buried into the ground. Lids with a minimum of four 1 inch in diameter or equivalent air holes may be placed on the pit while students are in the pit. Students are placed in, and removed from, the pit under direct instructor control using a strap under the student's knees with student assisting the instructor by controlling their own weight while lowering into or lifting out of the drum.

(2) (U) Rationale for use. See paragraph 12.b. above.

(3) (U) Known Risks to Students. See paragraph 12.c. above.

(4) (U//FOUO) Risk Mitigation for Students. Instructors follow proper local procedures for placing in and removing from the device. Ensure pits and drums are free of debris and are covered when not in use. Ensure drums are rust free and have no sharp edges. Pits and drums are monitored at all times when occupied by students. Lids are not used if water is used while students are in the pits or drums. If using water see Water Pressures section.

(5) (U//FOUO) Known Risks to Instructors. Managing weight while placing or removing students from cramped confinement devices.

(6) (U) Risk Mitigation for Instructors. Use of proper technique.

j. (U) Stocks

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(1) (U//FOUO) Description and Procedures. The student's head and hands and/or feet are placed in the cutouts of the stocks and the top retainer is inserted.

(2) (U//FOUO) Rationale for use. Demonstrate physical control, refocus student, or reprisal for other students' behaviors.

(3) (U//FOUO) Known Risks to Students. Reduced circulation and falling while locked in the stocks.

(4) (U//FOUO) Risk Mitigation for Students. Stocks will not restrict blood flow. Students spend a maximum of 30 minutes in the stocks. Medical personnel monitor the student closely for signs of environmental stress and apply restrictions. Students are fully clothed when placed in stocks. Other students are kept at a distance to avoid falling into a student who is in stocks. An instructor is present and closely monitors the stocks to guard against tipping or to immediately release the student if signs of physical duress appear.

(5) (U//FOUO) Known Risks to Instructors. Managing weight while placing or removing a student from stocks.

(6) (U) Risk Mitigation for Instructors. Use of proper technique as specified by local guidance.

14. (U//FOUO) Timed Stress Positions. (These risk mitigation factors apply to all of the types of timed stress positions described below).

a. (U//FOUO) Description and Procedures. Separate positions are described; however, these general risks and mitigating factors apply. Students can be briefed on a "stress" term. If this term is used to place students in a stress position, students are required to perform the task to the best of their ability. The student is then provided an in-role explanation on the reason for the coercive physical pressure and how to discourage further simulated punishment. If a "stress" term is not used to place students in a stress position, students should resist performing the stress position to the best of their ability. Use of multiple coercive physical pressures when in a timed stress position may be approved in accordance with local guidance and must be monitored closely.

b. (U//FOUO) Rationale for Use. Timed stress positions are used to intensify emotions and to mimic the demands of conflicting psychological stress in a captivity environment. On one hand, the instructor can physically manipulate the student to the point the student desires to relieve the

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discomfort. On the other hand, the discomfort is useful in helping the student defeat the training exploitation goals of the instructor.

c. (U//FOUO) Known Risks to Students. Muscle strains and injuries from assuming and maintaining the position, or falling if the positions are not properly monitored and controlled.

d. (U//FOUO) Risk Mitigation for Students. To ensure student safety, do not stand up or move a student until they are completely out of the timed stress position. Instructors are in an appropriate position to ensure student safety while in a timed stress position. Students spend a maximum of 10 minutes in a timed stress position. Students shall be given the opportunity to physically recover from a timed stress position prior to being placed back into another timed stress position. Students are not physically forced into stress positions.

e. (U//FOUO) Known Risks to Instructors. Managing weight of student while assisting in lowering or lifting students into or out of positions.

f. (U) Risk Mitigation for Instructors. Proper technique as described by local guidance.

g. (U//FOUO) Kneeling Back Bend. Direct student to kneel on the floor with knees together, head and torso arched backwards. Students place their hands behind their back while arching backwards and thrust the pelvis forward. A variation of this is to instruct students to have their arms either folded across chest or extended to the side. Student should not rest their buttocks on their heels. The student only kneels on a level surface without sharp objects that could cause injury.

h. (U//FOUO) Chair. Direct the student to place their back against the wall, and move their feet out away from the wall keeping both feet and knees together. The student then slides their back down the wall until their thighs are parallel with the floor, extending arms straight out in front or to the side of their body.

i. (U//FOUO) Fingers/Head on the Wall. Direct student to place both index fingertips on the wall in front of them at shoulder height and width with arms extended. The student shuffles their feet back until their body is approximately, but no more than, a 60° (60 degree) angle with the floor forming a straight line from the back of the student's head to his/her heels. Student heels remain on the ground. This position can also be done with the forehead of the student on the wall with the rest of the position the same. Students can

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initiate this position by placing open hands on wall and walking backward before transitioning to the head or finger tips. The wall must be flat and free of debris at the point of contact with the fingers or head.

j. (U//FOUO) Standing/Kneeling Arm Extension. Direct student to assume a position of rigid attention. They are then instructed to raise their arms straight out to the side or in front at a 90° (90 degree) angle from the body. A variation of this is to instruct the student to extend their arms over their head. This coercive physical pressure may be administered while students are kneeling on a flat surface.

k. (U//FOUO) Seated Push-Up. Direct student to sit on the floor with legs straight out in front, place hands on the floor on each side of the buttocks and raise buttocks off the floor, supporting weight on the arms. Heels remain in contact with the floor. Students with short arms may be instructed to thrust their pelvis slightly upwards.

l. (U//FOUO) Holding Weight Extended. Objects (weight not exceeding 7 lbs. per hand) are held at arm's length in front of or to the side of the body.

m. (U//FOUO) Self-Induced Punishment Positions. Instructors place students in a specific position (e.g., standing rigid with toes and heels together and hands flat at their side, seated on the ground or on a low stool with legs crossed and arms resting on knees or in the air, etc.) and tell students to remain in that position. The intent is for the students to recognize "guard" / "interrogator" patterns and to only remain in the position when the position is being enforced. If a student is placed in the "position" and then given the opportunity to cheat or "fall out" of the position when the instructor is not present or not enforcing the position (such as during interrogations), then it is not a timed stress position. The position will be treated as a timed stress position if instructors are present and rigidly enforce the positions.

15. (U//FOUO) Other Stressors. (These risk mitigation factors apply to all of the types of physical pressures described below).

a. (U//FOUO) Description and Procedures. Separate positions are described; however, these general risks and mitigating factors apply.

b. (U//FOUO) Rationale for use. Refocus student, provide them the opportunity to resist the physical pressure. Used as part of escalation of physical pressures designed to show students the need to resist self-induced physical stressors. Performing the following physical pressures for periods

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longer than 10 minutes is not beneficial to training or productive for learning outcomes.

c. (U//FOUO) Known Risks to Students. Fatigue, falling, minor scrapes and abrasions.

d. (U//FOUO) Risk Mitigation for Students. Clear ground of clutter, sharp objects or tripping hazards in area where conducting stress positions. Closely supervise to ensure proper learning objects are being met.

e. (U//FOUO) Known Risks to Instructors. Being struck by students if standing too close.

f. (U//FOUO) Risk Mitigation for Instructors. Ensure area is clear. Verbally stopping the activities before attempting to gain physical control over students.

g. (U//FOUO) Flip flop/Rolling. Student lays on the floor or ground and rolls on command from back to chest either back and forth or over and over. To intensify this coercive physical pressure, water may be used on the floor/ground. Male students may be stripped to the waist, female students must be prepared as described in para 5.d.(2) above when water is used. This pressure is not performed on rough surfaces such as gravel or debris strewn areas.

h. (U//FOUO) Holding Weights. Students lift and carry weight (e.g., small standard size burlap sand bags, firewood, etc.). A maximum of 35 lbs. per student is handled at any given time. Students do not run while holding weight but may walk. Instructors monitor to ensure proper lifting technique is used to avoid muscle damage or strain when students are required to lift any weight. Heavier objects may be moved by groups of students if the average weight per student does not exceed 35 lbs.

i. (U//FOUO) Bear Crawls. The student crawls with their hands and the balls of their feet in contact with ground. Ensure student is suitably clothed and the knees do not contact the ground while moving. Instructors ensure students have enough room to perform when multiple students are performing the bear crawl at the same time. When performing this pressure outdoors, the wearing of gloves may be considered.

j. (U//FOUO) Star Jumper. The student squats down and touches the top of their boots; and then jumps up as high as possible, simultaneously throwing their hands into the air.

k. (U//FOUO) Worms. Students are told to move across the ground while maintaining body contact with the ground as they move. Instructors ensure students are suitably clothed and not exposed to hazardous surfaces.

1. (U//FOUO) Calisthenics. Students may be required to perform standard calisthenics used in physical education programs. These are used as an irritant and to demonstrate the power of the captor over the prisoners. Calisthenics may also be used to warm the student during cold weather and increase circulation following confinement. Instructors ensure the area in which calisthenics are to be performed is free from obstacles and harmful debris. Local time limits are established based on environmental conditions to preclude heat or cold injuries. The following are the only authorized calisthenics:

(1) (U//FOUO) Leg Raises/Flutter Kicks/Leg Spreads. Students lie on their backs, straighten and raise their legs approximately six inches above the ground. Students can be instructed to raise legs up and down in a flutter kick motion or to spread their legs never touching the ground.

(2) (U//FOUO) Side Straddle Hops. Student stands upright with their hands down at their sides. To perform the pressure they jump spreading their legs and bringing their hands up over their head at the same time.

(3) (U//FOUO) Push-Ups. Students start in a forward leaning rest position, proceeding to lower their upper body toward the floor by bending their elbows and then returning to a fully extended arm position. When performing this pressure outdoors, the wearing of gloves may be considered.

(4) (U//FOUO) Running in place. Instructors ensure students have suitable traction footwear for the conditions and do not step on the hands or fingers of prone students.

(5) (U) Running/Double-Time. Instructors ensure students do not step on other students, do not run into walls, or over trenches and holes.

(6) (U) Sit-Ups. Instructors ensure the area where sit-ups are performed is free from obstacles and harmful debris.

(7) (U//FOUO) Dead Bug. Students lie down on their backs with arms and legs extended straight upward with no bend in the elbows or knees. Instructors ensure students are suitably clothed, are not on unduly wet surfaces, or exposed to hazardous surfaces.

16. (U) Self-Induced Punishment

a. (U//FOUO) Description and Procedures. Anytime students are placed in one of the above stress positions without the stress term, told to perform calisthenics, or placed into a specified body position, such as a position of respect which is not enforced, it is a self-induced punishment. Any coercive physical pressure where students allow themselves to be stressed without trying to avoid the situation either by talking to the instructor, performing the pressure poorly, or secretly not complying is also a self-induced punishment. Out-of-role supervisors shall observe if the instructor uses physical contact to place the student in the body position.

b. (U//FOUO) Rationale for use. A common tactic captors use to establish control and “soften up” U.S. captives for exploitation. Students must learn to resist or not comply with this type of stress.

c. (U//FOUO) Known Risks to Students. Muscle fatigue to the point of not being able to comply with the pressure.

d. (U//FOUO) Risk Mitigation for Students. Instructors pay special attention with this type of pressure in areas of lifting and bending so as not to cause student injury. Instructors use in-role hints, guiding students to resolve the self-induced punishment problem. “Close-out” self-induced punishment training dilemmas appropriately and do not impose them on students for an extended period of time. The use of self-induced punishment is reassessed if they are not facilitating the current training goal. It is not considered self-induced punishment if an instructor is continually enforcing proper application of the technique being used to physically stress students.

e. (U//FOUO) Known Risks to Instructors. Managing student weight while lifting or lowering into and out of positions.

f. (U//FOUO) Risk Mitigation for Instructors. Proper technique, follow local guidance.

17. (U) Noise Stressors

a. (U//FOUO) Description and Procedures. *Background soundtracks* include culturally appropriate music and spoken word tracks supporting the training scenario, and are played continuously at lower sound levels. *White noise* is low-frequency, continuous sound used at specific times to increase physiological and psychological stress in students.

b. (U//FOUO) Rationale for use. Background soundtracks mask ambient noise to eliminate auditory clues, disrupt sleep, and support training scenarios. Subjecting students to periods of low frequency white noise increases perceived and actual stress, simulating the effects of longer periods of sleeplessness and fatigue without increasing the length of the training scenario.

c. (U//FOUO) Known Risks to Students. Even at levels not harmful to hearing, noise is perceived subconsciously as a danger signal. The body reacts with a fight-or-flight response, and nervous, hormonal, and vascular changes occur. Students may become disoriented or suffer auditory hallucinations. Monitoring and ensuring compliance with reference n is essential to mitigating risk. If these levels are exceeded, short term or permanent hearing damage can occur.

d. (U//FOUO) Risk Mitigation for Students. Use a certified and calibrated audiometer to ensure the Time Weighted Average (TWA) of 85 dB A-Weighted (dBA) is not exceeded. Combined background and white noise exposure for students and staff will not exceed 82 dBA for a 24-hour period or 80 dBA for a 36-hour period. Refer to reference n for noise exposure computation formulas.

e. (U//FOUO) Known Risks to Instructors. Staff members working in a noise stressor environment will also suffer increased effects of fatigue.

f. (U//FOUO) Risk Mitigation for Instructors. Provide hearing protection that offers appropriate decibel reduction rating, but allows the monitor to hear students' attempts to communicate with staff. Avoid extended shifts and provide break areas that are free from noise stressors. Employees who wear hearing aids should be evaluated for their ability to effectively discriminate sounds.

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(U) ENCLOSURE D

(U) USE OF PHYSICAL PRESSURES IN SERE TRAINING

1. (U) Background. SERE education and training in support of the CoC is a form of combat training. Controlled realism has stood the test of time in training for combat. The best training programs provide opportunities to test combat skills and techniques under increasingly realistic situations. The controlled realism in SERE education and training needs to be sufficient to confront students with actual situations they might find themselves in as a captive. These training situations are designed and implemented to reduce the possibility of doing any real psychological or physical harm to the student. As with all combat training, any possible negative effects of **failure experiences**¹ are prevented by presenting training dilemmas in a manner maximizing students' chances for success. Additionally, providing a thorough debriefing of the events at the end of the realistic training is essential. During the debriefing, students' errors are noted along with suggestions on how to avoid the errors in the future, as well as focusing on students' successes under the stress of the realistic training environment. The desired outcome is to instill in students a realistic confidence in their ability to resist exploitation, continue offensive action against the enemy, survive, and reflect honor on Nation, Service, and self. In order to accomplish this, students must experience success during a realistic training experience.

2. (U) Justification. According to the Report of the Working Group on Survival Training, a study conducted by the Air Force Personnel and Training Research Center (reference p), "It is the consensus of scientific opinion that the fear of the unknown constitutes a greater threat than does a realistic respect for known dangers." The use of controlled coercive physical pressures during SERE education and training addresses one of the greatest fears of captivity while enhancing the realism of the training scenarios. Students who learn they can apply appropriate coping strategies when physiologically and psychologically stressed have increased confidence and resilience. As applied to SERE training, coercive physical pressures are not intended to produce enduring or damaging consequences, or to render the student so incapacitated by duress that learning does not take place. The purpose of applying coercive physical pressures is to enhance training by realistically projecting students' focus into the training scenario and simulate conditions associated with captivity and associated captor exploitation efforts in a safe and measured manner. Controlled use of coercive physical pressures provides an opportunity

¹ Failure experiences are those situations where the student "fails" to meet the expectations of training managers. This may include choosing an inappropriate course of action or the student's failure to live up to training expectations.

for students to develop and implement strategies to combat this common form of captor behavior.

3. (U) Application Principles

a. (U//FOUO) The application of coercive physical pressure enhances the correct psychological projection students require for stress inoculation and stress resolution. Stress inoculation training, references p and q, is designed to impart skills and attitudes that enhance resistance to stress. The objective of stress inoculation training is to prepare students to respond more favorably to stressful events. Stress inoculation does this by enabling students to anticipate the types of stressors and challenges personnel may face while developing coping skills to overcome those challenges. When conducted correctly, stress inoculation increases students' confidence to apply coping skills under stressful conditions. It produces a mental and physical toughness that develops when people experience challenging and demanding situations and then subsequently perceive they have the personal traits, abilities, skills, and resources to succeed. Additionally, students continue to attempt to meet the challenges even in the face of setbacks. By training effective coping skills before "real life" exposure, stress inoculation training prepares individuals to respond more favorably to high stress events.

b. (U) Learned helplessness is a phenomenon created when individuals are overwhelmed by "no-win" learning situations and then generalize an inability to "win" to other, less complex situations. A mental and physical weakness develops when the individuals experience challenges and demanding situations and perceive they do not have the personal traits, opportunities, skills, and resources to succeed. Correspondingly, the individuals make no attempt to meet the challenge even when solutions are obvious and as a result, become less persistent and unwilling to try new problem solving strategies. These individuals adopt a helpless behavior style when faced with even mildly challenging situations and assume they are predestined to fail. Individuals with learned helplessness predict situations as too emotionally or physically difficult regardless of the reality of the challenge being faced. Learned helplessness occurs when students face repeated "no win" training dilemmas during poorly executed realistic training.

c. (U) Therefore, "controlled realism" must exist for the correct learning to take place. If too little stress is applied, students will fail to acquire the necessary inoculation effect, run the risk of underestimating the demands real captivity can produce, and overestimate the effectiveness of learned skills in a captivity environment. If stress is misapplied, and especially if misapplied for an extended duration, the student is made vulnerable to the effects of learned

helplessness. Learned helplessness renders students less prepared for captivity than they were prior to training.

d. (U//FOUO) Applying coercive physical pressures during intense, simulated captivity role-play requires considerable skill and composure on the part of the resistance training instructor. This is an acquired skill which demands considerable knowledge, experience, and grounding in both human behavior and resistance training theory. Not all SERE instructors are suited to perform this particular element of instruction. Careful selection, training, and monitoring of instructors by qualified individuals is necessary to maintain the desired application of this critical learning tool. Only properly trained individuals, with documentation of their training (as per Service and/or training site local guidance), may be authorized to administer physical pressures. Out-of-role supervision, to include observation during physical pressure application, is mandatory because coercive manipulation is extremely stressful. It is possible to make a situation so intensely stressful the student has no opportunity to practice previously learned skills. It is the out-of-role supervisor's responsibility to observe instructors during the application of physical pressures and ensure there is a learning outcome for their application.

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ENCLOSURE E

REFERENCES

- a. E.O. 10631, *Code of Conduct for Members of the Armed Forces of the United States*, 17 August 1955, as amended
- b. Title 10, United States Code, Section 980, Limitation on Use of Humans as Experimental Subjects
- c. Title 32, Code of Federal Regulations, Part 219, Protection of Human Subjects, current edition
- d. DoD Directive 3002.01, 16 April 2009, Personnel Recovery in the Department of Defense, incorporating Change 2, 24 May 2017
- e. DoD Directive 6495.01, 23 January 2012, Sexual Assault Prevention and Response (SAPR) Program, incorporating Change 3, 11 April 2017
- f. DoD Instruction O-3002.05, 12 April 2016 Personnel Recovery (PR) Education and Training, (FOUO)
- g. DoD Instruction 3216.02, 8 November 2011 Protection of Human Subjects and Adherence to Ethical Standards in DoD-Supported Research
- h. DoD Instruction 6495.02, 28 March 2013, Sexual Assault Prevention and Response (SAPR) Program Procedures, incorporating Change 3, 24 May 2017
- i. CJCSI 3270.01 Series, Personnel Recovery
- j. CJCSI 3270.01 Series, Classified Supplement To Responsibilities For Personnel Recovery (S//NF)
- k. CJCSM 3500.09 Series, Joint Standards For Survival, Evasion, Resistance, and Escape (SERE) Education and Training in Support of the Code of Conduct (CoC) and Principles of Behavior (PoB)
- l. CJCSM 3500.11 Series, DoD SERE Psychology Program JPRA, 16 January 2019, "Personal Recovery Security Classification Guide,"
- m. DoD Instruction 6055.12, 3 December 2010 DoD Hearing Conservation Program, incorporating change 1, 25 October 2017

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- n. AFPTRC-56-675, project #7725, February 1956
- o. Meichenbaum D., Stress Inoculation Training, New York: Pergamon Press, 1985
- p. Saunders, T., Driskell, J. E., Johnston, J. H., & Eduardo, S. (1996). The Effect of Stress Inoculation Training on Anxiety and Performance. Journal of Occupational Health V1 (2), 170-186

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GLOSSARY

DEFINITIONS

Academic role-play laboratory (ARL). A training event in a facility comprised of a collocated classroom and separate room(s) used to simulate an isolation scenario designed to create a series of challenges, experiences, and/or exercises requiring individuals to apply DoD policy, doctrine, and SERE TTP. Activities in the separate room(s) are observable to students in the classroom.

Captive. DoD personnel held against their will by an adversary. The guidance in this instruction applies regardless of the characterization of the individual as a POW, detainee, or hostage. When the characterization of the captive requires more specific guidance, this instruction uses the more specific term.

Coercive physical pressures. Contact with a student intended to increase physical and psychological stress to test students' resilience and resistance strategies. Coercive physical pressures cause physical and emotional discomfort or irritation, not injury or overwhelming pain.

Coercive psychological pressures. Specific believable threats directed at a student or small group of students intended to increase psychological stress to test students' resilience and resistance strategies.

Conceptualization. Students gain an understanding of the impact of situational and self-generated stress and the role of the appraisal process on performance. They are encouraged to view perceived threats as problems-to-be-solved and should recognize changeable and unchangeable features of the problem set. Prior knowledge of stressors increases student focus during skills acquisition and rehearsal.

Dislocation of Expectations. Activities designed to limit one's ability to predict and control his/her environment.

Escape training laboratory (ETL). A limited duration experiential training event designed to create challenges where individuals can apply escape tactics, techniques and procedures.

Experiential training. Realistic training designed to provide challenges, experiences, and/or training dilemmas for students to apply SERE knowledge and skills.

Isolated personnel. U.S. military, DoD civilian, and DoD contractor personnel (and others designated by the President or Secretary of Defense) who are beleaguered, besieged, captured detained, interned, or otherwise missing or evading capture or

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separated from their unit (as an individual or a group) while participating in a U.S.-sponsored military activity or mission and are, or may be, in a situation where they must survive, evade, resist, or escape.

Learned helplessness. A phenomenon created when people are overwhelmed by “no-win” learning situations. As a result, they become less persistent, unwilling to try new strategies, and learn to feel helpless and withdrawn when faced with even moderately stressful situations or events and assume they are predestined to fail.

Level C SERE education and training. Experiential training providing the level of isolated personnel capability (understanding and skills) required for military duties, specialties, missions, or assignments exposing DoD personnel to a high risk of isolation or significantly increased threat of exploitation if captured. Military Services and USSOCOM, incorporating any specific CCMD required capabilities, provide SERE education and training to achieve joint standards.

Monitor/observe. An individual is in direct contact or in direct view, either in person or live audio/visual feed to observe and check the progress or quality of training with the ability to see and hear what is occurring.

Out-of-role. Personnel are not involved in theatrics by acting or performing a part or role and not engaged in a particular event or in character as another person or portraying an entity.

Oversight. The duty or function of out-of-role personnel watching or guarding to ensure proper direction, control, and guidance.

Physical isolation. Students visually and physically separated from each other in a way that makes it extremely difficult to physically touch or visually contact another student.

Physical pressures. There are two forms of student contact used during SERE training.

a. Coercive physical pressures. Contact with a student intended to increase physical and psychological stress to test students' resilience and resistance strategies. Coercive physical pressures cause physical and emotional discomfort or irritation, not injury or overwhelming pain.

b. Incidental physical contact. Physical contact necessary for safe, efficient student handling (e.g., grabbing arms for movement, placing hands on top of heads when placing student' s in cramped confinement to prevent a head bump).

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Incidental physical contact is not intended to purposefully increase stress or physical pressure, but possible unintended consequences can result in increased stress.

Post-training exercise (PTE). An evasion, resistance, and/or escape exercise designed to test and evaluate an experientially trained SERE graduate's ability to apply DoD policy, doctrine and SERE TTP. Scenarios and training dilemmas are typically narrower and more operationally focused than those used during initial training.

Pre-academic laboratory (PreAL). A limited duration experiential training event conducted prior to academic instruction to prepare students for future training activities.

Psychological stress. Caused by physical pressures and non-physical pressures, such as threats, invading one's personal space and or moving out of one's eyesight, designed to increase student fears and decrease the student's ability to predict or control the current situation or near future.

Remediation. Process involving an action taken or verbal interaction to correct, improve or enhance student performance in an attempt to raise student's competence/proficiency level based on performance and/or knowledge standards.

Resilience. Character or mental toughness exhibited by the ability to quickly recover and return to a previous good condition, successful adjust after encountering problems or stressors.

Resistance training (RT). All training activities designed to prepare an individual for survival and resistance in captivity or detention from time of capture until the individual is no longer under control of the captor.

Resistance training laboratory (RTL). An extended training event conducted in a facility separate from the academic classrooms used to simulate a captivity/detention situation designed to create a series of challenges, experiences, and/or dilemmas requiring individuals to apply resistance and escape policy, doctrine, and TTP.

SERE training role-play activities. There are three levels of role-play activities used during SERE education and training and exercises requiring the student/participant to perform tasks in-role within a scenario as an evader, captive, or escaper.

a. Low-risk role-play. Activities where instructors and staff act as out-of-role observers, evaluators, or monitors, e.g., an instructor accompanying students during evasion or observing limited duration escape training laboratories. Coercive physical pressures are not used.

b. Moderate-risk role-play. Activities where instructors and staff role-play in support of the students' role, e.g., opportune contacts, conventional or non-conventional recovery forces. Includes staff role-play as evasion exercise aggressors or escape exercise security elements without authorization to use high-risk role-play tactics. Coercive physical pressures are not used.

c. High-risk role-play. Activities where instructors and staff role-play as an opposing force (foreign military, militia, hostile governmental elements, guards, captors, interrogators, or criminals), e.g., evasion exercise aggressors, escape exercise security elements, or resistance laboratory captors and coercive physical pressures are authorized:

- (1) Use of blindfolds, handcuffs, or other personal restraints on students.
- (2) To place students in isolation, solitary confinement, or confined custody
- (3) To subject students to custodial interrogation or other types of exploitation.
- (4) Use of coercive physical pressures designed to cause students physical and emotional discomfort.

Stress inoculation training. Training process designed to increase resilience and operational performance consisting of three major components: conceptualization, skills acquisition and rehearsal, and application and follow-through. Stress inoculation occurs when students gain an understanding of the stressors that accompany actual skill application through training; and graduated exposure increases their ability to perform under increasingly difficult training dilemmas.

Survival, evasion, and recovery experiential training. A series of practical field experiences and/or exercises (hands-on) designed to provide the individual opportunities to apply survival, evasion, and recovery principles, tactics, techniques, and procedures.

Survival, evasion, and recovery training. All academic and operational training activities designed to prepare an individual to survive, evade capture, and be recovered from the time the individual is isolated from friendly forces until the individual returns to friendly control.

Training dilemma. A pre-planned situation(s) created by the instructor(s) during role-play training requiring the student(s) to problem solve and implement effective courses of action. Training dilemmas are developed as part of the SERE curriculum to achieve a specific training objective(s).

Vicarious learning. Students are given access to learning experiences of others via historical stories and role-play training dilemmas supporting validated training objectives. Vicarious learning is enhanced when the student perceives they are like the subject of the story or training dilemma, similar events could happen to them, the outcome of the event is important, and they may face a similar event in the near future. Training is further enhanced when students critique their fellow students performance rather than relying solely on instructor critiques.

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