

Bartosz Maziarz, PhD

University of Opole

e-mail: bartosz.maziarz@uni.opole.pl

ORCID: 0000-0002-2190-7969

DOI: 10.26410/SF_1/25/9

COUNTERTERRORISM PREVENTION AND THREAT DETECTION IN POLICE TRAINING – a CASE STUDY OF THE INDEPENDENT PREVENTIVE POLICE SUBUNIT IN OPOLE

Abstract

This article examines the importance of counterterrorism prevention and threat detection in police officer training, with a particular focus on the experiences of the Independent Preventive Police Subunit in Opole, Poland. The structure and legal foundations of the Polish Police training system are discussed, as well as the role of experts – both academics and practitioners – in improving training programs. Examples of specialized anti-terrorism training are presented, highlighting the necessity of early threat detection, comprehensive practical exercises, and the development of soft skills among officers. Based on the Opole case study, it is demonstrated that local training initiatives informed by international experience (including FBI standards) can set nationwide benchmarks for preparing police officers in counterterrorism. The article compares national and international approaches to police training (including in the USA, UK, Israel, Brazil, and Germany) and contrasts various training methods, with particular attention to tactical and psychological aspects. Recommendations for practice are provided – including the need for continuous program updates, integrating training

with scientific advancements, and the use of modern technologies (simulators, VR) – in order to enhance the readiness of the police to counter contemporary terrorist threats.

Keywords

counterterrorism prevention, threat detection, police training, crisis management, case study, Opole.

Introduction

Contemporary public security threats are undergoing dynamic transformation. Terrorism, organized crime, hybrid threats, and acts of mass violence create a complex context that requires not only effective response strategies but, above all, advanced preventive measures. In this context, the role of specialized training for police officers becomes particularly significant, as it incorporates both the latest scientific knowledge and practical experience. Properly designed counter-terrorism training enables early threat detection and proactive prevention before a crisis situation escalates.

Training police officers in counter-terrorism prevention must keep pace with the evolution of threats—modern officers face challenges that were virtually unheard of a decade ago. Terrorist attacks employing new techniques, the emergence of so-called „lone wolves,” or CBRN (chemical, biological, radiological, nuclear) threats necessitate continuous adaptation of training programs. This also requires the integration of knowledge from various fields and inter-institutional cooperation to ensure that police officers are comprehensively prepared for potential scenarios.

The Role of Experts in Police Officer Training

The role of experts—both academics and practitioners—in the design and implementation of police training programs is invaluable. Their contribution lies in providing up-to-date knowledge on threat identification, risk analysis, prevention methods, and incident response. Experts bridge theory and practice, enabling officers to more effectively recognize and neutralize threats in real operational environments. Moreover, training developed in collaboration with experts reflects the latest trends and scientific research in the field of security.

The interdisciplinary knowledge of experts is essential for creating effective training programs, especially in response to atypical or emerging threats¹. For instance, the analysis of specific threats such as food terrorism highlights the need to

1 Wiśniewska, M., *Terroryzm żywnościowy oraz obrona żywności w ujęciu formalnoprawnym*, „Ruch Prawniczy, Ekonomiczny i Socjologiczny”, 84(4), 2022, p. 101-119.

implement special procedures and control systems. Similarly, chemical threats associated with industrial activity (e.g., shale gas extraction) necessitate incorporating knowledge from chemistry, ecology, and law into security service training². This type of specialized expert knowledge must be transferred into police training programs to ensure officers are prepared for a full spectrum of potential incidents.

Another important aspect is the experts ability to continuously improve training programs. By evaluating training effectiveness and analyzing participant feedback, they can identify areas that require enhancement. Research emphasizes that the involvement of practitioners with years of operational experience promotes the implementation of realistic procedures and training scenarios that better reflect actual threats. Additionally, international cooperation and knowledge exchange with other countries provide valuable insights for enhancing national training programs³. Case studies from counter-terrorism efforts in the United States, the United Kingdom, or Israel demonstrate that leveraging foreign experience can contribute to improving the preparedness of Polish law enforcement agencies. Thus, experts serve as a vital link between the latest knowledge—both domestic and international—and the practical skills imparted to officers during training.

Legal and Institutional Framework of Police Training in Poland

Police officer training in Poland is conducted within specific legal and institutional frameworks that define the standards and scope of training programs. The most important legal act is the *Act of April 6, 1990, on the Police*, which serves as the foundation of the force's operation. This act outlines, among other things, the tasks of the Police as well as the principles for recruitment, training, and professional development of officers. Based on this law, regulations and executive acts are issued that specify in detail the procedures and curricula for training at various stages of an officer's career. Modern training programs cover a wide range of topics: intervention techniques, operational tactics and safety, knowledge of law and procedures, professional ethics, crisis management principles, and the identification and prevention of diverse threats. As a result, officers receive both theoretical and practical foundations necessary for effective performance⁴.

It is important to emphasize that police officers are required to continuously enhance their qualifications. In recent years, regulations have been introduced to strengthen the obligation for systematic periodic training, ensuring that officers'

2 Pakulska, D., *Chemical hazards arising from shale gas extraction*, „Medycyna Pracy”, 66(3), 2015, p. 419-426.

3 Klos, L., *Theoretical basis of practice and social workers' professional training for the health care: retrospective review*. „Roczniki Teologiczne”, 67(1), 2020, p. 17-37.

4 See: Rozporządzenie Ministra Spraw Wewnętrznych i Administracji z dnia 21 grudnia 2022 r. w sprawie szkoleń zawodowych i doskonalenia zawodowego w Policji (Dz.U. 2022 poz. 2826); Decyzja nr 377 Komendanta Głównego Policji z dnia 21 grudnia 2022 r. w sprawie programu szkolenia zawodowego podoficerskiego (Dz. Urz. KGP 2022, poz. 239); Decyzja nr 378 Komendanta Głównego Policji z dnia 21 grudnia 2022 r. w sprawie programu szkolenia zawodowego aspiranckiego (Dz. Urz. KGP 2022, poz. 240); Decyzja nr 379 Komendanta Głównego Policji z dnia 21 grudnia 2022 r. w sprawie programu szkolenia zawodowego oficerskiego (Dz. Urz. KGP 2022, 241).

knowledge and skills remain up-to-date. Changing conditions and societal needs—whether stemming from technological advancements or emerging threats (e.g., terrorist attacks or public health crises like pandemics)—necessitate the adaptation of training programs. For example, experiences related to the COVID-19 pandemic revealed the need to modify operational procedures and highlighted the importance of flexibility and the ability to quickly acquire new competencies. This underscores the demand for more comprehensive and current training that also addresses areas previously given less attention⁵.

The Polish police training system places strong emphasis on cooperation with other security-related institutions. Specialized training—such as in the detection of CBRN threats or response to terrorist attacks—is often conducted in collaboration with the Internal Security Agency (ABW), the State Fire Service, or medical emergency services. Such cooperation ensures that training programs align with current standards and best practices in public security⁶. It also enables police officers to learn how to coordinate effectively with other services during crisis incidents, which is crucial for successful crisis management.

Additionally, modern police training includes the development of social competencies. Officers are prepared to engage with various citizen groups, which is especially important in a culturally and socially diverse society. The curricula include topics such as interpersonal communication, conflict mediation, crowd psychology, and approaches to individuals in special circumstances (e.g., victims of violence, minorities, persons with mental health conditions). Literature emphasizes the importance of incorporating elements like combating stigmatization and building public trust into police training⁷. New areas—such as managing crisis situations in the information space and on social media—are also becoming essential knowledge areas for officers. All these measures aim to ensure that Police actions remain aligned with legal and societal norms while increasing the effectiveness of those actions in the face of emerging challenges⁸.

The Importance of Specialized Counter-Terrorism Training

In the context of an increasing number of incidents involving terrorist violence, the Police are taking on increasingly complex preventive roles. It is not only about responding to threats but also about their early detection and effective prevention. This means that specialized counter-terrorism training must cover a wide range of topics—from current theoretical knowledge on the sources and mechanisms of

5 See: Kochańczyk R., *Szkolnictwo policyjne jako element systemu bezpieczeństwa wewnętrznego*, [in] s. Mazur, M. Ostrowska, M. Zawartka (ed.), *Rola i zadania instytucji bezpieczeństwa wewnętrznego*, AWE, Katowice, 2016.

6 Robakowski, P., *Crisis safety management in a teaching hospital – a proposal for action (case)*, „Journal of Modern Science”, 58(4), 2024, p. 551-565.

7 Hansson, L., Markström, U., *The effectiveness of an anti-stigma intervention in a basic police officer training programme: a controlled study*, „BMC Psychiatry”, 14(1), 55, 2014.

8 Kaczmarek-Słowińska, M., *Specyfika zarządzania sytuacją kryzysową w przestrzeni mediów społecznościowych w perspektywie typologii SCCT W. T. Coombsa*, „Studia Medioznawcze”, 20(4), 2019, p. 72-86.

terrorism to intensive practical exercises simulating real threat scenarios. Training programs should be designed to prepare officers for the entire cycle of a terrorist event: from the prevention phase (including threat awareness and identification of warning signs), through response (neutralizing the threat, rescue operations), to restoring the community's sense of safety after an incident. Only a comprehensive approach that combines various teaching methods—lectures, practical workshops, scenario-based exercises, firearms training, and more—can ensure a sufficient level of preparedness for police officers.

As the largest internal security force in the country, the Police play a crucial role in the national counter-terrorism system, alongside specialized units such as the Police Counter-Terrorist Subunits (SPKP) and intelligence services⁹. Therefore, even standard police units must be trained in recognizing potential terrorist threats. This includes the ability to analyze unusual situations and behaviors that may indicate attack preparations (so-called pre-attack behavior analysis), as well as the capacity to react quickly to perceived dangers. Trainings should incorporate up-to-date intelligence and risk analysis so that officers are aware of the most probable threat scenarios¹⁰. This enhances decision-making in crisis situations and supports an evidence-based approach.

A key component of specialized training is the development of interpersonal skills, which are essential during crises. Police officers must be able to maintain composure and de-escalate conflicts even under high stress. Properly guided training in communication and crisis negotiation techniques can significantly reduce the risk of violence escalation during interventions¹¹. Officers are trained in how to communicate with agitated, frightened, or aggressive individuals to defuse tense situations. In the context of counter-terrorism, the ability to work as a team and coordinate closely with other emergency services—such as fire brigades and medical rescue teams—is also vital¹². Effective crisis management during a terrorist attack requires synchronized action by multiple entities. Joint inter-agency training and exercises help develop mutual understanding of roles and procedures, leading to more efficient coordination in real-life incidents.

Given the diversity of modern threats—from active shooter attacks and improvised explosive device (IED) incidents to potential use of chemical or biological weapons—the Police must be prepared to react rapidly. For this reason, training increasingly includes advanced simulations of crisis situations, allowing officers to practice their skills in conditions close to reality. Scenario-based exercises may involve simulated terrorist attacks in public areas, mass casualty evacuations, or

9 Hołub, A., *Kierunki aktywności polskiej Policji w obszarze zagrożeń terroryzmem*, „Fides, Ratio et Patria. Studia Toruńskie”, 17, 2022, p. 256-272.

10 Kordaczuk-Wąs, M., *Aktywność Policji w obszarze profilaktyki zagrożeń społecznych*, „Przegląd Policyjny”, 2(126), 2017, p. 108-122.

11 Sienkiewicz-Malyjurek, K., *Resilience and entrepreneurship in emergency management*, „Social Entrepreneurship Review”, nr 2, 2020, p. 44-56.

12 Hołub A., op. cit.

operations in CBRN threat environments. This hands-on approach significantly improves readiness—studies show that officers who undergo regular, realistic training perform better in actual situations where response time is critical¹³. The integration of modern technologies into training—such as computer simulators or virtual reality—further enhances the learning process. These tools enable safe practice of dangerous scenarios and allow for repetitive training without risking lives or health. In this way, officers can gain valuable experience in controlled conditions, improving their readiness for real-world threats.

Another crucial aspect of counter-terrorism training is preparing police officers to make decisions under pressure and stress. Terrorist threat situations are often characterized by informational chaos, uncertainty about the number of perpetrators, or the scope of the danger. Training programs therefore emphasize the development of quick situational assessment skills and the ability to make sound decisions based on incomplete data. Building appropriate decision-making procedures and action habits (through repeated practice) helps minimize decision paralysis in critical moments¹⁴. Officers are also introduced to formal crisis management procedures—both preventive and reactive—which ensures coordinated action in accordance with the national crisis response framework.

In summary, specialized police training in threat detection, crisis management, and counter-terrorism is a fundamental element of ensuring public safety. These programs encompass both theoretical and intensive practical components (exercises, simulations), as well as the development of soft skills such as communication and teamwork. Regular updates of training content and close cooperation with other institutions and experts are essential to maintaining the Police's high operational effectiveness in the face of evolving threats.

Case Study: Counter-Terrorism Training in the Independent Police Prevention Unit in Opole

At the regional level, the Independent Police Prevention Units (*Samodzielne Pododdziały Prewencji Policji*, SPPP) play a key role as police reserves capable of responding to serious threats to public order. Since 2018, the SPPP in Opole has implemented advanced training in counter-terrorism prevention. The goal of this initiative was to enhance the preparedness of preventive police officers in recognizing and responding to potential terrorist threats within the Opolskie Voivodeship. The training program was developed based on an analysis of contemporary threats and best practices derived from both national police experiences and international standards.

13 Sobolewski, G., *Identyfikacja podmiotów i procedur zarządzania kryzysowego w sytuacjach zdarzeń z udziałem LNG*, „Zeszyty Naukowe SGSP”, 78, 2021, p. 7-34.

14 Kordaczuk-Wąs M., op. cit.

The implemented program covers topics such as the identification of mass killers (including active shooter scenarios), recognition and counteraction of IED (improvised explosive device) threats, basic procedures in the event of CBRN weapon use, analysis of typical pre-attack behaviors (so-called pre-attack indicators), and evacuation protocols in the event of an attack. The training is conducted by the author of this paper and draws on experience gained through cooperation with special forces units and standards established by the FBI and other international agencies. The author's involvement in the design and delivery of the training has enabled the direct transfer of practical knowledge into the SPPP's educational program.

The program at SPPP Opole is aimed primarily at officers beginning their service in the unit, but it also includes periodic refresher workshops for more experienced personnel. The training format is diverse, combining theoretical lectures with intensive practical workshops. Realistic scenarios and analysis of actual terrorist attacks (e.g., incidents in Europe and worldwide in recent years) are employed throughout the training. This approach allows participants to confront high-stress and uncertain simulated situations, with the goal of developing appropriate behavioral patterns. Field exercises are conducted in various locations—public buildings, critical infrastructure sites, and open areas—so that officers can practice tactics under different conditions. Each exercise concludes with a detailed debriefing session, during which best practices and mistakes are discussed in order to draw conclusions and continuously improve the training program.

The counter-terrorism training provided in SPPP Opole has received positive feedback from officers, who emphasize the practical nature of the sessions and their direct relevance to police duties. Although this unit is not a typical counter-terrorism formation, the acquired skills significantly enhance the overall readiness of preventive police officers to act in high-risk situations. In the context of limited personnel and equipment—typical for smaller garrisons—raising counter-terrorism competencies even among preventive officers can have a substantial impact on public safety. The Opole case study illustrates how a local-level initiative can become a model for other units—the training program developed at the Opole SPPP could be adapted in a similar form across other voivodeships, contributing to a more unified standard of police preparedness nationwide.

Literature Review and International Context

The academic literature emphasizes that the effectiveness of police training in countering terrorist threats depends not only on the quality of knowledge delivered but also on the extent to which practical experience is integrated with case analysis and the implementation of international standards. Studies on law enforcement education highlight the need to move away from traditional academic teaching methods in favor of more interactive training formats. For example, Blumberg et al. argue that new directions in police academy training are necessary, with a focus on practical

preparedness for duty, mental resilience, and professional ethics¹⁵. Similarly, research by Lorey and Fegert shows that modular, diversified, and user-developed (i.e., co-created with future officers) training programs can significantly improve competencies in mental health response and crisis management¹⁶.

Contemporary training should rely on scenario-based approaches (role-playing realistic events), participatory methods (active involvement and feedback from participants), and interagency collaboration (joint exercises with other services)—a strategy supported, for example, by the police crisis training designs described by Lavoie et al¹⁷.

An analysis of international experiences provides valuable insights. Examples such as the training of Brazilian officers in physical readiness and specialization, or comparisons between the training of police reserves in the U.S. and special constables in the U.K., demonstrate that training effectiveness depends on cultural context, operational task scope, and local threat specificities¹⁸. For instance, U.S. training strongly emphasizes active shooter responses and domestic threats, while in the U.K. there is a focus on community engagement as part of prevention. Countries like Israel and Germany have developed their own counter-terrorism training models, rooted in different national conditions—Israel prioritizes comprehensive preparedness for all services and citizens in case of attack, whereas Germany focuses on specialized units (e.g., GSG9) and federal-level coordination protocols. In all cases, it is clear that training programs must be tailored to the unique challenges and organizational structures of each country.

Importantly, national research also confirms the importance of training quality for counter-terrorism effectiveness. A survey-based study among officers in Polish counter-terrorist police units revealed that these professionals clearly associate the success of anti-terror operations with the level of training received—both tactically and mentally. In other words, those on the front lines of counter-terrorism recognize the need for realistic and comprehensive training as the key to operational success¹⁹.

Another critical component of advanced police training is the development of soft skills. The literature emphasizes the need for training in conflict de-escalation,

15 Blumberg, D., Schlösser, M., Papazoglou, K., Creighton, S., & Kaye, C., *New directions in police academy training: a call to action*, „International Journal of Environmental Research and Public Health”, 16(24), 2019.

16 Lorey, K., & Fegert, J., *Increasing mental health literacy in law enforcement to improve best practices in policing — introduction of an empirically derived, modular, differentiated, and end-user driven training design*. „Frontiers in Psychiatry”, 12, 706587, 2021.

17 Lavoie, J., Alvarez, N., & Kandil, Y., *Developing community co-designed scenario-based training for police mental health crisis response: a relational policing approach to de-escalation*. „Journal of Police and Criminal Psychology”, 37(3), 2022, p. 587-601.

18 Rezende, L., Dellagrana, R., Oliveira-Santos, L., Cruz, A., Mota, M., & Coelho-Ravagnani, C., *Physical performance of Brazilian military policemen: a longitudinal analysis by occupational specialties*, „International Journal of Environmental Research and Public Health”, 19(24), 2022; Britton, I., Wolf, R., & Callender, M., *a comparative case study of reserve deputies in a Florida sheriff's office and special constables in an English police force*, „International Journal of Police Science & Management”, 20(4), 2018, p. 259-271.

19 Wilk-Jakubowski, G., Harabin, R., Skoczek, T., & Wilk-Jakubowski, J., *Preparation of the Police in the field of counter-terrorism in opinions of the Independent Counter-terrorist Sub-division of the Regional Police Headquarters in Cracow*, Slovenská politologická revue (Slovak Journal of Political Sciences, 22(2), 2022, p. 174-208.

recognizing symptoms of post-traumatic stress in citizens and colleagues, and appropriate interactions with individuals from marginalized groups. In an era of growing public awareness and expectations toward the Police, such topics are gaining importance—officers must not only respond with force when necessary but also demonstrate empathy, use negotiation techniques, and build public trust²⁰. Training programs should therefore address issues such as preventing stigmatization, fostering ethical attitudes, and enhancing intercultural competencies. One example is the training program described by Hansson and Markström, in which modules aimed at reducing stigmatizing attitudes toward individuals with mental illness were incorporated into the basic police course—resulting in a noticeable improvement in how young officers engaged with this group²¹. Similarly, diversity training (e.g., relating to sexual minorities) has shown that well-conducted workshops can positively shift officer attitudes and improve relationships with affected communities²².

Authors such as Klos and Winiarska further point out that practitioner-experts play a particularly important role in evaluating and improving training programs—their knowledge and experience enable the implementation of realistic procedures and the adaptation of training scenarios to current threats. Regular consultations with seasoned officers and analyses of real-world operations (both successful and those where flaws were identified) should become standard practice when planning future training editions. This kind of feedback loop between practice and instruction ensures that the content delivered in training is not merely theoretical, but directly contributes to the operational effectiveness of the Police.

Conclusions

An analysis of the police training system indicates that educational programs must be regularly updated to reflect the evolving nature of threats and technological advancements. The challenges that officers will face in the next 5 to 10 years may differ significantly from those of today, making it essential to continuously monitor emerging trends and flexibly adjust training content. Ongoing collaboration with experts from various fields—as well as with international institutions specializing in counter-terrorism—is also crucial. Such partnerships enable the implementation of evidence-based programs aligned with global best practices. Only through this approach can the operational readiness of law enforcement be effectively enhanced in the face of new challenges.

The example of the SPPP in Opole demonstrates how a grassroots local initiative can contribute to the development of procedures with nationwide relevance. The

20 Oliva, J., Morgan, R., & Compton, M., *a practical overview of de-escalation skills in law enforcement: helping individuals in crisis while reducing police liability and injury*, „Journal of Police Crisis Negotiations”, 10(1-2), 2010, p. 15-29; Israel, T., Bettergarcia, J., Delucio, K., Avellar, T., Harkness, A., & Goodman, J., *Reactions of law enforcement to LGBTQ diversity training*, „Human Resource Development Quarterly”, 28(2), 2017, p. 197-226

21 Hansson, L., Markström, U., op. cit.

22 Israel, T., Bettergarcia, J., Delucio, K., Avellar, T., Harkness, A., & Goodman, J., op. cit.

preventive training model developed there—grounded in threat analysis using FBI protocols and interdisciplinary expert knowledge—offers a valuable proposal for modernizing police training. It is therefore recommended that the General Police Headquarters consider implementing similar solutions across the entire force, while also taking into account the local threat landscape specific to each regional unit.

The conducted analyses indicate that comprehensive training in counter-terrorism prevention and threat detection is a key element of the strategy for enhancing internal security. The case study of training at the Independent Police Prevention Unit (SPPP) in Opole demonstrates that the model developed there can be successfully adapted by other police units across Poland. In particular, the original concept of preventive training based on threat analysis according to FBI protocols stands out—it has proven to be innovative in the national context and effective in preparing preventive police officers for potential terrorist threats. The combination of interdisciplinary knowledge, scenario-based simulations, and systematic evaluation of training effectiveness appears to address the most significant challenges of contemporary public security. Moreover, the example of Opole shows that even within existing police organizational structures, it is possible to implement innovative training solutions—what is crucial is the support of leadership and the engagement of officers themselves in the creation and refinement of the program.

From a practical perspective, the findings and observations translate into several recommendations. First, future research should include an evaluation of the real-world impact of such training on officers' performance during crisis situations. In other words, it is necessary to monitor whether police officers trained in this manner perform better in actual interventions (e.g., shorter response times, fewer mistakes, improved coordination). It is also worth assessing the psychophysical readiness of officers following this training, including their stress resilience and ability to make decisions in situations of informational chaos.

Second, further integration of practice with science is recommended—ongoing cooperation between the Police and academic institutions to keep training content current and to use scientific methods to study emerging threat types.

Third, the potential of modern technology in training should be more intensively leveraged. Computer simulators, virtual reality (VR) training, and mobile field simulators can become standard components of tactical and psychological preparation. These techniques make it possible to create controlled virtual scenarios that closely resemble real situations, thereby increasing officers' practical experience without exposing them to real danger.

Fourth, it is essential to ensure adequate funding and infrastructure for training—good intentions and program designs must be matched by access to training grounds, shooting ranges, training equipment, and qualified instructors. Investment in training is an investment in security—prevention through capacity-building is incomparably more cost-effective and socially beneficial than dealing with the consequences of a successful terrorist attack.

In conclusion, as the national law enforcement body responsible for internal security, the Police must continuously develop their officers' counter-terrorism capabilities. Building a cohesive, modern training system—one that draws from best international practices, fits within Poland's legal and cultural realities, and is sensitive to evolving threat conditions—is essential for effective prevention and protection against terrorism. Implementing the presented conclusions and recommendations in police training practice will improve the preparedness of Polish officers and, consequently, enhance public safety.

Bibliography

- Blumberg, D., Schlösser, M., Papazoglou, K., Creighton, S., & Kaye, C., *New directions in police academy training: a call to action*, „International Journal of Environmental Research and Public Health”, 16(24), 2019.
- Britton, I., Wolf, R., & Callender, M., *a comparative case study of reserve deputies in a Florida sheriff's office and special constables in an English police force*, „International Journal of Police Science & Management”, 20(4), 2018.
- Decyzja nr 377 Komendanta Głównego Policji z dnia 21 grudnia 2022 r. w sprawie programu szkolenia zawodowego podoficerskiego (Dz. Urz. KGP 2022, poz. 239).
- Decyzja nr 378 Komendanta Głównego Policji z dnia 21 grudnia 2022 r. w sprawie programu szkolenia zawodowego aspiranckiego (Dz. Urz. KGP 2022, poz. 240).
- Decyzja nr 379 Komendanta Głównego Policji z dnia 21 grudnia 2022 r. w sprawie programu szkolenia zawodowego oficerskiego (Dz. Urz. KGP 2022, 241).
- Hansson, L., Markström, U., *The effectiveness of an anti-stigma intervention in a basic police officer training programme: a controlled study*. „BMC Psychiatry”, 14(1), 55, 2014. Źródło: <https://doi.org/10.1186/1471-244X-14-55>.
- Hołub, A., *Kierunki aktywności polskiej Policji w obszarze zagrożeń terroryzmem*, „Fides, Ratio et Patria. Studia Toruńskie”, 17, 2022.
- Israel, T., Bettergarcia, J., Delucio, K., Avellar, T., Harkness, A., & Goodman, J., *Reactions of law enforcement to LGBTQ diversity training*, „Human Resource Development Quarterly”, 28(2), 2017.
- Kaczmarek-Śliwińska, M., *Specyfika zarządzania sytuacją kryzysową w przestrzeni mediów społecznościowych w perspektywie typologii SCCT W. T. Coombsa*. „Studia Medioznawcze”, 20(4), 2019.
- Klos, L., *Theoretical basis of practice and social workers' professional training for the health care: retrospective review*. „Roczniki Teologiczne”, 67(1), 2020.
- Kochańczyk R., *Szkolnictwo policyjne jako element systemu bezpieczeństwa wewnętrznego*, [in] s. Mazur, M. Ostrowska, M. Zawartka (ed.), *Rola i zadania instytucji bezpieczeństwa wewnętrznego*, AWF, Katowice, 2016.
- Kochańczyk R., Wiśniewski B., Ciarka M., *Diagnoza systemu kształcenia dla bezpieczeństwa w Policji*, „International Journal of Legal Studies (IJOLS)”, No 2023/7/31.
- Kordaczuk-Wąs, M., *Aktywność Policji w obszarze profilaktyki zagrożeń społecznych*. „Przegląd Policyjny”, 2(126), 2017.

- Lavoie, J., Alvarez, N., & Kandil, Y., *Developing community co-designed scenario-based training for police mental health crisis response: a relational policing approach to de-escalation*. „Journal of Police and Criminal Psychology”, 37(3), 2022.
- Lorey, K., & Fegert, J., *Increasing mental health literacy in law enforcement to improve best practices in policing — introduction of an empirically derived, modular, differentiated, and end-user driven training design*. „Frontiers in Psychiatry”, 12, 706587, 2021.
- Oliva, J., Morgan, R., & Compton, M., *a practical overview of de-escalation skills in law enforcement: helping individuals in crisis while reducing police liability and injury*, „Journal of Police Crisis Negotiations”, 10(1-2), 2010.
- Pakulska, D. (2015). Chemical hazards arising from shale gas extraction. *Medycyna Pracy*, 66(3), <https://doi.org/10.13075/mp.5893.00147>
- Rezende, L., Dellagrana, R., Oliveira-Santos, L., Cruz, A., Mota, M., & Coelho-Ravagnani, C., *Physical performance of Brazilian military policemen: a longitudinal analysis by occupational specialties*, „International Journal of Environmental Research and Public Health”, 19(24), 16948, 2022;
- Robakowski, P., *Crisis safety management in a teaching hospital – a proposal for action (case)*, „Journal of Modern Science”, 58(4), 2024.
- Rozporządzenie Ministra Spraw Wewnętrznych i Administracji z dnia 21 grudnia 2022 r. w sprawie szkoleń zawodowych i doskonalenia zawodowego w Policji (Dz.U. 2022 poz. 2826).
- Sienkiewicz-Małjurek, K., *Resilience and entrepreneurship in emergency management*, „Social Entrepreneurship Review”, nr 2, 2020.
- Sobolewski, G., *Identyfikacja podmiotów i procedur zarządzania kryzysowego w sytuacjach zdarzeń z udziałem LNG*, „Zeszyty Naukowe SGSP”, 78, 2021.
- Wilk-Jakubowski, G., Harabin, R., Skoczek, T., & Wilk-Jakubowski, J., *Preparation of the Police in the field of counter-terrorism in opinions of the Independent Counter-terrorist Sub-division of the Regional Police Headquarters in Cracow*, Slovenská politologická revue (Slovak Journal of Political Sciences, 22(2), 2022.
- Wiśniewska, M. (2022). Terroryzm żywnościowy oraz obrona żywności w ujęciu formalno-prawnym. *Ruch Prawniczy, Ekonomiczny i Socjologiczny*, 84(4), 2022.
- Wyzwania, szanse, zagrożenia i ryzyko dla bezpieczeństwa narodowego RP o charakterze wewnętrznym, R. Jakubczak, B. Wiśniewski (eds.), WSPol, Szczętno 2016.

About the Author

Bartosz Maziarz – political scientist and security expert with extensive experience in cooperation with special police and military units, the State Fire Service, and the Opole Regional Emergency Medical Center. Author of over 40 scientific publications, academic textbooks, and analytical reports on security, defense, and crisis management. Recipient of prestigious awards, including the “Doctor Opoliensis” title and the Minister of Education and Science Scholarship for Outstanding Young Scientists (17th edition). In 2017, served as an EU external resilience expert at the European Committee of the Regions. Contributor and lead researcher in projects

funded by the Polish Ministry of Foreign Affairs, the National Centre for Research and Development, the Marshal's Office of the Opolskie Voivodeship, as well as programs such as EEA Grants, Interreg Central Europe, and the European Social Fund. Conducted scientific research in Jordan, Belgium, France, Iceland, and on Spitsbergen, focusing on integrated security, critical infrastructure resilience, and interagency cooperation in emergency response.