

**LOS ANGELES POLICE DEPARTMENT**  
**Dignitary Protection Training Course**  
**Expanded Course Outline**  
**1850-33020**

**Day 1**

**INTRODUCTION**

**Instructional Goal:** To provide the student with an overview of a 40 hours training course in Dignitary Protection and a clear understanding of the expectations set forth by the Training Cadre

**Performance Objective:** Using lecture, the students will:

- Understand how to accurately complete the instructor evaluations
- Understanding the criteria for completing the course
- Recognize the importance of attendance and participation

**I. INTRODUCTION**

0800-0830 (30 min)

- A. Introduction
  - 1. Class Coordinator
    - a. Instructors
  - 2. Distribute class folders
    - a. Review Schedule
    - b. Dress Attire
    - c. Break/Lunch
    - d. Equipment/Vehicles
  - 3. Overview of training
    - a. Summary of blocks of instruction
- B. Admin
  - 1. Emergency notification forms
  - 2. Attendance advisement
  - 3. Instructor's evaluation should be completed for each instructor
- C. Rules and Expectations
  - 1. Full duty and no restrictions
  - 2. Participation
  - 3. Debrief formalities

**ROLES AND RESPONSIBILITIES**

**Instructional Goal:** To provide the student with the basic functions of close personal protection responsibilities working with a Principal.

**Performance Objective:** Using lecture and group discussion, the students will:

- Understand the overall mission of a Dignitary Protection operator
- Recognize the responsibilities of an operator's area of responsibility (AOR)
- Define common terminology used in the Dignitary Protection industry

**II. ROLES AND RESPONSIBILITIES**

0830-1000 (90 min)

- A. Overall mission when working with a public figure
  - 1. Prevent Intentional
  - 2. Avoid Embarrassment
  - 3. Prevent Kidnappings/Assassinations
  - 4. Safeguards Principal's Schedules/Itinerary

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Dignitary Protection Training Course  
11/10/2021 (IDU, COS)

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**B. Supervisor's Responsibility**

1. Make the Principal aware of Protection Detail functions
  - a. Security vs. Personal Convenience
  - b. Knowledge of your actions during an emergency
  - c. Follow recommendation by the Protection Detail

**C. Area of Responsibility (AOR)**

1. Fight your natural "cop" instincts.
2. Protect your partners, but do not leave your AOR to assist.
  - a. Pre-planned attacks will rely on your instinct to protect your fellow Detail members and leaving your Principal unguarded.
3. Physical Conditions
  - a. Stay ready so you don't have to get ready
  - b. Someone somewhere is training to kill you. How are you preparing for that day?

**D. Terminology**

1. People
  - a. Officer-in-Charge (OIC)
    - 1.) Supervisor in charge of the entire Protection Detail
  - b. Detail Leader (DL)
    - 1.) Officer responsible for that specific event or shift
- C. Advance (Adv)
  - 1.) Establishes a liaison at an event. Gathers all intelligence at the location. Acts as a pathfinder.
    - a. Pathfinder
      - 1.) Knowledgeable of the routes of travel, lay-out of the event, and all ingress/egress from the location.
1. Assessment
  - a. Advance Survey
    - 1.) Security plans and pre-arranged movements made prior to and relating to the visit of the Principal to a given area.
  - b. Site Survey
    - 1.) Assessing security plans already in place and determining if additional security measures is needed at a place of residence or place to be visited by the Principal for an extended period.
  - c. Route Survey
    - 1.) The selection of routes of travel for the Principal. Ensure there's no danger or hazards
  - d. Off-the-Record (OTR)
    - 1.) Any movement of the Principal that is not on schedule and/or is not for public knowledge.

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2. Places
  - a. Secured Area
    - 1.) Any location that has been cleared, and continuously secure by establishing post assignment.
  - b. Reside Overnight (RON)
    - 1.) A location used for temporary lodging.
  - c. Safe Room (Green Room)
    - 1.) A secured area at visit site, usually a private room set aside for the Principal's convenience and privacy.
  - d. Safe House
    - 1.) A pre-arranged location, a distance outside the "hot zone" that is used during emergency situations.
3. Vehicle
  - a. Primary Vehicle
    - 1.) The vehicle designated to carry the Principal
  - b. Secondary Vehicle
    - 1.) Back-up vehicle to be used by the Principal in an emergency or when the primary is inoperable.
  - c. Follow Car
    - 1.) The Protection Detail's vehicle that is in the immediate vicinity of the Principal.
  - d. Lead Car
    - 1.) A vehicle immediately preceding the Principal's vehicle and acting as a pathfinder.

E. Discussion

1. The student will discuss:
  - a. Personal relationship with the Principal
  - b. Building a rapport with the family
  - c. Oath of Office

Key Point(s)

1. Terminology

**Close-Proximity Formations**

**Instructional Goal:** To provide the student with techniques while operating on foot with a Principal, and addressing various types of threats.

**Performance Objective:** Using lecture, group discussion and learning activity, the students will:

- Learn how to move around with a Principal while on foot.
- Understanding the four primary foot formations.
- Mitigate the four types of assaults.
- Demonstrate weaponless defense techniques.

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**III. CLOSE-PROXIMITY FORMATIONS**

1000-1100 (60 min)

A. Close-Proximity protection

1. Movement of the Principal in public, and mitigating various types of encountered threats.

B. Movement formations.

1. 2-Man Detail Formation

- a. The Detail Leader is assigned directly to the Principal. In the event of an incident, the Detail Leader will extract the Principal from the area of danger (X). The Detail Leader will remain with the Principal and acts as the last line of defense.
- b. The Advance is typically the pathfinder while on foot. The Advance will maintain visual and verbal communication with the Detail Leader at distances dictated by the environment. The Advance will respond to a threat when necessary and provide cover during the extraction of the Principal.

2. 3-Man Diagonal Formation

- a. Rear Guard typically take the position following a diagonal line from the Advance. Rear Guards have the responsibility to provide protective coverage from any rear approaching threats. Rear Guard position could easily switch to a pathfinder under extenuating circumstances, (attacks, Advance become immobilize, etc.).

3. 4-Man Wedge formation.

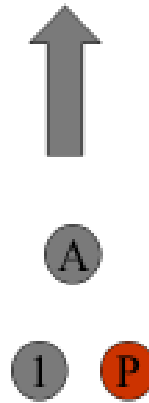
- a. Two Rear Guards take positions at the corner of an “imaginary” base of a triangle with the Advance Man taking the point. Each Rear Guard could possible assume the pathfinder position under extenuating circumstances. During an attack, the first Detail Member to engage the threat will be supported by a Rear Guard, while Detail Leader extract the Principal.

4. 5-Man Diamond Formation.

- a. Three Detail Members take positions at the corner of an “imaginary” lozenge with the Advance at the leading point of the diamond shape. Each member has their own area of responsibility, which could also assume pathfinder.

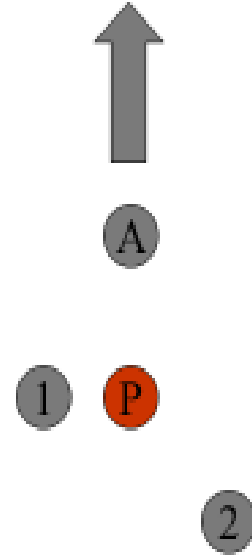
# FORMATIONS

## Two Man Formation



# FORMATIONS

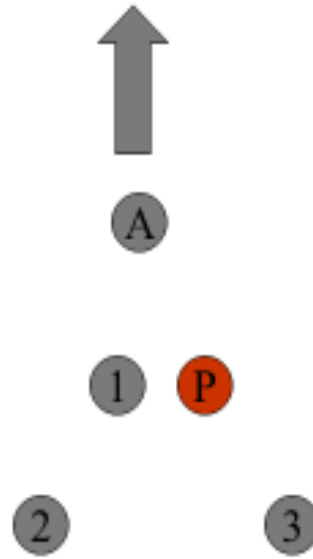
## Three Man Diagonal Formation



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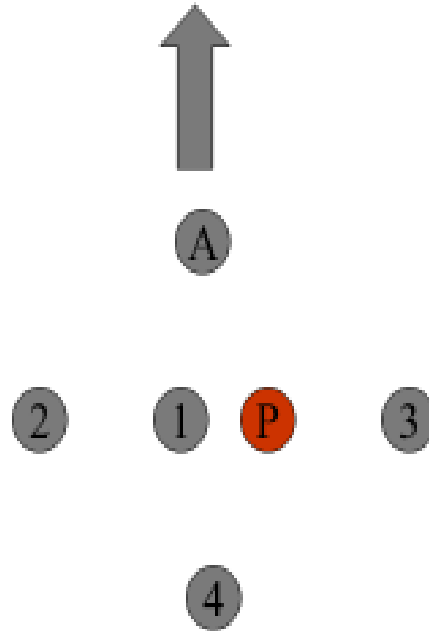
# FORMATIONS

## 4 Man Wedge Formation



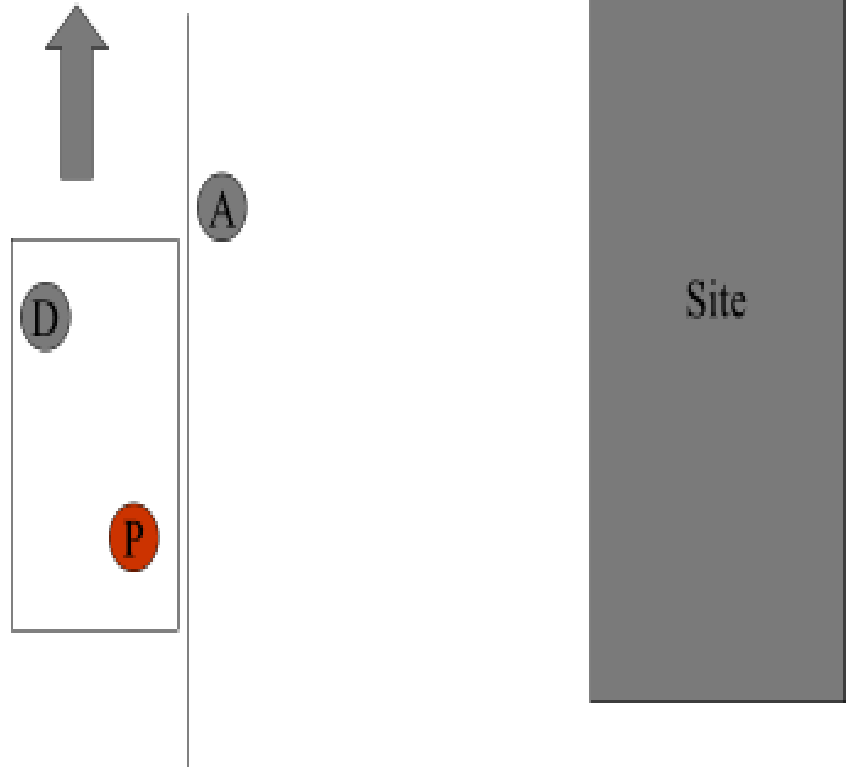
# FORMATIONS

## 5 Man Diamond Formation



# Arrivals and Departures

*2 person detail*

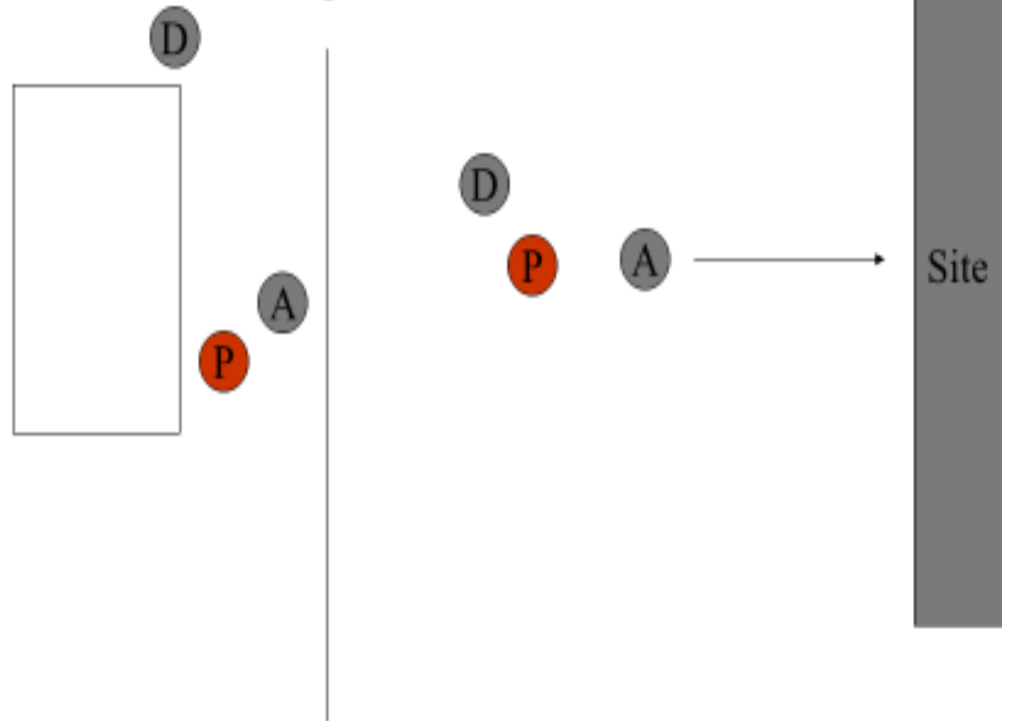


DIGNITARY PROTECTION  
020804

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# Arrivals and Departures

*2 person detail*



DIGNITARY PROTECTION  
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- C. Assault Situations (Four Consideration)
  - 1. Close-Proximity Assaults

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- a. First man who sees possible threat.... sounds off
  - b. Insert yourself between Principal and Threat
  - c. Make a further assessment "shoot / don't shoot"
  - d. Move the Principal off "X" or create a diversion
2. Fast Approaching Threats
- a. Sound off with observation and directions (Knife-Right Flank or Gun-3 o'clock.).
  - b. Insert yourself between Principal and face the threat
  - c. Stop the suspect's actions
  - d. Move Principal off the "X"
3. Emergency Egress
- a. Move Principal to Primary / Secondary vehicle
  - b. Move Principal to holding room / safe room
  - c. Commandeer a location and render it safe
  - d. Move Principal as far away from the problem
4. Cover / Shelter-in-place
- a. Have the Principal squat down
  - b. Use yourself as a barrier or a stationary object as additional cover
  - c. Assess the threat and engage if warranted
- D. Learning Activity: Movement Training
1. Purpose: Demonstrate actual on-foot formations
  2. Procedure: Small group activity, utilizing the four formations, the group will demonstrate the four types of formation.
- E. Debrief
1. What are other options to a 2-Man formation? What type of use of force can be utilized as last options?
- F. Group Discussion
1. The student will discuss options to a 1-Man detail.

Key Points:

1. Four movement formations
2. Four tactical considerations against a threat.

Vehicle Introduction

**Instructional Goal:** To provide the student with instruction on safeguarding a Principal's vehicle, slow speed driving techniques, and essential equipment necessary for quality service.

**Performance Objective:** Using lecture, group discussion and learning activity, the students will:

- Understand the guidelines in safeguarding an unattended vehicle

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- Recognize the need for specific supplies to be stored in a vehicle.
- Learn various slow driving techniques.
- Understand basic protocols of operating a primary vehicle.

**Lunch**

1100-1200 (60min)

**IV. VEHICLE INTRODUCTION**

1200-1300 (60 min)

A. Vehicle Inspection

1. Inside Inspection

- a. Cleanliness
- b. Windshield wipers
- c. Spare Tire (Wheel Changing kit)
- d. Official Parking Placard
- e. Water and Snacks
- f. Fuel level
- g. First aid kit
- h. Undercarriage check

2. Outside Safety Inspection

- a. Check for vehicle damages
- b. Tire Inflation
- c. Code 3 equipment
- d. Turn signals
- e. Headlights

B. Access to Weapons

1. Shoulder weapon

- a. Rifle rack

2. Handgun

- a. Holster / Un-holster
- b. Outer garment

C. Vehicle Consideration

1. Load-up (1-Man)

- a. Stay in vehicle with engine running
- b. Keep doors locked until Principal is approaching
- c. Covert Signal to Principal (All Clear or Danger)
- d. Lock doors as soon as Principal has load up
- e. Depart quickly

2. Drop-off (1-Man)

- a. Scan area on approach
- b. Identify any potential threats, hazards or concerns (media, protesters, etc.)
- c. Brief Principal on entrance to the location
- d. Brief on location of parked vehicle
- e. Discuss an emergency egress and rally point with the Principal.

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- D. Vehicle Positioning
    - 1. Traffic
      - a. Keep doors locked
      - b. Allow yourself room to maneuver while in traffic
      - c. Continuous scan all mirrors to the rear
      - d. Stay closest to the center of the median for quick U-turn
    - 2. Parked
      - a. Avoid parking garage
      - b. Locked fenced properties
      - c. Park closest to the entrance
      - d. Don't hand over keys to valet
  - E. Threats in transient
    - 1. Drive past (Drive into)
      - a. Activate high beam and drive into, detour onto curb, etc.
    - 2. Alter directions  
Confrontation ahead, detour left or right
    - 3. Reverse out
    - 4. J-Turn
      - a. A disruptive reverse turn using weight of engine to turn the car quickly)
    - 5. Vehicle Immobilize
      - a. Vacate the area on foot
      - b. Shelter in place
  - F. Learning Activity: Slow Speed Driving
    - 3. Purpose: The student will be evaluated on their slow speed driving skills and maneuvering.
    - 4. Procedure: Small ground activity, the student will take the driver seat and demonstrate backing, parallel parking, and forward maneuvering.
  - G. Debrief
    - 1. The group thoughts regarding having a shoulder weapon secured inside the vehicle or in the trunk.
  - H. Group Discussion
    - 1. The student will discuss how to properly stock a primary vehicle with essential needs.
    - 2. The student will discuss their concerns regarding maneuvering a vehicle around obstacles.
    - 3. The student will discuss the procedure of dropping off and picking up a Principal
- Key Point(s)
- 1. Vehicle preparation
  - 2. Tactics in traffic
  - 3. Slow speed driving

Tactical Medical Treatment

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**Instructional Goal:** To provide the student with the necessary skills to control bleeding, application of a tourniquet, and emergency chest compression to preserve life.

**Performance Objective:** Using lecture and learning activity, the students will:

- Understand technique on treating lacerations and puncture wounds.
- Demonstrate the technique on applying a tourniquet.
- Understand why and how to perform emergency chest compressions.

**V. TACTICAL MEDICAL TREATMENT**

1300-1400 (60 min)

**A. Bleeding Control**

1. Soft tissue injuries
  - a. Direct Pressure
  - b. Pressure Bandage
  - c. Tourniquet
  - d. Hemostatic Agent
  - e. Occlusive dressing

**B. CPR**

1. Chest Compression Only
  - a. Hand Placement
  - b. Depth of compression
  - c. Check for pulse

**C. Learning Activity: Bleeding Control**

1. Purpose: Provide students with skill-set used for sustaining life during a tactical situation and/or waiting until emergency professionals arrive on scene.
2. Procedure: Small group activity, the group will demonstrate how to bandage a wound, apply a tourniquet and perform emergency chest compressions on a mannequin.

**D. Debrief**

1. What are the primary medical supply that we should carry? What is the importance of body substance isolation?

**E. Key Points**

1. Bleeding Control
2. Tourniquet Application

**Threat Assessment**

**Instructional Goal:** To provide the student with information regarding types of verbal and written threats and investigative procedures.

**Performance Objective:** Using lecture and group discussion, the students will:

- Recognize types of threats
- Understand the criteria for reporting threats.
- Determine the credibility and seriousness of a [potential threat](#).
- Recognize the probability that the [threat](#) will become a reality.

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**VI. THREAT ASSESSMENT**

1400-1600 (120 min)

A. Types of Threats

1. A threat is an expression of intent to harm someone.

a. Direct threat

1) The threat is delivered in a straightforward, clear and explicit manner.

b. Indirect threat

2) The threat is vague, unclear and ambiguous.

c. Veiled threat

3) The threat is strongly implying but does not specifically threaten violence.

d. Conditional threat

4) The threat of a violent act, unless certain demands or terms are met.

B. Threat Assessment

1. Threat assessment is conducted when a person(s) threaten to commit a violent act or engages in behavior that appears to threaten an act of violence.

a. The (3) key functions:

1.) Identification

a.) Identification of the persons that poses a risk to a "Principal".

- (1) Self-identify
- (2) Threatener
- (3) Others

2.) Assessment

a.) After an individual who poses a possible threat to a "Principal," an initial evaluation is conducted.

- (1) Is the threat specific? Was there pre-planning?
- (2) Is the threat detailed? Motive and Intent
- (3) Are there means to carry it out?

3.) Case Management

a.) A variety of strategies and tools are used in Threat Management Unit.

b.) Information is then presented to the Investigative Entity.

C. Reporting Criteria

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1. Report all threats of harm to any person received in-person, by written correspondence, electronically or telephone.
  - a. A direct threat and conditional threat.
  - b. Indirect threat and veil threat with the following indications:
    - Mentioning of deaths, suicides, weapons, etc.
    - Extreme or obsessive admiration or affection.
    - References to security procedures/protocol.

D. Discussion

1. The student will discuss their own personal information that is on the Web.
2. The student will discuss strategies on conducting security assessment on their principal using the Web.

Key Points

1. Types of threats
2. Reporting criteria's

<b>Debrief</b>	1600-1700 (60 min)
<b>DAY 2</b>	
<b>Morning Brief</b>	0800-0830 (30 min)

Security Surveys

**Instructional Goal:** To provide the student with intelligence gathering strategies in preventing or mitigating security threats aimed at your Principal.

**Performance Objective:** Using lecture, group discussion, and learning exercise, the students will:

- Identify security measure, and plans for improving security.
- Recognize threats and hazards and necessary actions to reduce harm to the Principal
- Understand the importance on having a pre-planned route of travel.

<b>VII. SECURITY SURVEYS</b>	0830-1130 (180 min)
<b>Lunch</b>	1130-1230 (60min)
<b>SECURITY SURVEYS</b>	1230-1600 (210min)
A. Advance	
1. Make security assessments prior to the arrival of a Principal to a location.	
a. Advance Survey Checklist template	
B. Site Survey	
1. Assessing and determining security measure for residence or RON.	
a. Site Survey Checklist template	
C. Operational Plan	
1. The overall security strategy to safeguard a Principal at an event.	
a. Operational Plan template	
D. Route Survey	
1. Make security assessments on the routes taken by the primary vehicle.	
a. Route Survey template	

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- E. Learning Activity: Advance and Site Survey
  - 1. Purpose: To perform an actual site and advance survey.
  - 2. Procedure: Small group activity, utilizing the various locations, the group will conduct both site and advance surveys.
  
- D. Debrief
  - 1. Hope for the best, prepare for the worse. What can go wrong when on location with a Principal?
  
- E. Discussion
  - 1. The student will discuss the checklist.
  
- Key Points
  - 1. Cover each section in the template

**Debrief** 1600-1700 (60min)  
**Day 3**  
**Morning Brief** 0800-0830 (30 min)

**WEAPONLESS DEFENSE**

**Instructional Goal:** To provide the student with defensive and offensive strategies to overcome resistance against an unarmed suspect. The student will also review techniques on gun retention and gun take-aways.

**Performance Objective:** Using lecture and learning activity, the students will:

- Understand how to retain your weapon from a combative person.
- Demonstrate the ability to disarm a suspect.
- Recognize situation that requires the need to use legs sweeps and distraction strikes on a combative person.

**VIII. WEAPONLESS DEFENSE** 0830-1000 (90 min)

- A. Weapon Handling**
  - 1. Gun Take-Away
  - 2. Gun Retention
  
- B. Defensive Techniques**
  - 1. Front kicks
  - 2. Leg Sweeps
  
- C. Offensive Techniques**
  - 1. Grip release
  - 2. Distraction strikes.

- D. Learning activity: Weaponless Defense**
  - 1. Purpose: The student will be shown various weaponless defense techniques to stop the aggressive actions of a suspect.
  - 2. Procedure: In small group, the student will demonstrate each technique to the satisfaction of the instructor.

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**E. Debrief**

1. What technique was most comfortable to execute? What technique appears unrealistic? What other techniques would you suggest for Dignitary Protection?

Key Points:

1. Hand to Hand combat techniques

**Lunch**

1000-1100 (60 min)

**Emergency Vehicle Operations Course**

**Instructional Goal:** To provide the student with technique and opportunity to test the skills to becoming proficient in defensive and offensive driving.

**Performance Objective:** Using lecture and learning activity, the students will:

- Identify good techniques for high speed driving.
- Demonstrate vehicle handling and steering.
- Understand vehicle dynamics when performing turning maneuvers.

**IX. EMERGENCY VEHICLE OPERATIONS COURSE**

1100-1600 (300 min)

**A. Vehicle Performance**

1. Provide techniques in vehicle maneuvering and handling.
  - a. Accident Avoidance
  - b. Reverse Driving
  - c. Rapid Turning

**B. Learning Activity: Driving Course**

1. Purpose: Student will demonstrate driving skills related to Dignitary Protection.
2. Procedures: Small group activity, student will perform behind the wheel driving skills:
  - a. J-Turn (Reverse 180degree turn)
  - b. Collision Avoidance track
  - c. Post-PIT deployment

**C. Debrief**

1. What was your tactical considerations when you were on the receiving end of a PIT? What is your primary focus when you're confronted with an attack while in a vehicle?

Key Points:

1. Vehicle maneuvering techniques

**Debrief**

1600-1700 (60 min)

**Day 4**

**Morning Brief**

0800-0830 (30 min)

**Terrorism**

**Instructional Goal:** To provide the student with information in recognizing suicidal or homicidal individuals suspected of being a suicidal bomber and discuss techniques in addressing that threat.

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**Performance Objective:** Using lecture, group discussion and learning exercise, the students will:

- Understand the (5) phases of criminal operations.
- Recognize an assassination attempt.
- Understand the legal issues surrounding using unnecessary force.
- Demonstrate tactical considerations and discuss alternatives.

- X. TERRORISM** 0830-1230 (240 min)  
**Lunch** 1230-1330 (60 min)  
**TERRORISM** 1330-1600 (150 min)
- A. Historical Perspective:
1. Terrorist tactics have included assassinations, kidnapping, hostage taking and bombings.
- B. Terrorist Operations
1. The Protection Detail must understand how an operation is planned and implemented.
    - a. The (5) phases of a terrorist operation.
      - 1.) Target Selection
        - a.) Select the victim who will produce the greatest results with the least amount of risk.
      - 2.) Target Intelligence
        - a.) The suspects might reveal their intentions prior to an attack, through their use of surveillance.
      - 3.) Operational Planning
        - a.) The suspect will assess their tactical advantage points.
      - 4.) Target Identification
        - a.) Verify the Principal's location and notify the primary attackers.
      - 5.) Attack
        - a.) The actual execution of the plan.
- C. Homicide / Suicide Bombers
1. Bomb attacks usually target areas of dense population or specific high-profile events.
  2. The following are some identifying characteristic of a homicide (suicide) bomber:
    - a. Bulky dress is chosen to conceal a bomb
    - b. Blank star, unresponsive, talking to self, etc.
    - c. Suspicious bulges in torso area.
    - d. Visible explosive or wiring.
- D. Legal Review

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1. There is no exception to the law or department policy on Use of Force when encountering a homicide/suicide bomber.
  - a. An officer may not use lethal force to stop someone who is merely suspected of being a homicide bomber.
  
2. Probable Cause
  - a. Officer may use lethal force after the establishment of probable cause to believe that the person actions will result in death or great bodily injury.
    - 1.) If the suspect is believed to be wearing an explosive vest, a head shot, rather than a body shot may be necessary to stop the suspect, and to prevent accidentally triggering a detonation.

**E. Learning Activity: Force Option Simulator**

3. Purpose: Present the student with the opportunity to articulate a Use of Force incident.
4. Procedure: Students will be examined on their actions and tactics while using a Force Option Simulator.

**F. Debrief**

1. What was going through your mind during the scenarios? What would you change on the way you typically train, especially when confronted with a homicidal/suicidal bomber?

**G. Discussion**

1. The student will discuss their own skills in recognizing an attack.
2. The student will discuss Use of Force and ascertaining probable cause.

**Key Points**

1. Use of Force policy
2. Probable cause definition
3. Policy on deadly force

**Debrief**

1600-1700 (60 min)

**Day 5**

**Morning Brief**

0800-0830 (30 min)

**LAW ENFORCEMENT OFFICER FLYING ARMED**

**Instructional Goal:** To provide the student with TSA mandated training to be able to fly armed on commercial airlines, and specific tactics to used onboard in-flight aircrafts.

**Performance Objective:** Using lecture and learning exercise, the students will:

- Understand the Federal requirement and regulations to flying armed.
- Understand all the protocol put in place by Transportation Security Administration.
- Recognized requirement set by airlines for carrying firearms onboard an aircraft.
- Learn TSA approved tactics while onboard an in-flight aircraft.

**XI. LAW ENFORCEMENT OFFICER FLYING ARMED**

0830-1200 (210 min)

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- A. TSA Law Enforcement Officer Flying Armed requirements
  - 1. Federal regulation states that officer must meet all the following requirements to fly armed:
    - a. Be a full-time law enforcement officer.
    - b. Be commissioned to enforce criminal or immigration statutes.
    - c. Be authorized by the employing agency to have a CCW.
    - d. Have completed the Course.
  
- B. Federal regulations for flying armed
  - 1. An officer must meet (1) of the following criteria for flying armed:
    - a. Assigned to a Protection Detail.
    - b. Hazardous surveillance operation or Prisoner transport.
    - c. On official travel with a need to be prepared for duty upon landing.
    - d. Federal Law Enforcement officer
  
- C. Law Enforcement in-flight tactical familiarization
  - 1. The lesson is designed to provide law enforcement officer who fly armed, an overview of the type of security incident they may encounter on-board an aircraft.
    - a. Response to inflight incident
    - b. Act of piracy and crime of violence
    - c. Aircraft configuration and vital system
    - d. Handling IED's
  - 2. Working in Partnership
    - a. Flight deck officer
    - b. Flight Crew
    - c. Federal Air Marshals
  
- D. Learning Activity: Aircraft training simulator
  - 1. Purpose: Demonstrate skills learned for LEO's with operational needs and authority to fly armed.
  - 2. Procedure: Under the direction of trainers from the Federal Air Marshals, the student will conduct a training exercise onboard an aircraft simulator.

Key Points

- 1. TSA flying armed policy

**Lunch**

1200-1300 (60 min)

**Social Media**

**Instructional Goal:** To provide the student with information on conducting cyber research, investigations of networks. The student will also receive instructions on how to track individuals via their social media profiles, without leaving their digital footprints.

**Performance Objective:** Using lecture, the students will:

- Understand how to search information using the internet.
- Recognize threats that are conveyed through social media.

**LOS ANGELES POLICE DEPARTMENT  
Dignitary Protection Training Course  
Expanded Course Outline  
1850-33020**

- Learn how to minimize your footprint on social media.
- Identify the procedure to purge personal information from the web.

**XII. SOCIAL MEDIA** 1300-1600 (180 min)

A. Research and Investigations

1. Utilize open-source and proprietary tools for the examination and collection of data from social-media, OSINT and the "Dark Web."
  - a. Google.com/Alert
  - b. Pipl.com
  - c. Talkwalker.com

B. Debrief

1. How can we eliminate our digital footprint?

Key Points

1. Dark Web
2. Digital footprint
3. OSINT

**Debrief**

1600-1700 (60 min)