

**Michigan Commission on Law Enforcement Standards**

**THE LAW ENFORCEMENT  
RESPONSE TO DOMESTIC VIOLENCE**



**INSTRUCTOR MANUAL**

**2010**

# **The Michigan Domestic Violence Law Enforcement Training Project**

All products of the Michigan Domestic Violence Law Enforcement Training Project were produced in cooperation with law enforcement practitioners, law enforcement trainers, domestic violence service agencies and prosecutorial and judicial representatives.

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**MICHIGAN  
DOMESTIC VIOLENCE  
PREVENTION &  
TREATMENT BOARD**

## **Acknowledgement**

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## **SECTION ONE**

### **INTERACTIVE LEARNING**

## CREATING AN INTERACTIVE LEARNING ENVIRONMENT

### I. Interactive Learning

Responding to criminal activity and requests for service can sometimes be challenging for law enforcement officers, calling on their ability to make appropriate decisions and to solve problems in rapidly changing environments. Officers engage in discretionary acts every day on the job. Yet, law enforcement training seems to focus primarily on basic knowledge and skills rather than on judgment and decision making. Training should be designed to combine both fundamental knowledge and sound judgment in order to make a positive difference on the job. In other words, performing appropriately requires a combination of mechanical skills and proper decision making—and both should be part of any training regimen.

*Discretion* is an essential component of position of a patrol officer. Samuel Walker (*Policing The Police*) defines discretion as the “authority conferred by law to act in certain situations in accordance with an official’s or an agency’s own considered judgment and conscience.” And, in *Working The Street*, Michael Brown tells us that, “discretion can be understood in terms of a conflict between the uncertainties, even dangerous, requirements of working the street and the demands of the administrators for control”, that is to say, “a conflict between the police culture and professionalism.” In Michigan judges often distinguish discretionary activities from ministerial activities in their analyses of civil actions. They point out that discretionary acts require competencies in decision making, problem solving, and sound judgment, particularly in situations involving intentional or negligent torts. See *Odom v. Wayne County*, 482 Mich 459 (2008).

In some instances officers may need to react quickly to dangerous situations and may not have time to weigh a variety of options. Any field encounter can escalate quickly into a high risk situation. Therefore, training should also prepare officers for the *split second* decisions that often occur in life threatening encounters. The decision to take action in an emergency situation is often based on an officer's knowledge of previous situations or on a range of approaches taken over time. Law enforcement experience, for example, may teach an officer that certain decisions can result in positive outcomes, which may result in a range of best practices. Therefore, when teaching you should discuss, evaluate, and reinforce time-tested tactics that work. According to David Grossman (*On Killing*), if stress levels get too high and pass a certain point the mind may shut out so much information that appropriate decision making may be very difficult. Experienced police officers are perhaps less apt to reach this level, but we want you to experiment with a variety of "stress inoculation" scenarios during training, using proven experiential learning methods. Preparation through reality-based training is the key.

These ideas are supported by findings in the 2006 MCOLES job task analysis (JTA). In the JTA we asked law enforcement officers ( $n=3,231$ ) to select the most important characteristic that a law enforcement officer should possess to perform job tasks effectively, regardless of the type of call or situation. We asked them to select just one trait from a list. The results are displayed in Table 1. Note the high ratings for communication skills and decision making.

**Table 1**  
**Traits for Effective Job Performance**

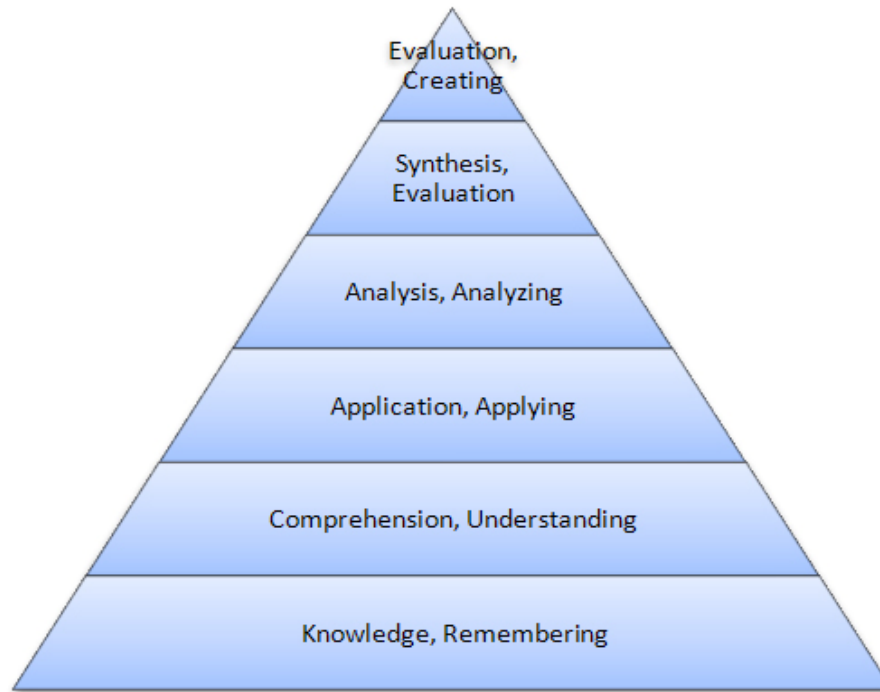
Trait	N	Percent
Communication Skills	867	26.8
Decision Making	858	26.7
Job Experience	445	13.7
Multi-Tasking	329	10.2
Problem Solving	286	8.9
Legal Knowledge	220	6.8
Ethics	97	3.0
No response	67	2.0
Physical Fitness	62	1.9

*n*=3,231

Educational experts call the above traits *constructs*. A construct is a characteristic that supports successful performance on the job. Constructs include problem solving, intelligence, creativity, communication, decision making, etc.—traits that may not be immediately obvious. From a training perspective, constructs influence behavior. Addressing these characteristics in training can help improve judgment on the street.

Think a moment about law enforcement training in general. In the classroom, it usually includes lecture, PowerPoint slides, and note taking, which targets basic knowledge memorization, and cognitive recall. Basic knowledge is important, but instructors often concentrate on mechanical skills and memorization and pay less attention to improving judgment and creativity. We believe the best way to improve judgment is to use interactive learning methods in the classroom. Bloom (*Taxonomy of Educational Objectives*) defines this higher level thinking as: a) analysis, b) synthesis (organizing) and c) evaluation (assessment)—more plainly, what’s the problem, how should I respond, and how did I do? See Figure 1.

**Figure 1**  
**Bloom's Taxonomy—Cognitive Domain**



Source: Bloom's Taxonomy of Cognitive Learning, Center for Teaching Excellence, University of Maryland

Because judgment and decision making are so important we want you to consider training as more than just lecture and PowerPoint. Higher cognitive development (judgment) must be an essential component of the learning experience. Don't discard lectures entirely but teaching both basic knowledge and judgment can best be accomplished using adult learning methods and problem-based teaching strategies in real-life settings. During training, for example, consider using three basic teaching techniques in addition to your lectures: a) writing assignments, b) interactive classroom discussions, and c) performance in reality-based scenarios. All three methods require the participants to become fully engaged with the training content, which improves their ability to embed information into long-term memory. Think of the development of judgment and decision making as conceptual links between basic *knowledge* and desired behavioral *outcomes*. The ability to organize information and to

analyze and evaluate situations through instructor feedback leads to improved creativity on the part of the student, which translates into improved job performance. These ideas are based on the professional research and recent advances in cognitive theory. But at the same time we're not suggesting you ignore teaching basic knowledge. Although positive behavioral change on the job should be your ultimate goal, basic skills and knowledge form the foundation upon which sound judgment is based.

Your students will possess a variety of personality traits as well. Law enforcement officers will undoubtedly bring experiences and previous training into your class discussions, which can become platforms for new learning. Some officers may prefer conventional passive learning where instructors lecture, the students listen, and everyone takes notes. Others may prefer visuals, where charts, graphs, and pictorials make much more sense. But it's been our experience that most students prefer hands-on exercises and role-play scenarios. Therefore, adult learning should be an important component of your *overall* teaching strategy. Professor Wagner (*The Global Achievement Gap*) puts it this way, "In today's economy, students must be able to think critically and solve problems, communicate effectively, and possess the ability to collaborate with others." In order to achieve true student competency, be sure to tap into all levels of the cognitive domain.

## **II. Training Objectives**

The training objectives for the program are contained in this Instructor Manual. The objectives are what the job task analysis (JTA) tells us are essential for working as a licensed law enforcement officer. In basic recruit training, for example, we categorized the 459 job essential job functions of the position of patrol officer into six functional areas, which include Investigations, Patrol Procedures, Detention & Prosecution, Police Skills, Traffic, and Special

Operations. The Investigations section includes criminal law and procedure and Police Skills includes firearms, first aid, emergency vehicle operations, fitness, and the mechanics of arrest.

Acquiring a law enforcement license in Michigan means an officer possesses a minimally acceptable level of competency. The students will acquire competency by combining their previous training and experience as police officers with what you teach them in the session. Undoubtedly, you have more to teach than they could ever remember, but the training objectives and sub-objectives are the most important concepts. Be sure to review this content so you remain on task with core messages in the classroom.

Notice that the training objectives are written in terms of behavioral outcomes. Each module contains major objectives (outcomes) and a set of sub-objectives that determine how the student achieves the major objective. In a perfect world, students would *demonstrate* competency through performance for each objective, so make your teaching and classroom instruction more outcomes-based. See the example objective on the following page.

### **III. The Principles of Adult Learning**

You may be uncertain how to proceed when first using problem-based learning techniques and interactive teaching methods. Therefore, we provide specific examples for the classroom or in reality-based scenarios. Remember that judgment is abstract and conceptual, yet training for officers must be concrete and practical, which challenges you to experiment with a wider and richer range of teaching and learning approaches. If you are not familiar with adult learning theory we suggest that you start slowly with a few interactive teaching activities and then build expertise over time. Use a step-by-step approach. Your teaching should address

At the conclusion of this module,  
the officer shall be able to...

I.D.1.6. Track a Person From a Scene.

Core Task from JTA in the  
form of an observable behavior.

a. **Tracks** person from scene by:

Worker  
requirements  
or  
competencies  
(Use action  
verbs here)

- (1) **locating** the prints (e.g., footprints, snowmobile tracks),
- (2) **determining** the person's direction of travel,
- (3) **following** the prints while preserving them for identification, and
- (4) **looking** for additional evidence (e.g., an object the person may have dropped).

**Communicates** pertinent information including:

- (1) location of suspect's tracks (e.g., by providing a description of landmarks),
- (2) number of suspects (e.g., based on nature of prints), and
- (3) size and nature of footprints (e.g., size of shoe, identifying characteristics, etc.).

At the conclusion of this module,  
the officer shall be able to...

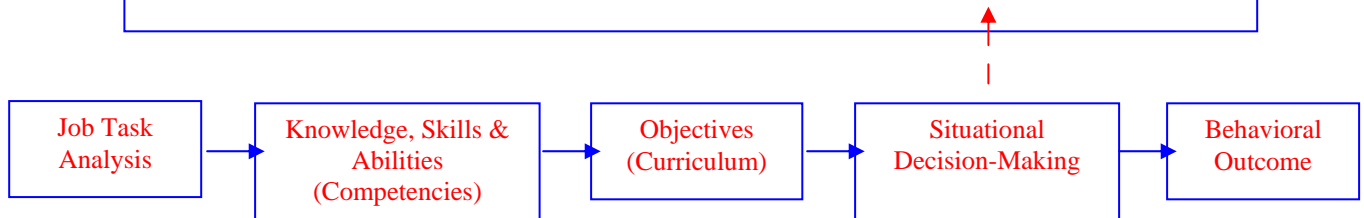
Knowledge, skills,  
abilities, and  
competencies to  
perform core task

I.D.1.7. Search For Persons Using Proper Techniques.

a. **Describes** person being sought to other officers, including information such as:

- (1) Name,
- (2) Sex,
- (3) Age,
- (4) Height,
- (5) Weight,
- (6) Color of hair,
- (7) Color of eyes,
- (8) Any distinguishing features (e.g., marks, scars, limp),
- (9) Clothing description from head to foot,
- (10) Unusual characteristics (e.g., abnormal mental condition),
- (11) Reason person is wanted (including reasons for using additional caution),
- (12) Direction of travel or area last seen,
- (13) Vehicle description.

Students must experience (in training) how their own attitudes, judgment, critical thinking and problem solving skills will affect their behavior in a real life (contextual) situation. These abilities can best be developed through interactive learning methodologies.



the so-called *cognitive domain*—see Table 3. Also, read the Principles of Adult Learning on the following pages.

**Table 3**  
**Bloom's Taxonomy—Cognitive Domain**

Basic Knowledge	Recalling facts and information. Knowing definitions, items, dates, etc. Knowledge includes rote memorization and mechanical recall.
Comprehension	Understanding relationships, correlations, order, and determining conclusions. It involves understanding underlying concepts and principles and making predictions regarding potential outcomes.
Application	Applying knowledge involves situational comprehension – how a student applies knowledge and comprehension to real life situations in a practical way.
Analysis	Breaking an idea into its component parts and then describing the relationships; identifying a specific approach to solve a problem; identifying reasons, rationales, causes ,and motives.
Synthesis (organizing)	Combining new knowledge with prior knowledge to reach the most appropriate response or resolution to a situation.
Evaluation (assessment)	Re-examining decisions and outcomes, e.g., determining how a specific approach, among several alternatives, will bring about a specific outcome; determining what worked and what did not work.

Source: Michigan Commission on Law Enforcement Standards

The adult learning principles outlined below are adapted from the Facilitator Training Course Student Handbook, compiled by the Jefferson County Police Department, Southfields Training Academy, Louisville, Kentucky (1999).

## **General Principles of Adult (Interactive) Learning.**

Take a moment and read through the principles of adult learning. The list summarizes our thinking about how best to deliver training in an interactive (adult) manner.

1.     **The adult is a partner with the instructor in the learning process.**  
The students can influence the direction of the training. Stay on-point with the objectives, but create a buy-in.
2.     **Adults are capable of taking responsibility for their own learning.**  
Incorporate self-directed learning activities in your lesson plans.
3.     **Adult learners gain through two-way communication.**  
Reduce lecture time and emphasize discussion. Learning improves and lasts longer if new information is linked with existing information and experiences.
4.     **Adults learn what they perceive to be useful in their life situations.**  
Connect the training content with authentic job responsibilities. Make training personal.
5.     **An adult's attention span is a function of their interest in the experience.**  
Allow time to "process" the learning activities. Allow breaks. Pace your lecture. Present information in small segments spread over a period of time.
6.     **Adults learn through reflection on their own experience and the experience of others.**  
Connect new information with existing information so real learning takes place.
7.     **Adults are most receptive to instruction that is related to problems they face.**  
Include case studies, table-top scenarios, role-plays, ethical dilemmas, etc. Make the participants work hard to identify resolutions to real issues and situations.
8.     **Adults learn best when they are treated with respect.**  
Promote inquiry into problems and recognize the experience of the students.
9.     **Adults learn better in a climate that is informal and personal.**  
Personalize the training. Make it concrete and relevant.
10.    **Adults are more likely to use new learning when they have been involved in assessing the need for learning.**  
Involve the learners at every opportunity. Discuss their learning needs before the course begins and refer to these needs as the program unfolds.

11. **Adults learn when they are supported in experimenting with new ideas and behaviors.**  
Use small group work at the start of a program to develop trust and confidence.
12. **Adults are likely to have somewhat fixed points of view that make them closed to new ways of thinking and behaving.**  
Address misunderstandings, misconceptions, and stereotyping.
13. **Adults learn to react to status of other group members.**  
Play down differences by assigning roles and developing openness in discussion and exchange, even though students may resist class discussions and activities.
14. **Adults are internally motivated to develop or explore increased effectiveness.**  
Allow students to evaluate their own learning and to discuss their own learning objectives. Stay on target with the objectives but have a conversation about this.
15. **Adults filter their learning through their value systems.**  
Provide activities that focus on cognitive, emotional, and behavioral change.  
Recognize that emotional intelligence affects behavior.
16. **The capacity of learners is important in determining what can be learned and how long it will take.**  
Know your audience. Consider the complexity of the learning and the time required to undertake and successfully acquire the new skill, knowledge, or attitudes.
17. **The order of presentation of materials is very important.**  
Points presented at the beginning and at the end of the message are remembered better than those in the middle. Start off with general ideas or core concepts and provide details as the training session unfolds.
18. **The rate of forgetting starts immediately after learning.**  
People usually forget what they learn within a few hours. Therefore, repetition of the training message is desirable. Use repetition to overcome “rapid forgetting”. Repeat information at discrete intervals so the main ideas are covered.
19. **Repetition of identical materials is often as effective in enhancing memory as repeating the same story with variations.**  
Cognitive scientists call this identical v. varied repetition. Done correctly, repetition places information into long term memory.

20. **Learning is aided by active practice rather than passive reception.**  
This point is of great importance. If learners “participate” in the presentation, they are much more likely to remember main points.
21. **A message is more easily learned and accepted if it does not interfere with earlier habits.**  
A training theme that draws on prior experiences of the participants will help the learning of the message. But, make sure prior information is accurate.
22. **The mere repetition of a situation does not necessarily lead to learning. Two things are necessary –“belongingness” and “satisfaction.”**  
The elements must seem to belong together and show a relationship or sequence.
23. **Learning something new can interfere with the memory of something learned earlier.**  
This is important when the learner is being asked to change habits or methods of work.

The examples in the following section are taken from a variety of sources, but primarily from a textbook written by Angelo & Cross entitled, “Classroom Assessment Techniques: A Handbook for College Teachers.” Other primary sources are cited as well. We ask you to explore a variety of teaching and training techniques and to use their creativity as they develop lesson plans and training specifications.

#### **IV. Identifying the Problem (Analysis)**

Problem identification (analysis) means breaking down or deconstructing information, situations, or issues into their constituent parts so the students can explore major ideas more fully. It is normally the first step in developing competency and it addresses how basic problems or core issues can be identified and recognized. As you know, performance on the job does not occur in isolation and situations must be understood in their full context.

Understanding concrete problems clearly and contextually helps the student determine why potential solutions to issues may or may not have value. Problem identification is an aid to comprehension and is a prelude to evaluation. Through problem identification you can help the students realize that training has relevance for them personally and that it can connect to their job responsibilities in a meaningful way.

##### **1. Problem Identification Exercise:**

As an instructor, you can challenge the students through discussions of complex issues that arise when working the job. Provide the students with open-ended problems that need responses. Design the facts of a situation so more than one correct solution is possible.

Exercises in problem identification are intended to improve a student’s overall problem solving competency by developing the ability to clearly recognize core issues that are at the heart of many problems. Problem identification is the first step in identifying solutions and resolutions that work best, depending on the situation.

Here's how it can be done. Consider an example using *sexual assault* as the training topic. First, review the sexual assault objectives and sub-objectives in the basic training curriculum. Then, create a number of fact patterns that depict sexual assault victimizations to generate a discussion of the training content. Perhaps write short scenarios or use brief video clips. Each fact pattern need not be more than three or four sentences in length, but be sure to include issues that fall into the "gray areas" of real life where core problems are not obvious. For example, a response to what seems like a sexual assault may really be a larger human trafficking issue. Ask the students to identify the important issues that may be embedded in the scenarios. A response of one or two sentences from each participant should suffice. Consider breaking your class into small groups so they can work together. Or, use a full class discussion to explore their responses and generate feedback.

Consider providing your students with written prompts to stimulate their thinking and focus their thoughts. Perhaps ask them to come up with parallel examples or ask them to organize problem into types. Consider the following example:

Situation:

*A woman unexpectedly encounters a male acquaintance in a local bar. The two have drinks for several hours and he asks her back to his hotel room for more talk and some beer. She agrees. Sexual intercourse takes place but the next morning the woman contacts the police to report a sexual assault.*

Have the students evaluate this situation, either individually or in small groups, by answering the following questions from the perspective of a responding officer:

1. What questions would you ask the woman? Why?
2. What core issues do you think will need to be resolved during the investigation?
3. What questions would you ask the man? Why?

Sexual assaults can be complex, but be brief when writing scenarios, although don't be simplistic. Be sure the students are aware of any real world limitations that may affect their

responses—organizational protocols or departmental policies and procedures often play a role, for example. Using the above example, ask follow-up questions and look for potential misunderstandings and misconceptions about the nature and dynamics of sexual victimization as the students respond to your prompts. Make sure you cover the sexual assault training objectives and provide meaningful feedback.

## 2. Table-Top Exercise:

Consider using a table-top scenario to generate ideas and discussions. Not all information can be included in a written scenario, of course, but include relevant information for a class discussion. As an example, consider the following table-top regarding domestic violence.

*An officer responds to the scene of a domestic violence call at a local apartment complex. A backup unit arrives and, after knocking and announcing their presence, the officers enter the apartment. Inside the apartment they observe a man and a woman standing in the living room and a broken couch off to one side. They both are slightly flushed and out of breath.*

*One officer begins questioning the woman. The woman states that the man, identified as her husband, hit her several times in the face with his fist during an argument over a TV show. One officer observes visible bruises on the woman's face. The other officer questions the man. The man states he and his wife began yelling and screaming at each other, but denies ever hitting his wife.*

*Both the man and woman are calm and the man promises not to argue anymore. At this point, the scene appears calm and secure.*

### Questions for discussion:

1. What is the nature of the problem—what's going on?
2. What basic skills are needed to handle this situation?
3. Should an arrest be made in this situation? Why or why not?
4. Can an officer's personal belief or opinion about domestic violence affect the response?

Make sure you cover the objectives and sub-objectives in the domestic violence curriculum during the discussions. And, make sure the students receive the required training content and

clear up any misconceptions or misunderstandings about domestic violence during the session. Again, meaningful feedback is crucial.

### 3. A Pro and Con Exercise:

The Pro-and-Con exercise can give you a general idea of a student's ability to analyze and summarize the pros and cons, costs and benefits, or advantages and disadvantages of potential solutions to problems. As an example, conduct an interactive discussion about whether a law enforcement agency should have a written policy (P&P) regarding investigatory stops. Then, ask the students list the advantages and disadvantages associated with this proposal. Ask the them to list three or four advantages and three or four disadvantages of having such a policy. Discuss the responses with the full class. This may be one way of teaching the rulings contained in *Terry v. Ohio*.

Or, ask the students to assume the roles of "officer" and "supervisor." In a simulated exercise, ask the officers and supervisors to discuss the pros and cons of a real-life criminal investigation from the perspective of both administration and patrol. For this exercise, make sure the students focus on a decision, judgment, dilemma, or issue of importance to the topic of discussion. This gives you an opportunity to identify students' misconceptions or misunderstandings of the core issues. Provide meaningful feedback and clarify relevant information as the discussion unfolds.

## **V. Organizing Information (Synthesis)**

Organizing information (synthesis) is defined as the ability to take what is already known and combine it with new information to identify solutions to problems. Active duty officers will undoubtedly come to the training session with professional experiences and various levels of expertise. Research suggests that information will be embedded in the brain for a

longer period of time if it can be connected or linked to previously known information during the learning process. Some say that the gap between previous knowledge and new knowledge creates curiosity. Curiosity, in turn, fosters growth. The activities in this section may work particularly well with active duty officers because they have rich previous work experiences. Organizing involves studying the “whole” (context) so a better overall understanding can emerge.

1. Model Policy Exercise:

Provide the students with a real life scenario along with a model organizational policy that establishes protocols for the response to the situation depicted in the scenario. Model policies can be obtained from the International Association of Chiefs of Police (IACP) or risk management associations across the state.

Ask the students to analyze the facts of the scenario and determine whether the actions of the responding officer comply with agency policies and procedures. The facts of the scenario must be challenging for this exercise, in other words, be sure to include issues that fall into the gray areas of real life or actions that may not be immediately apparent as being covered by policy. Actions not covered by policy must be discussed as well. Here, require the students to consider a set of rules and regulations, apply them to the facts of a specific real world incident, and evaluate potential outcomes. Or, have some students assume the role of a supervisor for this exercise and require they write a brief position paper outlining their recommendations for an appropriate response from their organization’s perspective. Such an exercise is intended to provide context and bring meaning to the training objectives.

## 2. A Writing Exercise:

A writing exercise requires the students to write a one or two page document, say a memorandum or position-paper, that structures and analyzes a particular problem, concern, or issue. For this exercise, provide the students with a real life situation or a case study and ask them to analyze the situation, formulate a response, and evaluate potential outcomes. For example, ask the students to analyze a response to a school shooting. A three-step “problem-solving” process can be used. Ask them to:

- a) identify the core issue or problem,
- b) outline several solutions and responses, and
- c) evaluate the potential effectiveness of the responses.

A writing exercise is a valuable training technique that can enhance analytic skills and improve reflective thinking abilities. Such an exercise keeps the students engaged with the training objectives and forces them to think through a problem or issue in an organized and systematic way. It gives them practice in organizing their thoughts, which is essential for proper report writing and subsequent court testimony. Carefully review the papers and address any misunderstandings or misconceptions of the issues or training content. However, keep the writing requirement to one or perhaps two pages since the participants will undoubtedly resist any type of writing assignment.

Or, require the students to write an offense report based on a particular set of facts. For example, distribute a written tabletop scenario, show a video clip, or use role-players to depict the police response to a violent crime. Then, ask the students to write an offense report based on the facts of the situation. Ensure they include all the relevant information in the reports and be sure to review the written materials for inaccuracies or misconceptions of the issues or training content. Address these as part of a full class discussion.

## **VI. Evaluating Potential Solutions**

Critical thinking includes situational analysis and evaluation in context. It also includes the identification of relevant solutions to real life problems and evaluating their effectiveness. It involves setting a goal and weighing alternatives, both short term and long term, and then evaluating real life outcomes. Evaluation involves making judgments about the value of ideas, concepts, and resolutions. Using effective resolutions to real world situations is important when working the street and responding to calls. Here, consider using case studies and problem-based learning (PBL).

### **1. Case Studies:**

Case studies require the students to examine a real situation and to consider new solutions by evaluating prior solutions. The case must be reality-based, authentic, and contain real solutions that can be evaluated and analyzed. Court cases work particularly well. Be sure to guide and direct the participants to examine solutions and explore outcomes of the case. Case debriefings allow the students to identify and consider new solutions based on past experiences, under your guidance. This exercise also allows you to discover how concisely and creatively they can summarize large amounts of information within the strict constraints of a single incident. Require the participants to articulate their thoughts. In that way, the exercise can measure a student's understanding of a complex situation and his or her ability to explain them to others in simple, non-technical language. Such preparation can be particularly meaningful when the student is required to verbally report to a supervisor or testify in a court of law once on the job.

This exercise also forces the students to engage the training content and to analyze the core issues at the heart of a situation. Direct them to identify the lessons learned from the case

study. New situations encountered on the job may not seem so new if the student experiences similar situations in the classroom. However, old solutions may not always work in new situations. Provide feedback and help the students recognize faulty reasoning.

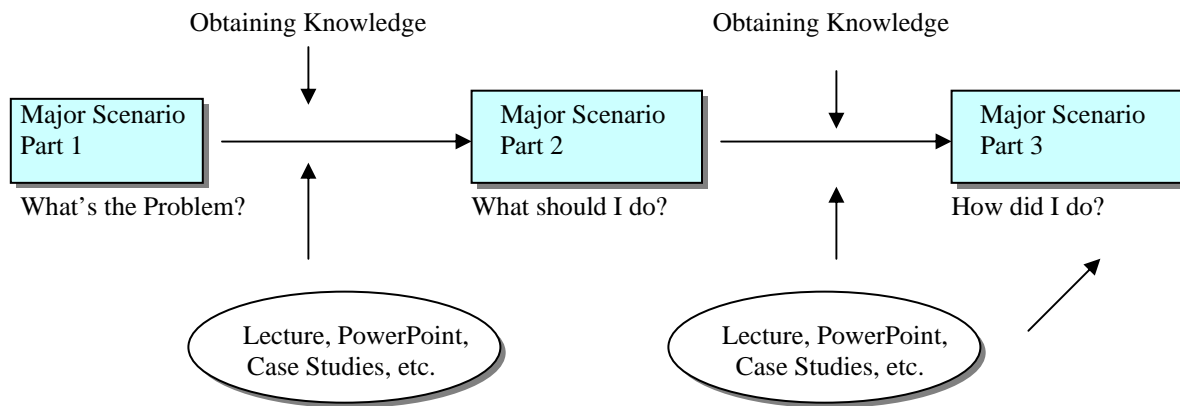
## 2. The Problem-Based Learning Model:

Problem-based learning (PBL) is an interactive approach defined as acquiring knowledge by working through real life situations. PBL is a student centered approach that fosters problem-solving skills. In a general sense, the idea is to use a problem solving process so the students acquire new information *and* improve decision making at the same time. Think of PBL as an expanded version of the case study. Again, remember active duty officers will come to the classroom with previous training and experience. It's up to you to peak their curiosity by addressing the gap between what they know and what they need to know.

Consider a model taken from the Royal Canadian Mounted Police (RCMP), which is used in the Ontario Provincial Police Academy (*Problem-Based Learning Guide*). See Figure 3. You perhaps need not use such an elaborate model in your classroom, but explore the method and then adjust your own teaching accordingly. Using an approach developed over time, the Canadian trainers often divide a single written scenario into three main parts and insert basic learning activities between each part. Then, they present each part one at a time to the students in the classroom. *Learning activities* include a variety of ways to acquire knowledge, including conventional lectures, PowerPoint presentations, writing assignments, articulation exercises, research assignments, group activities, class discussions, role-plays, videos, etc. In a traditional training environment a scenario is presented after facts and information are given to the class. But in the PBL world, the scenario or case study introduces training content. Be sure to use the curriculum and training specifications as your guide. At the end of the day, the

students must be exposed to all the objectives and sub-objectives. *Instructor notes* are provided to help you along.

**Figure 3:**  
**The Canadian PBL Model (RCMP)**



Use written scenarios that are authentic, open-ended, and contain some unknowns yet lead to several acceptable outcomes. Scenarios must depict situations that require real world problem solving skills. Using a scenario that has one, and only one, solution will oversimplify learned procedures and may produce an over-reliance on mechanical responses so include several potential outcomes. Real life examples help the participants focus on meaning, so be sure to select fact patterns that will work well to enhance participatory learning. Professor Medina (*Brain Rules*) tells us that long term memory works best when the training is connected to reality or emotion so be sure to “personalize” the training by making it in their self-interest to learn. Provide situations that the students will actually encounter when working the street. PBL requires the students to resolve problems and then reflect on their learning and understanding, sometimes by working in groups. The students will be working with you to analyze and evaluate situations and solutions.

Insert learning activities to create an opportunity for the students to acquire basic knowledge about a topic or situation, which helps them formulate solutions. Knowledge is the foundation upon which problem solving is structured. As depicted in Figure 3, use the following problem-solving template to generate class discussions and guide the group work:

- a) what's the problem? (Part one);
- b) how should I respond? (Part two); and
- c) how did I do? (Part three).

When using PBL, have a conversation with the class about the facts and issues embedded in the situation. In the Canadian model, part one of the scenario contains the basic facts, although not all situations need to be criminal in nature or require a response by law enforcement. During part one have the class identify the problem, determine what skills will be needed to handle the situation, identify complainant and victim expectations, determine how the environment may affect decision making (culture, e.g.), determine what initial steps should be taken by the officers, etc. Make a *short* list of discussion questions (prompts) to help facilitate the conversation and be sure to guide and direct the students in their learning experience. Part one generally ends with the arrival of the officers at the scene. After the discussion of part one, assign learning activities so the students can acquire the skills and knowledge they need to respond appropriately. Basic knowledge and skills acquisition occurs at this point. For example, if the participants need to know the elements of armed robbery, the subsequent learning activity could cover this specific topic or perhaps all crimes against persons. Always refer to the curriculum so your training remains on task.

Next, continue the exercise by presenting part two of the scenario. Part two should depict what the officers actually did at the scene. During the subsequent class discussion, address what further information may be needed by the officers based on what they learn, what safety

tactics should be employed, what statutes or case law are relevant, what evidence may be useful, what types of questions should be asked of the victim, what legal authority is required, etc. Connect new information to what was learned in part one. Make a short list of questions that address problem resolution and facilitate an interactive discussion. Part two generally ends with the officers making a decision at the scene and taking action. After a discussion of part two, once again provide basic knowledge through a lecture or other learning activity. For instance, if the students need to know information about the legal authority to detain and question a suspect, the learning activity should cover this topic.

Finally, use part three of the scenario to bring the situation to a conclusion. During an interactive discussion, analyze how the officers performed in the scenario, what other solutions would work better, who in the community can help, what additional resources are available, what emotions and attitudes are involved, whether follow-up questioning is needed, etc. Use guided instruction and feedback to reinforce basic knowledge and skills. In a general sense, PBL can be used to:

- demonstrate how a wide variety of unrelated skills are needed to resolve situations;
- address critical thinking through interactive dialogs and class discussions;
- cause learning to occur simultaneously with problem solving;
- enable the instructor to identify what is going on in the minds of the participants; and
- include active learning rather than passive learning.

Again, you need not use the three-part scenario method, but use the model to underscore your training methods in the classroom.

When using any type of written scenario or video clip, be sure to move the dialog along by asking relevant questions and prompting the participants to engage in the class discussions. Students often resist such “activities” so it may be challenging to find ways to involve everyone in the conversation. Certainly, the intent is not to embarrass anyone or to disrespect

anyone in front of their peers. However, in real life, officers are routinely required to testify in court, articulate a position, write a report, or summarize information for others. It should be no different in the training environment.

Below we provide sample prompts you can use during the PBL sessions. Select just a few for each scenario, case study, or video vignette. Make sure the students understand a situation in its full complexity and context. By carefully selecting the relevant prompts for a scenario you can guide the training in a way that is most relevant and meaningful.

#### Sample Prompts For Critical Thinking Exercises:

- Knowing law enforcement policies and procedures, explain what you should do in this situation; Why?
- Based on your real life experiences, what do you think the right and reasonable thing to do is? Provide a rationale.
- Identify the two or three most important issues you derived from the scenario.
- List the advantages and disadvantages of a particular law enforcement action or response.
- Write a descriptive memo that analyzes the situation.
- Select one word that describes this situation—then, explain why you chose that word.
- What basic principles would you use to solve this problem?
- Write down a real world application of the principle learned in class.
- Take a position on an ethical dilemma and justify your position.

#### Sample Prompts For Problem Identification Exercises:

- Who is involved; what are the stakes?
- What seems to be the problem?
- What skills and knowledge that you previously learned or experienced would help now?
- What new skills and knowledge do you need?
- What is happening in this scenario?; what facts in the scenario can help you decide?
- What does this situation make you think about?
- How does this problem make you feel?
- Do you understand what is happening in the scenario?
- Identify the issues.
- Identify needed sources of information.
- Identify potential partners in the community who can help.
- Does the problem have several components? How would you break them out?
- How would you frame this problem?
- Which attitudes, beliefs, ethics, etc., affect the way you frame the problem?
- How would you go about obtaining information?
- What specific steps would you take to handle this situation?

- What expectations do the victim, offender, witnesses, etc. have of the officers or the criminal justice system?
- What behaviors would you expect to see at the scene?
- How might this apply to your regular work?
- Who are the stakeholders – key people or groups that are directly connected?
- Take this situation and break it into smaller parts or steps.
- What if.....?
- How would your agency protocols affect your decision-making here?
- Who is involved in this scenario?
- Describe the issues, problems, or concerns involved in this situation.
- What do you perceive as important in this situation?
- Knowing what you know about these situations, identify things that would help.

#### Sample Prompts For Problem Solving Exercises:

- What additional skills and abilities are needed to handle the situation?
- What immediate information is needed?
- Who can help with the immediate solution?
- What do your experiences tell you about what will work here?
- What steps have you taken in the past?
- How do state law, policies and procedures, best practices, etc., affect decision-making?
- Shape a specific response to a specific issue in the scenario.
- What skills and knowledge would assist the subsequent investigation?
- What pieces of evidence would be useful in court?
- Should an arrest be made?
- What pieces of information help determine probable cause?
- What legal authority is needed to handle this situation?
- Is the individual in the scenario committing a criminal offense?
- How can the officers provide service?
- What resource materials can help?
- What is required by agency policies or state statutes?
- How did the officers do regarding their safety?
- What information should you obtain from dispatch?
- What types of questions should you ask?
- What should you look for?
- How do you explain the behaviors of those on the scene?
- What issues will be raised by the defense attorneys?

#### Sample Prompts For Analysis and Evaluation Exercises:

- What if.....
- Was the officer's response here appropriate?
- Analyze how the officer in the scenario performed. Would you do things differently?
- Has the officer met the expectations of the victim, complainant, and suspect?
- What long-term solutions should be considered?
- What resources can be used – who in the community can help?

- What follow-up tasks should the officer think about?
- What should go into the offense report?
- Evaluate the outcome of the scenario.
- What emotions and attitudes are involved here?
- Could this situation have been prevented? How?
- What are potential targets in your jurisdiction?
- How should the officer go about gathering intelligence?
- Who should share in the intelligence?
- How do know that procedures will not threaten individual rights?
- Any referrals need to be made?
- Are there any ethical dilemmas involved here?
- Have the officers solved the problem?

### 3. Articulated Summaries:

An officer's ability to share information using language that everyone can understand is extremely important. For example, officers are required to testify at trial or at a court hearing about the specific facts of a case or the actions they took at the scene of an incident. And, law enforcement officers routinely articulate justification for probable cause or reasonable suspicion—saying “he didn’t look right” or “I have a gut feeling” is not enough. Officers must be able to relate what they initially observe at the scene and tell others why their observations have significance. Ultimately, officers must be able to communicate and articulate relatively complex information clearly and concretely to those not involved in the investigation.

A directed summary (paraphrasing) exercise is a useful training tool that is intended to address a student's understanding of a situation and the corresponding ability to clearly articulate the core issues. For this exercise, select an important concept or argument related to one of the training objectives. Then, ask the students to paraphrase or summarize the topic and present their thoughts to the full class. Allow the participants a little time to write their

summaries but do not allow them to read them to the class. Consider probing their thoughts through questioning and challenge their thinking as they speak.

For example, have the students paraphrase a class reading assignment, lecture, or court case. Or, have them “testify” in a setting that simulates testimony in court or at an administrative hearing. Paraphrasing an issue builds comprehension and improves communication skills by forcing the participants to consider the needs of the intended audience. Look for their ability to communicate clearly. Assure them that the intention of the exercise is not to embarrass them or make them ill at ease in front of their peers. Instead, make it clear that it’s in their best professional interest to learn how to articulate information in front of a group of people. The best way to improve this skill is to practice.

## **VII. Emotional Intelligence (World View)**

Both behavior and training are influenced by opinions, attitudes, and emotions. When teaching be sure to address belief systems and how they may influence performances on the job or in a training setting. Experts believe that an individual’s unconscious attitude or underlying opinions may not be consistent with their conscious outward actions. For law enforcement officers, underlying biases or misconceptions may affect their responses to calls, particularly in high stress situations where quick reaction is required. On a call, biases and stereotyping may surface—biases that may not be embraced or endorsed by an officer under normal circumstances. Make sure the students recognize how their world view or “emotional intelligence” may affect their response to certain types of crime (see Daniel Goleman’s *Emotional Intelligence*). For example, if an officer has misconceptions about how trauma can influence memory and recall, the statements of a sexual assault victim may not make sense. As an experiment, explore a popular computerized version of how the unconscious mind

works. Go to [www.implicit.harvard.edu](http://www.implicit.harvard.edu) and perform one or two of the sample demos. The results may be surprising.

Consider creating training exercises and classroom activities that address subconscious attitudes and beliefs. Your discussions of belief systems with the students, especially their misconceptions and misunderstandings, can lead to a more measured analysis and controlled response once they return to work

For example, present the class with a focus statement or written scenario and open the discussion to all. Ask questions that may tease out their underlying opinions, misconceptions, and stereotypes regarding the issues raised in the scenario—racial profiling or cultural awareness, e.g. Drill down to their inner thoughts, but avoid getting too personal. Discuss in detail how subconscious thoughts may affect decision making on a call. You can record the responses to the focus statement on a flip chart and summarize main ideas, and explore them through discussion. Be sure to *clarify* misconceptions and acknowledge that everyone has some biases, but be sure not to embarrass anyone. Your intent is not to instantaneously change behavior, because biases build over a lifetime, but discussing the issues in the open can be an important first step toward impartial policing.

The idea is to lay a solid foundation through training so if and when underlying opinions take over, usually in high stress situations, appropriate behavior will still take place. The reason why an experienced officer may respond more effectively to violent crime than a new officer may be due, in part, to his or her job experiences acquired over time. Past experience gives an officer an opportunity to see how their world view affects their behavior in real life situations. Remember, knowledge and emotion come together to form judgment.

For example, officers may behave in a certain manner when responding to an individual with a mental disorder based in large part on preconceived ideas about mental illnesses. But when confronted with a situation that challenges their basic attitudes, officers may experience initial confusion and will need to sort things out in their mind. This back-and-forth, pro-and-con mental exercise should be duplicated in the classroom so students can formulate appropriate responses through your guidance. This is when true learning takes place.

Similarly, connecting emotion to the learning experience is an important strategy for training retention. Experts claim that training content will be encoded in the brain much deeper and for a longer period of time if it is connected to an emotional experience. For example, you probably remember where you were when terrorists attacked New York and Virginia on September 11<sup>th</sup>. Intense feelings often imprint information into the brain more deeply, although such extreme drama need not be duplicated in the classroom. Professor John Medina, a molecular biologist and author of *Brain Rules*, puts it this way, “Emotional arousal helps the brain learn. As you no doubt have noticed if you’ve ever sat through a typical PowerPoint presentation, people don’t pay attention to boring things. You’ve got seconds to grab someone’s attention, and only 10 minutes to keep it. At 9 minutes and 59 seconds, something must be done to regain attention—something emotional and relevant.”

Underlying emotions need not always be viewed as negative. Consider the positive benefits of having sound moral principles, for example. Marcus Luttrell, in his book *Lone Survivor*, recounts the true story of a secret Seal Team Ten mission near the Afghanistan-Pakistan border shortly after 9-11. During the mission, his team encountered two Afghan goat herders and a fourteen year old boy. The team couldn’t take the unarmed Afghans with them so their choice was limited to killing them or letting them go. But setting them free ran

the risk of having them alert local Taliban fighters about their mission behind enemy lines. The decision was made not to kill the Afghans and they were released. But about an hour later the team was surrounded by 80-100 Taliban and only Luttrell survived. The decision to kill or not to kill, particularly a teen-aged boy, was an extremely difficult one. The ultimate decision was no doubt driven by an underlying ethical aversion to killing unarmed civilians. In hindsight, it seemed as if the wrong decision was made. We all face moral dilemmas, of course, but not as serious as this one. The lesson for law enforcement training is that values and morals affect decision making. Positive “emotional intelligence” should be reinforced and moral dilemmas should be explored in class.

Requiring students to *demonstrate* acquired skills repeatedly under stress is also important. Think about designing reality based training exercises that require the students to use technical skills over and over in a stressful environment. Be sure to provide a variety of situations and de-brief thoroughly afterward. This may help create reflexive responses that will be appropriate regardless of the circumstances. Some refer to this type of learning as “stress inoculation.”

### **VIII. Making Split Second Decisions Under Stress**

When split second decisions are made in high stress situations the rules for decision making change. Officers will not have time to weigh several options and think through a situation using traditional decision making models. In fact, analytical thinking no longer works and actually slows a quick response which can lead to poor outcomes. PBL is intended to improve reflective decision making but in high pressure situations officers don't have time to weigh the pros and cons. In officer involved shootings, for example, decisions need to be made in the blink of an eye. Similarly, emergency driving decisions can be constantly

evolving and changing, and can last several minutes during a typical encounter. Split-second decisions may be required at several points in EVO situations.

Cognitive psychologist Gary Klein in his book *Sources of Power* reminds us to avoid “paralysis through analysis” in these types of situations. Your challenge as an instructor is to prepare your students for the split second decisions that are needed in extremely high stress situations. Experience as a law enforcement officer helps, but enhance that experience by exposing the students to both *time* and *tactics* in your training sessions.

Think for a moment about the role *time* plays in making quick, reactive decisions. Experts suggest that rapid decision making can be improved by essentially slowing time down. In that way the situation itself unfolds at a slower pace, giving the officer the needed time to think more clearly through a situation and weigh alternatives. In other words, the idea is to shift the situation from reflexive decision making to reflective decision making. Changing a situation from a split-second time frame to a more reasonable time frame allows the officer greater flexibility to consider alternative choices and to get a proper “read” of the suspect and his or her actions. You can’t really slow time down, of course, but you can change an officer’s perception of time by teaching him or her to use sound tactical approaches, particularly at the beginning of an encounter, which may lead to improved safety.

Officer Safety training typically contains a variety of practical *tactics* to make field encounters as safe as possible for the officer. Tactical training is extremely important, but what may be missing is the idea that making proper tactical decisions can also *slow a rapidly evolving situation* into a time frame that allows for improved decision making. For example, using tactics on a felony traffic stop not only provides a level of safety for the officers but it also slows the situation itself to a much more manageable level. By notifying dispatch of the

stop, proper positioning of the vehicle, clearing the car one occupant at a time, and having them move back toward the officers one at a time causes the situation itself to unfold less rapidly. Simply by performing as tactically trained, the officers will greatly improve their ability to read the intentions of the suspects. In other words, we want you to teach students what to do *before* they become too deeply involved in a situation. Most importantly, officers should never use poor tactics that place themselves in a position where the only way out is to use deadly force.

Encounters don't always have to reach the level of "quick decision making" if officers perform as trained. James Fyfe, former head of training at NYPD, is quoted in *Blink* by Malcolm Gladwell. Fyfe says, "If you have to rely on your reflexes, someone is going to get hurt—and get hurt unnecessarily. If you take advantage of intelligence and cover, you will almost never have to make an instinctive decision." Although you can't eliminate high risk encounters entirely, we want you to teach the students to avoid them by using sound officer safety tactics. From a training perspective, rehearsal, rules, and preparation are the keys to success.

Although law enforcement officers see themselves as trained professionals who observe everything accurately, sometimes officers in high stress situations experience what is popularly known as "tunnel vision." Experts know that under extreme stress our mind focuses on only what is immediate and relevant but may block out other important information during an encounter. Being aware of tunnel vision is important in the training environment. Psychologists Christopher Chabris and Daniel Simons, in their book *The Invisible Gorilla*, tell about a now famous experiment they conducted at Harvard University. Subjects were asked to view a short video of basketball players passing a ball around. They

were asked to simply count the number of passes the “red” team completed. But during the video, a student dressed in a gorilla costume walked across the court and even looked up at the camera. Surprisingly, most who viewed the video missed seeing the gorilla because they were so focused on counting the passes. We tend not to notice the unexpected when under stress. The lesson for law enforcement training is to recognize tunnel vision and prepare officers for its potential in real life.

Perhaps the best way to train for rapid decision making is to place the students in reality based training scenarios with role players. Take a moment and read through the “Scenario” chapter of this Instructor Manual. Also, read *Training at the Speed of Life* by Kenneth R. Murray. He addresses such topics as the mechanics of reality-based training, practical safety, and scenario development. Chapter II of his book, entitled “Psychological Aspects of Lethal Force Encounters,” is particularly relevant to experiential learning. The author emphasizes that learning through experience is often more valuable than learning from textbooks and lectures. But remember, safety during training is essential. Make sure you adhere to strict scenario safety protocols at all times.

## **IX. A Quick Reference Guide for Interactive Learning**

Review the principles of adult learning. Remember that adults bring a lot of information into the classroom even before the training begins. For trainers, the idea is to connect new information with old information in such a way that higher cognitive development occurs.

Additionally, remember that adults need to know how new information will be relevant on the job. So, remember to make the training personal by addressing both relevance and context. The distinction is between *knowledge* and *knowing*. Drew Westin (*The Political Brain*) puts it this way, “As knowledge shifts from generic to procedural...our brains process

it differently and more efficiently.” Therefore, don’t discard traditional lecture or PowerPoint presentations entirely, but use these methods sparingly.

Examine Table 4 on the following page. It summarizes various classroom techniques that can help you create an interactive learning environment. Ultimately, we rely on the individual creativity of the instructors like you to identify what will work best in your training sessions. What works also depends on individual or collective learning styles. Law enforcement training, regardless if it is directed at the recruit level or the active duty level, must remain contemporary and must accurately reflect the profession as it exists today. In the final analysis, the training is only as good as the instructor or facilitator standing in the classroom.



**Table 4**  
**Interactive Training Techniques**

<b>TECHNIQUE</b>	<b>THE PARTICIPANT SHALL.....</b>
Table-Top Scenario	Identify a problem, determine resolutions, evaluate outcomes
Focus Statement	Generate statements or ideas that describe a single issue or problem
Concept Mapping	Identify the relationships among concepts or ideas of a single issue
Writing	Complete an offense report or write a brief position paper
Articulating	Present thoughts or articulate ideas to the full class or to small groups
Walk and Talk	Identify a partner and walk while discussing an issue
Case De-Briefing	Evaluate the merits of a court decision or the actions of responders
Case Study	Identify solutions to new problems by examining or adapting old solutions
Policy & Procedure	Create or evaluate an agency P&P based on a situation or incident
Pro and Con	Recognize competing or alternative sides of an issue
Categorizing Grid	Find out “what goes with what” conceptually
Analytic memos	Write about an issue or situation and evaluate outcomes
One-Sentence Summary	Summarize an issue with a single, informative, grammatical sentence
Word Journal	Identify one word to describe and issue and write a rationale for the choice
Three-Part Scenario	Identify the problem, decide on resolutions, and evaluate actions
Vignettes	Identify problems and solutions based on short fact patterns
Panel Discussion	Listen to content experts discuss a case or situation from their perspectives
Audio-Video Tapes	Study videotaped scenarios, 9-11 calls, offenders talking, victims talking, etc.
Reality-Based Scenario	Perform in a scenario with role players
Moot Court	Testify on the witness stand regarding the facts or actions taken
Role Reversal	Assume another discipline and evaluate a situation from that perspective
Skills Demonstration	Demonstrate a skill by performing it (driving, firearms, etc)
Expert portrayals	Discuss the actions of experienced practitioners to learn alternative solutions
Ethical Dilemma	Evaluate ethical issues embedded in a situation or fact pattern
Performance De-Brief	Discuss “emotional intelligence” after performance in a role-play scenario
What-If...	Determine alternative resolutions to constantly changing fact patterns
WIIFM	“What’s in it for me” to create a buy-in for the participants

# USING ROLE PLAY SCENARIOS AS TEACHING AND EVALUATION TOOLS

## I. Introduction

Using a reality based role-play scenario is perhaps the best way to develop competency since improving behavior on the job is the ultimate goal of law enforcement training. In an ideal setting, you will have enough time and resources to administer authentic scenarios using role players or volunteer actors. In a scenario the students are required to demonstrate their competency through performance and behavior. Such an exercise gives you an opportunity to evaluate and assess student competency in a real-life situation based on desired behavioral outcomes. Real life situations provide the required context in the learning environment. Training experts believe that memory works best, and that information will be retained longer, if the learning experience represents real life. And, scenario training moves beyond merely observing the ability of a student to demonstrate isolated mechanical skills. It also involves performance within the context of real life.

Experienced instructors know that students who learn mechanical skills in isolation, for example shooting at a target or driving through a cone course, may not always perform well when the pressures of real life are inserted into the exercise. Once context is added decision making and judgment are required to perform properly. Developing skills, as important as it is to do, is only the first step in building overall competency. *Performance* is the best demonstration of competency so use real-life scenarios whenever possible. Your training must match the realities of the job. Providing context in the training environment solidifies the links among actual job tasks, the training objectives, and positive behavioral change.

Take a moment and review the training objectives and sub-objectives for the material you are teaching. Note how the major objectives are written in terms of behavioral outcomes.

Also note that the sub-objectives represent the basic knowledge and skills needed to achieve the major objective. Both can be used as measures of performance in a scenario. In general, role play scenarios are intended to include:

- judgment;
- situational awareness;
- basic skills;
- problem solving; and
- reactive decision making.

## **II. Designing The Scenario**

As a general rule, role-play scenarios should be achievable by the students and the required outcomes should represent “success.” Start with simple fact patterns first and then create more complex situations as the training unfolds. Do not place the students in a complicated scenario too soon and be sure to use a building-block approach. The fact patterns can range from very-focused to very-broad and make sure all role players stay on script. From time to time, you can allow the students to “fail” or perhaps create a challenging scenario that has failure built in, but be sure to de-brief thoroughly afterward. Use a variety of fact patterns, flexible scripts, and various difficulty levels for your scenarios. Students quickly learn what is expected of them in a *known* scenario, so provide fresh fact patterns as much as possible. Be sure to debrief and provide immediate feedback after performance so the participants do not develop or reinforce bad habits.

Scenarios can be used for both training and assessment as the students are required to demonstrate skills in an authentic environment. Experts believe that information can be embedded in long-term memory through repetitive participation in a series of performance exercises, where each exercise depicts a separate situation. Think about shortening the gap between desired behavior and actual behavior and do not let the process itself become too

mechanical or scripted. Performing in a reality-based scenario forces the student to actively engage training content, recall information, and demonstrate skills. Annie Paul, a New York *Times* writer, puts it this way, “Every time we pull up a memory, we make it stronger and more lasting, so that testing doesn’t just measure, it changes learning.” Even though repeated exposure to situations is essential, the real challenge is to change the environment often enough so the participants do not acquire muscle memory, which may create automatic responses to the same set of fact patterns. On the job, officers encounter a wide variety of circumstances, even within the similar types of calls, and this should be duplicated in the training environment.

### **III. The Scenario Process**

In the book *No Easy Day*, author “Mark Owen” recounts the true story of the killing of Osama Bin Laden. The author was a witness to the shooting. In a recent interview with *60 Minutes*, he recalled how Seal Team Six practiced and prepared for the mission. Each member had a role and each understood his responsibility. As the mission unfolded, however, the team had to make quick adjustments to their practiced mission because one of the two helicopters crashed at Bin Laden’s compound. Several occupants of the house were killed during the mission in addition to Bin Laden. During the *60 Minutes* interview, Owen was able to recite the rules of engagement, one at a time in checklist fashion, that justified the killings. He also recalled how decision making under pressure was needed as the events changed in real time. The lessons for law enforcement training are clear. Make sure your students are able to articulate why they performed in a certain way *and* make sure they have the ability to make judgments “on the fly.” In other words, articulation by the students after a

training scenario is important as is the *respond—feedback—adjust* cycle for successful behavior on the street.

As part of the de-brief and feedback sessions, first have a conversation with the participants and ask them to rate their performances in their own words. Be sure to re-affirm goals and objectives and explore behavioral cause and effect (context) through these conversations. Perhaps discuss a variety of alternative resolutions to the situation, if several exist, and make sure the students understand how important making decisions and making adjustments under pressure can be. Additionally, consider the “If.....Then” model to move the discussions along and provide greater depth.

Real accountability exists. Determine how the fact patterns in the scenarios actually relate to what is done on the job and determine how the training will pay off for the student. Make it in their self-interest to perform well. Students often come from real life experiences, enter a contrived training environment, and then return to real life experiences. You therefore have a limited amount of time to create or improve competency in the classroom. Make sure the students understand that there are consequences to their performance, consequences that may surface later when working the job. Contrived scenarios in the classroom eventually give way to real calls for service with real victims. Students must be adequately prepared.

Role-play scenarios may not be ideal in all situations. Sometimes a lecture will work better to teach basic knowledge and skills. Again, we are not suggesting that skills training be abandoned. On the contrary, such training is an essential part of the learning experience and must continue. In fact, being able to perform well without fundamental knowledge or skill may not be possible. We want you to create the desired performance outcomes based on the ability of the student to combine knowledge, skills, emotion, and judgment in the best manner

to perform effectively on the job. All must work together in such a way so an officer has the ability to handle real events in the most effective manner. Use the curriculum objectives as your guide.

#### **IV. Core Competencies**

Interpreting performance accurately during a scenario can be challenging. Therefore, we suggest using *core competencies* as measuring criteria when evaluating how well students handle situations presented to them. We suggest you move beyond observing isolated mechanical skills on a checklist and instead determine to how well a student uses their knowledge and skills when placed in a real-life environment. A proper outcome must be achieved by the participant yet at the same time he or she must at all times remain safe, communicate well, act with legal authority, and make proper decisions. These so-called *core competencies* are general capabilities that have broad applicability to all types of law enforcement situations. They include overall abilities necessary to adequately perform the tasks of a law enforcement officer regardless of the type of call.

Consider the following list of core competencies. Note that they can be used to assess performance in most any type of role play scenario regardless of the fact pattern. To successfully complete the requirements of the scenario, the student must use basic knowledge and skills to:

- Achieve a desired result (as determined by the instructors);
- Act with proper legal authority throughout;
- Maintain officer safety at all times;
- Perform according to agency policies and procedures;
- Communicate effectively and clearly; and
- Demonstrate decision making ability.

Notice that the above list contains no requirement to recite knowledge, organize details, memorize information, or make a list. Instead, they represent overall scenario outcomes and

the students are required to perform accordingly. As an instructor, you can better identify the depth of a student's understanding of a topic by observing actual performance.

Using core competencies as measuring criteria is an improvement over using a checklist of skills. Not too long ago, instructors at the University of Florida medical school wanted to observe student intern behavior in reality-based scenarios. They placed the participants in a series of clinical settings and required them to evaluate patients. They used a sequential checklist of activities to measure success or failure. For example, the students were required to conduct initial patient surveys, ask a specific set of questions, order correct lab tests, and so on. The instructors then asked experienced clinicians to perform in the same scenarios. To their surprise, most flunked the exercise. As it turns out, experienced practitioners knew which activities they could skip on the checklist depending on the answers to their questions. The lesson here is that true competency on the job is measured in terms of outcomes, rather than a demonstration of skills one step at a time. Using core competencies addresses this issue.

## **V. Measuring Performance**

When using a scenario you must be able to distinguish acceptable performance from unacceptable performance based on the core competencies. Consider the your training curriculum. Each major training objective in the curriculum represents what is expected as a learning outcome, but the associated sub-objectives represent the steps needed to achieve the outcome. The objectives and sub-objectives can be used as a guide when writing performance requirements (skills) that anchor or support the core competencies (outcomes).

Consider the core competency entitled, "Complies with agency policies and procedures." In a sexual assault scenario, for example, acceptable proficiency would include properly: a) interviewing the victim, b) interrogating the suspect, c) formulating appropriate questions, d)

taking photographs, e) collecting evidence, f) arranging for a medical examination, and so on. Failure to demonstrate a number of these skills would result in failing to achieve the core competency. Similarly, for the same scenario, consider the core competency entitled, “Act with proper legal authority throughout.” Success includes the demonstrated the ability to: a) obtain a search warrant, b) read Miranda rights, c) detain witnesses at the scene, d) maintain the chain of evidence, and so on.

Your evaluations can be used to measure student progress through the learning experience, which helps you to understand the depth of their knowledge and comprehension at various points during their training experience. Your observations can even be used as upfront diagnostic measures at the outset of the training program as a baseline indication of competency. And, they can be used to monitor and evaluate competency at various points throughout training. Be sure to measure each student’s ability in the scenario separately and individually. Avoid measuring “team” or “buddy” competencies.

We know that scenarios can be expensive, time consuming, and challenging, but we urge you to use them whenever possible. In other words, what is needed is a process that shifts the nature of the evaluation from observations of specific skills to a more meaningful assessment based on objectively observed behavior, where both skill and outcomes can emerge and be explored by both you and the student.

We also want you to think about the value of student articulation, feedback, and report writing. You can obtain a deeper understanding of student behavior and thinking by requiring them to articulate why they behaved in a certain manner in a certain circumstance. At the end of the scenario, don’t be too quick to tell students how they can improve their performance without first listening to the why they acted in a certain way.

Use a “yes”—“no” rating for student performance rather than a rating scale numbered, say, 1-5 or 1-7 where partial credit is given. Determine whether the participant achieves each core competency or not. Rating scales have their place but they do not always generalize to the student’s *overall* level of proficiency. Instead, use written observations and comments (using declarative sentences) to support your choice of “yes” or “no.” The intent is to capture the quality of the performance and to justify your feedback. The end result is a much more useful assessment, one that reflects whether the student acted in the right way for the right reasons. And, always document your findings regarding the quality of the performance thoroughly. For example, avoid statements like, “Failed to act properly.” Instead, write statements like, “The student articulated the following reasons for an investigative stop of the subject.....etc.”

Students must know what is expected of them. In the classroom feel free to share the required core competencies and descriptors with them prior to the scenario. Students will typically demonstrate intermediate levels of success and will fall somewhere between complete success and complete failure. Partially correct outcomes will unquestionably be the norm. It is important for you to identify deficiencies and design targeted remediation for improvement, if necessary. And, given the wide variety of student performance, give credit for achievement that is “mostly correct”, “somewhat correct”, “sufficiently correct” or “generally correct.” Place a checkmark in the “yes” box for these outcomes. Be sure to consider each bulleted anchor carefully. Then, make a reasonable determination of a “yes” or “no” on the check sheet as supported by your open-ended comments. At the heart of any performance evaluation is your ability to identify deficiencies and to provide precise information that can be used to improve competency. The very process of assessment itself should foster further learning. Consider the following example in Section VI.

## VI. A Sample Template

Consider the following example evaluation template using *domestic violence* as the topic:

### CURRICULUM OBJECTIVES

Nature and Prevalence of Domestic Violence.  
Laws Regarding Domestic Violence.  
Domestic Violence Response Procedures.  
Interpersonal Communication Skills

### THE SCENARIO:

The officer is dispatched to a residence to handle an “unknown trouble” call. A caller states that he heard loud noises, arguing, and shouting coming from his neighbor’s house.

At the scene, a man meets the officer at the front door. He tells the officer that this is a private matter. He asks the officer to leave and asks to see a search warrant. But very soon he yields to the officer’s inquiries and gives permission to the officer to enter the home.

In the home, the officer observes a woman, who appears angry, standing in the front room. There is a visible, dark bruise on her cheek. She says she argued with the man earlier in the evening and he became very angry, hitting her in the face twice with his hand.

The man is calm and denies hitting the woman but says she is the one who became angry. He promises to stop arguing with her and says he is sorry for disturbing the neighbors. The woman also agrees to stop arguing with her husband and wants the officer to leave the home.

There are no weapons in the home and no other occupants. Neither the husband nor the wife are drunk and neither have been drinking. There is no personal protection order (PPO) or restraining order on file.

INSTRUCTIONS TO ROLE PLAYERS:

OFFICER:

Respond to a residence and handle an “unknown trouble” call.

WOMAN:

You and your husband were watching television, but could not agree on which show to watch. He became very angry. You and he argued loudly and he hit you twice in the face with his open hand. You noticed swelling and redness on your face but decided not to call the police. This is the first time your husband has struck you. Act upset about what happened at first, but soon calm down and answer the questions from the officer. If asked, decline medical help. Do not volunteer that the man is actually your husband, unless asked by the officer. Note that there may be two officers at the scene if the primary officer calls for a backup. If asked, indicate that you are not afraid of your husband. If your husband is placed under arrest, ask the officer not to arrest him.

MAN:

As the officer arrives at your door, you are upset that the police have been called. Ask the officer to leave, then ask to see a search warrant, but quickly give the officer permission to enter the home if asked. Do not volunteer that the woman is your wife, unless asked. Act calm and admit that you and your wife had argued about what to watch on television. Deny hitting her. Tell the officer that your wife ran into a door, causing her bruising. There is no bruising on your body. Say your wife became very angry and shouted at you. Answer the officer's questions, but volunteer little. If a male officer is on the scene, try to become his “buddy” by saying things like, “You know how women can get”, etc. Become apologetic and promise not to argue anymore. Do not resist if placed under arrest.

BACK-UP OFFICER (IF REQUESTED):

Act as the secondary officer, not the primary officer. Follow the lead of the primary officer.

Note to Role Players:

Do not set the officer up for failure. Instead, follow his or her directives and do not argue or become physical with the officer.

## **EVALUATOR INSTRUCTIONS**

Evaluate the officer's performance against the core competencies that appear on the front of the evaluation form. If a "no" is checked in any of the assessment areas, the officer shall fail the exercise— if the scenario is used as a pass-fail evaluation. However, if the scenario is used for training, provide feedback so weaknesses in performance can be targeted for remediation. In a similar manner, reinforce strengths. As in real life, most officers will not perform correctly all the time, therefore, officer performance that is "mostly correct" or "somewhat correct" shall be rated as a "yes" in the checkboxes numbered 2 through 6. However, the officer must achieve the desired outcome.

Use the following skills (anchors) to guide your determination of "yes" or "no" in the assessment areas:

### **1. ACHIEVES DESIRED RESULT**

The officer responds to the incident and arrests the husband as the dominant aggressor for domestic violence assault and battery.

### **2. MAINTAINS LEGAL PRINCIPLES**

- Enters the home legally
- Recognizes that a domestic violence assault and battery has occurred
- Identifies a dominant aggressor by determining probable cause
- Arrests the husband only, not the wife, based on valid probable cause
- Uses the proper amount of force in affecting an arrest
- If questioning takes place regarding the incident after custody, reads the Miranda Rights to the suspect

### **3. DEMONSTRATES OFFICER SAFETY**

- Parks vehicle away from the front of the house
- Calls for a back-up unit before entering the home
- Safely approaches the house
- Enters the home cautiously and carefully
- Asks about other occupants
- Controls movement of those in the room; separates parties
- Asks about weapons or other individuals in the home
- Maintains eye contact with partner, if backup is on scene
- When handcuffing, maintains control through approach and positioning

### **4. PERFORMS ACCORDING TO AGENCY POLICIES**

- Enters home legally, consistent with policies and procedures
- Checks for injuries at the scene
- Takes photos and obtains statements
- Checks for restraining orders
- Obtains information necessary for an incident report
- Arrests the dominant aggressor
- Provides notice of victim rights

## **5. DEMONSTRATES COMMUNICATION SKILLS**

- Notifies dispatch upon arrival
- Obtains relevant information from the man at the door
- Engages in conversation in order to obtain permission to enter the scene
- Utilizes effective listening and questioning techniques when talking with the victim
- Observes non-verbal communication cues in both victim and aggressor
- Interviews the parties separately
- Identifies the relationship between the man and woman through questioning

## **6. DEMONSTRATES ABILITY TO PROBLEM SOLVE**

During debriefing and feedback, require the officer to articulate his or her thoughts regarding the response to this situation. Or, have the officer submit this information in written form, perhaps by writing an incident report. Be sure to listen to the thoughts of the officer first, before offering your comments and evaluation. Through questioning, discover to what extent the officer was able to make the right decisions for the right reasons. Here, assess their ability to problem solve and think critically. Remember, self-assessment and self-reflection on the part of the officer are at the core of qualitative assessments. In general, identify whether the officer:

- Identified and understood the problem posed in the scenario
- Considered a range of alternative courses of action
- Justified reasonable courses of action
- Ensured that the response was consistent with law and agency policies
- Analyzed and evaluated the results (articulated a self-assessment)

### Sample De-Brief Questions:

- What seems to be the main problem in this situation? Identify the issues here.
- What steps did you take to handle this situation? Did you consider more than one solution or response?
- Knowing your policies and procedures, explain what you should do in this situation.
- What constitutional principles did you consider?
- Justify your actions in this scenario.
- How did you go about obtaining information in this situation?
- How would you address your performance difficulties in this scenario?
- What would be expected of you by the community in this situation?
- If you made an arrest, discuss how you established probable cause to do so.
- Evaluate your performance. Is there a more effective way to handle this situation?
- What are the advantages and disadvantages of your approach?
- What long-term approaches should be considered to address this situation? Who can help?

## SCENARIO EVALUATION FORM

OFFICER \_\_\_\_\_

EVALUATOR \_\_\_\_\_

SCENARIO \_\_\_\_\_

DATE \_\_\_\_\_

<u>ASSESSMENT AREA</u>	YES	_____	<u>NO</u>	<u>N/A</u>
1. Achieves Desired Result		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Maintains Legal Principles		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates Officer Safety		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Performs According to Agency Policies		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrates Communication Skills		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Articulates Ability to Problem Solve		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\_\_\_\_\_  
Evaluator Signature

**OBSERVED BEHAVIORS:**

Parks vehicle safely\_\_\_\_\_

\_\_\_\_\_

Calls for backup\_\_\_\_\_

\_\_\_\_\_

Safely approaches house\_\_\_\_\_

\_\_\_\_\_

Enters home legally and cautiously\_\_\_\_\_

\_\_\_\_\_

Asks dispatch or participants about other occupants or weapons \_\_\_\_\_

\_\_\_\_\_

Controls movement; separates parties\_\_\_\_\_

\_\_\_\_\_

Maintains eye contact with partner\_\_\_\_\_

\_\_\_\_\_

Maintains control while handcuffing\_\_\_\_\_

\_\_\_\_\_

Checks for injuries\_\_\_\_\_

\_\_\_\_\_

Takes photos and obtains information\_\_\_\_\_

\_\_\_\_\_

Provides appropriate assistance to victim\_\_\_\_\_

\_\_\_\_\_

Identifies dominant aggressor\_\_\_\_\_

\_\_\_\_\_

Performs professionally\_\_\_\_\_

[illegible]

## **VII. Safety Guidelines**

When conducting a scenario, particularly those depicting high risk situations (EVO, e.g.) it is crucial for you to enhance the safety of everyone involved, including the general public. The reduction of risk, based on planning and the recognition of high risk circumstances, is the first step to maintaining a safe training environment. Each type of scenario offers specific advantages and disadvantages and will vary in terms of realism, equipment, facilities, logistics, expense, number of instructors, and risk. Make sure appropriate safety protocols are in place. The ultimate goal is to manage risk and prevent serious injury or even death.

When you use sworn law enforcement officers in scenario training in any capacity (e.g., role player, monitor, officer backup, etc.), extra precaution must be taken to ensure their firearms, ammunition, and other potentially dangerous equipment are secured at a safe location and kept out of the secured training area.

Scenario training involving any weapon shall only occur after the student has been thoroughly trained and has demonstrated proficiency and knowledge of its use (e.g., firearm, impact weapon, pepper spray, electronic device, etc.). If you use weapons that fire a projectile (e.g., marking cartridge), never shoot a person within 3 feet or shoot at a subject's head. You have the responsibility to manage the scene and to be ready to instantly stop the action if it becomes too dangerous.

When a scenario script demands the use of a vehicle reinforce the training site's driving policy and rules, the MCOLES vehicle policy, and relevant provisions of the Motor Vehicle Code. Make sure students adhere to all traffic laws. The exceptions include pursuit movements and turns made within the context of the Emergency Vehicle Operations Module,

but make sure the scenario is supervised by an EVO instructor and confined within a secure training site that has been closed to the general public.

We recommend having a uniformed law enforcement officer on the scene of simulation training if possible. Everyone that enters the secured training area must be checked for weapons, ammunition, and other dangerous equipment. Whenever anyone leaves the pre-designated “secured training area,” they must be checked again prior to reentry to ensure that they are not in possession of any unauthorized weapons, live ammunition, or other dangerous equipment.



## **SECTION TWO**

### **FACILITATOR GUIDE**

## **Commentary**

The domestic violence training objectives are located on the MCOLES website. Go to [www.michigan.gov/mcoles](http://www.michigan.gov/mcoles) and locate the box entitled, “Standards and Training.” Then, click on Part I of the Basic Training Curriculum and Training Objectives.” The most recent domestic violence curriculum always resides there. The curriculum is bookmarked and the domestic violence objectives are located in sections I.H.1 through I.H.3.

The Facilitator Guide is intended to help instructors integrate adult learning methodologies with conventional teaching strategies. The Guide is essentially a lesson plan for the domestic violence instructor. It is divided into separate units that correspond directly to the training objectives in the curriculum. Each module includes learning activities, or participant exercises, accompanied by anticipated responses and instructor commentaries. The instructor commentaries discuss how the objective should be taught and which components of the training content should be highlighted and emphasized. Some modules begin with a case study or reality-based scenario. These activities are intended to provide a conceptual framework for training (context) and to stimulate and direct the class discussions, as guided by the facilitator.

The domestic violence training objectives in the basic curriculum are divided into three major components: a) nature and prevalence, b) laws, and c) law enforcement response. Similarly, the Facilitator Guide divides its major scenario into three major parts, where each scenario part corresponds to each major component of the curriculum. That is, part one of the scenario addresses the nature and prevalence of domestic violence, part two addresses laws regarding domestic violence and part three addresses law enforcement response procedures.

# **UNIT ONE**

## **The Nature and Prevalence of Domestic Violence**

Facilitator: Service Provider

## Nature and Prevalence of Domestic Violence Unit Basic Training Objectives

- An introduction to problem-based learning (PBL)
- Society's understanding of domestic violence
- The nature of domestic violence
- Assailant behaviors
- Assailant behaviors at the scene
- Victim behaviors
- Victim behaviors at the scene
- The consequences of leaving the assailant
- Victim participation in the criminal justice system
- Assessing when an assailant may kill

# Session One: Introduction

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## 1. Problem-based learning (PBL)

Overview of the facilitated training module and problem-based learning:

- table top scenarios
- learning activities
- the critical thinking “template”
- a new or different training experience
- different expectations from students
- develop comprehension and insight, not just “memorized facts”



## 2. Scenarios

A. Review how the scenario will be structured and the need to work through the problems presented in the fact patterns.

B. Scenarios:

- Major scenario is presented in three parts
- Problem identification from multiple perspectives
- Several resolutions to the fact patterns may be appropriate
- Open-ended with a moderate degree of structure
- Students draw upon previously learned information and gain new knowledge

C. Critical thinking template is a blueprint to work through the problems:

- What’s the problem? (Analysis)
- How should I respond? (Resolutions)
- How did I do? (Evaluation)



### 3. Learning activities

Learning activities are:

- Student centered exercises
- Participation in assigned small groups to facilitate engagement and maximize learning
- Supported and guided by the facilitator/trainer
- Predicated on helping students learn “how to learn” as well as “what to learn”
- Students will practice by group work, role plays, discussion, etc.
- Ultimate goal is to positively affect thinking and behavior on the job



### 4. Facilitator role

Facilitator will:

- Provide information in traditional lecture format
- Lead the discussions by questioning, exploring, brainstorming, and evaluating

# Session Two: Part One of the Major Scenario

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Template: (What's the Problem?)  
Handout: SH-1



## 1. One or more of the students read the scenario

Scenario Part I:

Late one night, while on patrol in a marked unit in a residential part of town, you receive a radio dispatch to respond to 722 Marquette Avenue to handle an “unknown trouble” call. The address is approximately one mile from your location and you are working alone. The dispatcher tells you that your department received a telephone call from an individual who reported that he heard loud noises, shouting, and breaking glass coming from his neighbor’s house.

The caller provides his name to the dispatcher and says that he has heard his neighbors fighting in the past, but this time the situation is louder and seems more serious. He states that he doesn’t know his neighbors very well, but that a husband and wife live in the home. He tells the dispatcher to hurry and send an officer to the scene. He then hangs up without providing any further information.

You acknowledge the call and head for the scene.



## 2. Small group discussion (engagement/practice)

- Break the students into groups of 6-8
- Each group chooses recorder to write responses
- Groups discuss questions in handout
- Reinforce that everyone participates in the discussions



## 3. Small groups report back to large group (understanding)

- Acknowledge that some responses may be outside facilitator expertise
- Make note of responses, discuss briefly, but concentrate on those related to training objectives
- Summarize the responses on a flip chart or chalk board

Anticipated responses:

1. What type of call is this and what do you think the problem is?

[Domestic violence incident, assault & battery, home invasion, no crime]

2. What policing skills do you need in order to handle this call? In your response, include information that you already know or have had in previous classes.

[Communicating with dispatch, officer safety, investigative skills, interviewing skills, assault & battery law, domestic violence law, communication skills, criminal procedures, authority to enter the premises, understanding domestic violence, assailant/victim behaviors, evidence collection, arrest procedures, report writing, victim assistance, etc.]

3. What about the people in the scenario, what should they expect in your response to the call? What can the victim, assailant, and complainant expect of the police?

[Complainant: prompt response, immediate action, resolution of the situation; Victim: safety and security, immediate response, respect, understanding, empathy, assistance; Assailant: constitutional protections, fairness, respect, treated with human dignity.]

4. What personal attitudes and beliefs do you have that would affect your response to this situation? Describe what you know about domestic violence victims?

[Individual responses will vary, the facilitator should tease out attitudes and beliefs regarding domestic violence, particularly in reference to the victim; facilitator should find out where the class is getting their information about victims.]

## Session Three: Society's Understanding of Domestic Violence

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### 1. Overview lecture or PowerPoint presentation (understanding)

- Address training objectives I.H.1.1. and I.H.1.2
- Describe, discuss, and define domestic violence
- Answer questions



### 2. Violence attitudinal questionnaire (practice/understanding)

If time permits, have the students take a domestic violence attitudinal questionnaire and discuss results with class. Several examples may be obtained through the local shelter.

# Session Four: Assailant Behaviors

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Template: (What's the Problem?)

Handout: SH-2

Objectives I.H.1.3. and I.H.1.4.



## 1. One or more of the students read the scenario

Note that although the break-out groups will discuss a different fact situation than presented in part one of the major scenario, they should relate their responses here to the facts in the major scenario - the assailant and victim behaviors they might encounter as the scenario unfolds.

### Situation:

Officers respond to a call of domestic violence at an apartment complex. Two units arrive and, after knocking and announcing their presence, the officers enter the apartment. They observe a man and a woman standing in the living room of the apartment. The officers observe broken furniture in the room. Both the man and woman are visibly angry and the woman states that the man, identified as her husband, hit her several times in the face with his fist during an argument. There are visible bruises on her face. The man denies hitting his wife.



## 2. Small group discussion (engagement/practice)

Break the students into their small groups:

- Each group chooses recorder to write responses
- Groups discuss questions in handout
- Reinforce that everyone participates in discussion



### 3. Small groups report back to large group (understanding)

- Acknowledge that some responses may be outside facilitator expertise
- Make note of responses, discuss briefly, but concentrate on those related to training objectives I.H.1.3. and I.H.1.4
- Summarize the responses on a flip chart or chalk board

#### Anticipated responses:

1. Identify the assailant and victim in this scenario. How do you know?

[The woman is the victim, the man is the assailant; physical evidence]

- 2 Generally, what criminal and non-criminal behaviors would you expect a domestic violence assailant to engage in? Make a short list.

[Assault & battery, sexual assault, stalking, kidnapping, MDOP, threats, emotional abuse, controlling behaviors, belittling the victim, isolating the victim, etc.]

- 3 Make a list of the types of behaviors that an assailant would display to the responding officers at the scene. As a responding officer, how would you expect the assailant to act?

[Rationalizing, denying, blaming, cooperative, calm, drawing the officers in, etc.]

# Session Five: Victim Behaviors

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Template: (What's the Problem?)

Handout: SH-3

Objective I.H.1.5.



## 1. One or more of the students read the scenario

### Situation:

While on patrol late one evening, you receive a call from dispatch regarding a domestic violence complaint. The dispatcher says he received a call from a small boy who stated that, "Daddy is hitting Mommy!" The boy then hung up but the dispatcher is able to locate the call as one coming from your location. You respond to the scene and observe a small boy crying and a woman with visible bruises on her face. She states that her husband has just left the scene.



## 2. Small group discussion (engagement/practice)

- Break the students into their small groups
- Each group chooses recorder to write responses
- Groups discuss questions in handout
- Reinforce that everyone participates in discussion



## 3. Small groups report back to large group (understanding)

- Acknowledge that some responses may be outside facilitator expertise
- Make note of responses, discuss briefly, but concentrate on those related to training objectives
- Summarize the responses on a flip chart or chalk board

Anticipated responses:

1. There are a variety of behaviors that you would expect a domestic violence victim to display to the responding officers. What would you expect to encounter at the scene?

[Minimizing, rationalizing, non-communicative, anger, fright, non-cooperative, protects the assailant, does not want to prosecute, etc.]

2. How would you explain such behaviors? Describe why victims often act in various way.

[Being isolated, being frightened, self blame, frustrated, nervous, stressed, making excuses, self-preservation, etc.]

# Session Six: Consequences for Victims

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## Large group brainstorming (practice/understanding)

- Training Objectives I.H.1.6. and I.H.1.7
- Ask students to identify consequences victims may face as they consider leaving their assailants
- Ask students what consequences victims may face when participating in the criminal justice system
- Use the flip chart or chalk board to record the responses
- Challenge the students as to their thoughts and beliefs
- Identify underlying attitudes, beliefs, misunderstandings, and states of mind

### Anticipated responses:

[Leaving: risk of homicide, feeling unsafe, fear of retaliation, retaliation against family members, general uneasiness, financial considerations, continual contact with assailant, etc.; System: threats by assailant, the system can not ensure safety, intimidation by assailant, interfering with the victim's participation in court, pressure from family and friends.]

## Session Seven: Assessing When Assailants Might Kill

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Template: (What's the Problem?)

Handout: SH-4

Objective I.H.1.8.



### 1. One or more of the students read the scenario

#### Case Study:

Many years ago, O.J. Simpson, a famous football player, was arrested for killing his ex-wife, Nicole Brown Simpson, and her friend, Ronald Goldman. Many dubbed this trial as the “trial of the century” and it was widely reported in the newspapers and on television new shows and talk shows. Cameras in the court room fueled this interest by broadcasting the trial live on television.

During the trial, the prosecutors made a motion to introduce Simpson’s past alleged domestic violence behavior as an indicator, or as a motive, for the charge of murder. They wanted to link Simpson’s supposedly violent temper with a willingness to kill. The prosecutors argued that when an assailant believes the victim is about to leave or file for divorce, as happened in the Simpson case, there is a greater potential for a life-threatening attack. Their position was that batterers tend to murder when separation begins.

The defense attorneys argued that this may be true in many instances, but it does not follow that it would necessarily occur in this specific case and that the jury should not hear such testimony. Further, they argued, Simpson did not fit the profile of a batterer who murders since he had been separated from his ex-wife for a period of time.

Judge Ito ruled in favor of the prosecution and the testimony was allowed in court. He ruled that witnesses could tell the jury about more than a dozen incidents in which Simpson allegedly beat and stalked Nicole Simpson.



### 2. Small group discussion (engagement/practice)

- Break the students into their small groups
- Each group chooses recorder to write responses
- Each group discusses questions in handout
- Reinforce that everyone participates in discussion



### 3. Small groups report back to large group (understanding)

- Acknowledge that some responses may be outside facilitator expertise
- Make note of responses, discuss briefly, but concentrate on those related to training objective I.H.1.8
- Summarize the responses on a flip chart or chalk board

#### Anticipated responses:

1. Discuss why the prosecutors wanted to introduce the domestic violence evidence in this case. Do they make a convincing argument? Why or why not?

[Because...O.J. fits the classic pattern of a domestic violence abuser, domestic violence often leads to killing particularly when the victim threatens to leave, violence often escalates and O.J. was demonstrating a pattern, past behavior is an indicator of future behavior; But...general conclusions about behavior do not mean it happened in a specific case, such testimony may unduly influence the jury, domestic violence doesn't always escalate, past behavior does not predict future behavior.]

2. Describe other situations that may be indicators of great bodily harm by the assailant.

[Alcohol or drugs, violent history, stalking, availability of weapons, killing a pet, threats, etc.]



### 4. Wrap-up (understanding)

Summarize and address any relevant issues that were not discussed in class. Check the students' understanding of the material through questioning.

Prepare students for part two of the major scenario. The facilitator for the domestic violence laws will introduce part two at the outset of their training unit.

## Unit Two

# Laws Regarding Domestic Violence

Facilitator: Attorney Admitted to the Michigan Bar

# Laws Regarding Domestic Violence

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## Basic Training Objectives

- Domestic violence as a law enforcement issue
- Substantive criminal law
- Sentencing options
- Stalking
- Aggravated stalking
- Enforcement authority
- Personal Protection Orders
- PPO court procedures
- Enforcing PPOs
- Enforcing FPOs
- PPOs and firearms
- Probable cause as it relates to domestic violence
- Responding to domestic violence calls

# Session One: Part Two of the Scenario

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Template: (How should I respond?)  
Handout: SH-5



## 1. One or more of the students read the second part of the major scenario

### Scenario Part II:

As you arrive on the scene you call for a back-up unit from your patrol vehicle. You approach the residence after your back-up arrives. The residence has a large wrap-around front porch. You and your partner hear loud arguing coming from inside the home. You listen for awhile and then knock on the front door. You announce your presence.

A man who is visibly angry meets you at the door. His face is flush and he is breathing heavily. As he sees you and your partner the man states, "Who called you guys? Get off my front porch!" You and your partner push the door open and enter the residence, taking the man with you. As the man becomes less angry, you observe a woman standing in front room of the residence who also appears angry. Her face is red and there are visible bruises on her cheek. She states that she and her husband started arguing earlier in the evening and he became very angry, hitting her in the face several times. You notice that the woman is now becoming less angry as she tells her story.

The man denies hitting his wife, but promises to stop arguing with her. He says he is sorry for disturbing the neighbors. The woman also agrees to stop fighting with her husband and wants you and your partner to leave the residence.

You observe some furniture out of place and a broken vase on the floor. You do not notice the smell of intoxicants on their breaths and they state there are no kids or weapons in the home. You and your partner separate the man and woman and begin talking with them.



## 2. Small group discussion (engagement/practice)

- Break the students into groups of 6-8
- Each group chooses recorder to write responses
- Groups discuss questions in handout
- Reinforce that everyone participates in discussion



## 3. Small groups report back to large group (understanding)

- Acknowledge that some responses may be outside facilitator expertise
- Review their responses to Part I of the scenario after reviewing question 1 responses, noting that they will be learning about the issues raised both here and in the first session of the nature & prevalence training
- concentrate on those related to training objectives
- Summarize the responses on a flip chart or chalk board, classifying them into information that is already known and information that is needed to be learned.

### Anticipated responses:

1. What further information do you need to handle this call? Think in terms of criminal violations, enforcement authority, and criminal procedures.

[Knowledge of domestic violence laws, authority to enter the premises, determining probable cause, enforcing domestic violence laws, arrest procedures, etc.]

2. What pieces of evidence, or what evidence is there, to help you decide what happened?

[The neighbor's call to dispatch, listening to their arguing from the front porch, the statements of the man and woman, the bruises on the woman's cheek, the broken vase, the observed anger, assailant behaviors, victim behaviors, etc.]

3. What other criminal offenses are likely to be committed in a domestic violence incident? Make a list.

[Murder, manslaughter, assaults, home invasion, child abuse, drug violations, etc.]

# Session Two: DV as a Law Enforcement Issue

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## 1. Overview lecture (understanding)

- Explain why domestic violence is a law enforcement issue
- Discuss how a coordinated community response could help
- Describe the penalties for domestic assault and battery
- Consider the relationships between assailant and the victim
- Recognize options available to the court in sentencing and adjudication
- Using lecture format, address objectives I.H.2.1., I.H.2.2 and I.H.2.3.
- Review crimes likely to be committed in a domestic violence situation (objective 1.H.2.2.)
- Answer questions



## 2. Student use of a resource (practice)

During this session, if practicable, require the students to find domestic violence laws and penalties using any of the following resources:

1. Criminal Law and Procedure: A Manual for Michigan Police Officers
2. The Michigan Law Enforcement Response to Domestic Violence: Officer Manual (online at [www.michigan.gov/mcoles](http://www.michigan.gov/mcoles))
3. Michigan Penal Code and Motor Vehicle Law Handbook (Gould's)
4. State of Michigan Model Policy: The Law Enforcement Response to Domestic Violence (online at [www.michigan.gov/mcoles](http://www.michigan.gov/mcoles))
5. Michigan Compiled Laws
6. Other Internet sites: Westlaw, Michigan Legislature, etc.

# Session Three: Stalking

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Handout: SH-6  
Objectives I.H.2.4. and I.H.2.5.



## 1. Small group discussion (engagement/practice)



- Break the students into their small groups
  - Each group chooses recorder to write responses
- 
- Groups discuss what is asked in the handout
  - Reinforce that everyone participates in discussion
  - Groups can use a primary resource document to find the answers to items posed in the handout
  - Students respond to the following questions:
1. List the elements of stalking
  2. Define “unconsented contact”
  3. Define “harassment”
  4. List the elements of aggravated stalking
  5. How is stalking punished?



## 2. Small groups report back to large group (understanding)

- Acknowledge that some responses may be outside facilitator expertise
- Make note of responses, discuss briefly, but concentrate on those related to training objectives I.H.2.4. and I.H.2.5.
- Summarize the responses on a flip chart or chalk board

## Session Four: Enforcing Domestic Violence Laws

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### Large group brainstorming (practice/understanding)



- Review material in training objectives I.H.2.6. (legal authority) by questioning the students one by one
- Use the flip chart or chalk board to record the answers
- Use part two of major scenario as example, pointing out that officers entered residence without warrant after being told to leave
- Ask students if officers actions were proper and to justify their answers
- Explore situations where it is proper for officer to make arrest without warrant. Discuss and record their ideas on a flip chart
- Help students use resource materials as needed

# Session Five: Personal Protection Orders

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Handout: SH-7  
Objectives I.H.2.7 and I.H.2.8.



## 1. Small group discussion (engagement/practice)



- Break the students into their small groups
- Each group chooses recorder to write responses
- Groups discuss questions in handout
- Reinforce that everyone participates in discussion
- Groups can use a resource document, provided by the facilitator, to find the answers posed in the handout
- Students respond to the following questions:
  - Define a “domestic relationship personal protection order.”
  - What types of conduct can be restrained? Make a list.
  - Define a “non-domestic stalking personal protection order.”
  - What types of conduct can be restrained? Make a list.



## 2. Small groups report back to large group (understanding)

- Acknowledge that some responses may be outside facilitator expertise
- Make note of responses, discuss briefly, but concentrate on those related to training objectives I.H.2.7. and I.H.2.8.
- Summarize the responses on a flip chart or chalk board

# Session Six: Court Procedures Related to Personal Protection Orders

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## 1. Overview lecture (understanding)

- Review court procedures related to personal protection orders



## 2. Large group brainstorm (practice/understanding)



- Discuss with whole class, covering all material in objective I.H.2.9.
- Record ideas on flip chart or chalk board

## Session Seven:     Enforcing Personal Protection Orders (PPO)

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### Large group brainstorming (practice/understanding)



- Review material in training objectives I.H.2.10. and I.H.2.11. by questioning the students one by one
- Use the flip chart or chalk board to record ideas
- Ask when officer may (or should) arrest for violations of PPOs & FPOs
- Ask how officers determine if individual restrained has been served
- Ask how officer can provide service
- Discuss the procedures following an arrest for violating a PPO or FPO, recording answers on flip chart or chalk board
- Help students use resource materials as needed

# Session Eight: PPOs and Firearms

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## 1. Overview lecture (understanding)

- Review personal protection orders and their effect on firearm purchase or possession



## 2. Large group brainstorm (practice/understanding)



- Discuss with whole class, covering all material in objective I.H.2.12.
- Record ideas on flip chart or chalk board

# Session Nine: Probable Cause

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Handout: SH-8



## 1. One or more of the students read the excerpt from the second part of the major scenario

Excerpt from Scenario Part II:

A man who is visibly angry meets you at the door. His face is flush and he is breathing heavily. As he sees you and your partner the man states, “Who called you guys? Get off my front porch!” You and your partner push the door open and enter the residence, taking the man with you. As the man becomes less angry, you observe a woman standing in front room of the residence who also appears angry. Her face is red and there are visible bruises on her cheek. She states that she and her husband started arguing earlier in the evening and he became very angry, hitting her in the face several times. You notice that the woman is now becoming less angry as she tells her story.

The man denies hitting his wife, but promises to stop arguing with her. He says he is sorry for disturbing the neighbors. The woman also agrees to stop fighting with her husband and wants you and your partner to leave the residence.

You observe some furniture out of place and a broken vase on the floor. You do not notice the smell of intoxicants on their breaths and they state there are no kids or weapons in the home. You and your partner separate the man and woman and begin talking with them.



## 2. Small group discussion (engagement/practice)

- Break the students into groups of 6-8
- Each group chooses recorder to write responses
- Groups discuss questions in handout
- Reinforce that everyone participates in discussion



### 3. Small groups report back to large group (understanding)

- Make note of responses, comment briefly, and focus on training objectives
- Cover all components of I.H.2.13. during facilitated discussion
- Use “what if” questions with the class for paragraphs (b) and (d) of the objectives
- Explore with the class the duty to retreat, the relative sized of the individuals involved, who to arrest, and whether someone can act in self-defense even though an overt act has not yet occurred
- Summarize the responses on a flip chart or chalk board

#### Anticipated responses:

1. In the scenario, you will need to determine if you have probable cause to arrest the assailant. What factors should you consider to build probable cause? Make a list.

[The call from dispatch, the neighbor’s call, the woman’s bruises, the woman’s statement, the anger levels, the broken vase, the furniture out of place, etc.]

2. In general, what other factors should an officer consider when determining probable cause at the scene of a domestic violence call?

[Statements, demeanor, behaviors, wounds, property damage, weapons, PPOs,]

3. What about self defense? How can you determine through your observations at a domestic violence scene whether an individual acted in self defense?

[History of domestic violence, wounds, relative size of parties, statements, witnesses, physical evidence, overt acts, information from the victim’s perspective.]

4. What if you determine that both parties have committed offenses against each other? How do you determine who to arrest?

[Intent of the law, degree of injury, statements, history of domestic violence, dual arrests, no arrests, etc.]

# Session Ten: Procedural Requirements

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Handout: SH-9  
Objective I.H.2.14.



## 1. One or more of the students read the situation

Officers respond to the scene of a domestic violence call and are able to determine quickly who is the assailant and who is the victim. The officers establish probable cause for an arrest and one officer transports the assailant to lock-up. The remaining officer begins to provide information to the victim.



## 2. Small group discussion (engagement/practice)

- Break the students into groups of 6-8
- Each group chooses recorder to write responses
- Groups discuss questions in handout
- Reinforce that everyone participates in discussion



## 3. Small groups report back to large group (understanding)

- Make note of responses, comment briefly, and focus on training objectives
- Cover paragraphs a, b and c of training objective I.H.2.14. during facilitated discussion
- Summarize the responses on a flip chart or chalk board

Anticipated responses:

1. By law, what written information must the responding officers provide to the victims of domestic violence?

[Name and phone # of responding agency, name and badge number of responding officer, the right to obtain a copy of the police report, the right to request a PPO, shelter programs and other resources]

2. What about emergency medical assistance? Are officers required to provide or arrange such assistance?

[Yes]

3. What is required by the Crime Victim's Rights Act?

[availability of emergency and medical services, availability of victim compensation benefits, address and phone number of prosecuting attorney, information on status of the case.]



#### 4. Wrap-up (understanding/practice)

- Summarize and address any relevant issues not discussed
- Check students' understanding of material through questioning
- Prepare students for part three of major scenario

# **Unit Three**

## **Domestic Violence Response Procedures**

Facilitator: Individual well-versed in pro-arrest response practices

## Domestic Violence Response Procedures

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### Basic Training Objectives

- The response to the domestic violence scene
- Initial contact at the scene
- Entering the scene
- The preliminary investigation
- Interviewing the assailant
- Interviewing the victim
- Determining probable cause
- Arresting the assailant
- Arresting for a PPO
- Arresting for violating a conditional bond release
- Complete the on-scene investigation
- Provide the appropriate assistance to the victim
- Secure the scene
- Write a domestic violence report

# Session One: Part Three of the Scenario

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Template: (How did I do?)  
Handout: SH-10



## 1. One or more of the students read the third part of the major scenario

Scenario Part III:

You begin talking with the woman and she tells you she and her husband started fighting a few hours ago about what show to watch on TV. She states that both he and she became more and more angry and at one point he hit her in the face with his fist, knocking her against the table, breaking a vase. She states she and her husband have been fighting for several months, but this is the first time he has struck her. The woman does not want her husband to be prosecuted.

Your partner begins talking with the husband. The man is calm and is not angry anymore. He states he and his wife were arguing over a TV show and began yelling and screaming at each other. The man denies hitting his wife and promises not to fight anymore.

You check the home for weapons and children and find neither. The situation at this point seems calm and secure.

You arrest the man for domestic violence assault and battery and your partner transports him to lockup. You provide assistance and information to the woman.



## 2. Small group discussion (engagement/practice)

- Break the students into groups of 6-8
- Each group chooses recorder to write responses
- Groups discuss questions in handout
- Reinforce that everyone participates in discussion

### 3. Small groups report back to large group (understanding)



- Acknowledge that some responses may be outside facilitator expertise
- Review their responses to Part I of the scenario after reviewing question 1
- Concentrate on those related to training objectives
- Summarize the responses on a flip chart or chalk board

#### Anticipated responses:

1. Analyze and evaluate how you, as the officer in the scenario, performed. Think about what happened in the entire scenario. How well did you do?

[Officer safety issues, gathering evidence, talk with complainant, should not have arrested the man, should separate the parties for the night, make referrals, should not have pushed way into the home, back-up needed or not needed, etc.]

2. Did the officers establish probable cause for and arrest? Why or why not?

[Yes...complainant statements, witnesses statements, bruises, broken glass and furniture, call to dispatch...No...man denies hitting wife, no immediate witnesses, minor assault and battery, the woman contributed to the argument, this is a private matter, she does not want to prosecute.]

3. Were the expectations of the victim, assailant, witnesses, and complainant met by the police?

[Quick response, assistance to victim, calmed the situation, protected parties, arrested the assailant, protected constitutional rights, thorough investigation, etc.]

4. Are there any long term solutions to this situation? What follow-up should the officers be thinking about? What other agencies can help?

[Work with victim assistance professionals, conduct follow-up interviews, investigate their history of domestic violence, work with shelter programs and other resources, work with prosecutor's office, work with court personnel, etc.]

# Session Two: Respond to the Scene

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Handout: SH-11  
Objectives I.H.3.1 through I.H.3.4.



## 1. Small group discussion (engagement/practice)

- Break the students into their small groups
- Each group chooses recorder to write responses
- Groups discuss questions in handout
- Reinforce that everyone participates in discussion



## 2. Small groups report back to large group (understanding)

- Acknowledge that some responses may be outside facilitator expertise
- Make note of responses, discuss briefly, but concentrate on those related to training objectives I.H.3.1., I.H.3.2., I.H.3.3 and I.H.3.4.
- Summarize the responses on a flip chart or chalk board

Anticipated responses:

1. In responding to the call, what information should you obtain from the dispatcher?

[Whether a PPO was in effect, whether the assailant was subject to a conditional release order, who is calling, the presence of weapons or children, back-up units, injuries, prior history, etc.]

2. In their response, how did the officers do regarding their safety? In general, what officer safety considerations are there in responding to domestic violence calls?

[Parking, back-up units, exchanging information, cover upon approach, listen, observe, separate combatants, etc.]

3. What should you do if the victim answers the door? What about when the assailant answers the door? What types of questions should you ask and what should you look for?

[Victim...ask about the whereabouts of the assailant, look for signs of physical or emotional trauma, ask about others in the residence, do not leave on victim's request, investigate thoroughly; Assailant...do not leave on the assailant's demand, locate the victim, locate other individuals in the residence, investigate thoroughly.]

4. Once inside a residence, what should an officer do to enhance his or her safety?

[Look for weapons, identify as police officer, locate all occupants, look for injuries, separate victim and assailant, always observe partner, maintain physical separation]

5. After taking the necessary safety precautions and upon entry, what should the officers do to prepare for the criminal investigation?

[Tend to injuries, observe demeanors, scan the scene, note evidence, seize weapons, note spontaneous statements, etc.]

# Session Three: Interviewing

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## 1. Role play (practice)

Objectives I.H.3.5. and I.H.3.6.

- Have students individually make list of questions they would ask victim and assailant in major scenario
- Select students to play roles of:
  - law enforcement officers
  - victims
  - assailants
- Have several students act as police officers and ask questions of victim and assailant role players
- Victim and assailant role players to follow fact pattern in major scenario and act accordingly
- May be done as large group or alternatively in work groups
- May want to videotape role plays



## 2. Large group discussion (understanding)

- Discuss and evaluate the questioning as a large group
- Make note of responses, discuss briefly, but concentrate on those related to training objectives I.H.3.5. and I.H.3.6.
- Summarize the responses on a flip chart or chalk board

# Session Four: PPOs and Conditional Release

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## Overview lecture (understanding)

- Using traditional lecture, review material in training objectives I.H.3.9. and I.H.3.10
- Review understanding of making an arrest after establishing that a PPO has been violated and a conditional release order has been violated.

# Session Five: Complete the Investigation

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Handout: SH-12  
Objectives I.H.3.11 through I.H.3.14



## 1. Small group discussion (engagement/practice)

- Break the students into their small groups
- Each group chooses recorder to write responses
- Groups review the scenario, particularly part two
- Groups work through the issues posed in handout, including completing criminal investigation by documenting/collecting evidence
- Reinforce that everyone participates in discussion
- Cover all components of training objectives I.H.3.11, I.H.3.13 and I.H.3.14.



## 2. Small groups report back to large group (understanding)

- Acknowledge that some responses may be outside facilitator expertise
- Make note of responses, discuss briefly, but concentrate on those related to training objectives I.H.3.11, I.H.3.13 and I.H.3.14.
- Summarize the responses on a flip chart or chalk board

1. Based upon the information in the major scenario, what observations should be documented in preparing to write a complete report? Make a list. Think in terms of evidence for court.

[Demeanor of victim, assailant, and witnesses, condition of victim, statements of victim assailant, and witnesses, broken vase, condition of furniture, information from dispatch, complainant's information, etc.]

2. How would you document and preserve evidence in the situation posed in the major scenario?

[Field notes, photographs, police report, the broken vase, pieces of furniture, dispatch audio tapes, medical reports, etc.]

3. If an arrest was not made at the scene of a domestic violence call, how would you make sure that the scene was secure?

[Calm the scene, assess the demeanors, locate all occupants, tend to injuries, provide the victim with appropriate information, document actions in field notes and offense report, transport victim to safe house, remain at scene until completely safe.]



### 3. Overview lecture (understanding)

- Summarize major scenario, focusing on “holistic” nature of DV calls and similarity to other law enforcement calls
- Review idea of using previously-learned information and newly-acquired information to handle scenario
- Review use of problem solving and critical thinking to work through fact patterns
- Emphasize the critical thinking template once again
  - What's the problem?
  - How should I respond?
  - How did I do?

# Session Six: Write a Report

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## 1. Individual report writing (practice)

- Have each student complete a domestic violence report, using the facts of the scenario
- Use the Michigan State Police DV reporting form if students do not have an agency form—see the Resources Chapter in the Manual for a copy.



## 2. Overview lecture (understanding)

- Review all components of training objective I.H.2.13, with emphasis on paragraphs d through j



## **SECTION THREE**

### **STUDENT HANDOUTS**

## **Student Handout #1**

### Scenario Part I:

Late one night, while on patrol in a marked unit in a residential part of town, you receive a radio dispatch to respond to 722 Marquette Avenue to handle an “unknown trouble” call. The address is approximately one mile from your location and you are working alone. The dispatcher tells you that your department received a telephone call from an individual who reported that he heard loud noises, shouting, and breaking glass coming from his neighbor’s house.

The caller provides his name to the dispatcher and says that he has heard his neighbors fighting in the past, but this time the situation is louder and seems more serious. He states that he doesn’t know his neighbors very well, but that a husband and wife live in the home. He tells the dispatcher to hurry and send an officer to the scene. He then hangs up without providing any further information.

You acknowledge the call and head for the scene.

1. What type of call is this and what do you think the problem is?
2. What policing skills do you need in order to handle this call? In your response, include information that you already know or have had in previous classes.
3. What about the people in the scenario, what should they expect in your response to the call? What can the victim, assailant, and complainant expect of the police?
4. What personal attitudes and beliefs do you have that would affect your response to this situation? Describe what you know about domestic violence victims?

## **Student Handout #2**

### Situation:

Officers respond to a call of domestic violence at an apartment complex. Two units arrive and, after knocking and announcing their presence, the officers enter the apartment. They observe a man and a woman standing in the living room of the apartment. The officers observe broken furniture in the room. Both the man and woman are visibly angry and the woman states that the man, identified as her husband, hit her several times in the face with his fist during an argument. There are visible bruises on her face. The man denies hitting his wife.

1. Identify the assailant and victim in this scenario.
2. Generally, what criminal and non-criminal behaviors would you expect a domestic violence assailant to engage in? Make a short list.
3. Make a list of the types of behaviors that an assailant would display to the responding officers at the scene. As a responding officer, how would you expect the assailant to act?

### **Student Handout #3**

Situation:

While on patrol late one evening, you receive a call from dispatch regarding a domestic violence call. The dispatcher says he received a call from a small boy who stated that, “Daddy is hitting Mommy!” The boy then hung up but the dispatcher is able to locate the call as one coming from your location. You respond to the scene and observe a small boy crying and a woman with visible bruises on her face. She states that her husband has just left the scene.

1. There are a variety of behaviors that you would expect a domestic violence victim to display to the responding officers. What would you expect to encounter at the scene?
2. How do you explain such behaviors? Describe why victims often act in a certain manner.

## Student Handout #4

### Case Study:

Many years ago, O.J. Simpson, a famous football player, was arrested for killing his ex-wife, Nicole Brown Simpson, and her friend, Ronald Goldman. Many dubbed this trial as the “trial of the century” and it was widely reported in the newspapers and on television new shows and talk shows. Cameras in the court room fueled this interest by broadcasting the trial live on television.

During the trial, the prosecutors made a motion to introduce Simpson’s past domestic violence behavior as an indicator, or as a motive, for the charge of murder. They wanted to link Simpson’s supposedly violent temper with a willingness to kill. The prosecutors argued that when an assailant believes that the victim is about to leave or file for divorce, as happened in the Simpson case, there is a greater potential for a life-threatening attack. Their position was that batterers tend to murder when separation begins.

The defense attorneys argued that this may be true in many instances, but it does not follow that it would necessarily occur in this specific case and that the jury should not hear such testimony. Further, they argued, Simpson did not fit the profile of a batterer who murders since he had been separated from his ex-wife for a period of time.

Judge Ito ruled in favor of the prosecution and the testimony was allowed in court. He ruled that witnesses could tell the jury about more than a dozen incidents in which Simpson allegedly beat and stalked Nicole Simpson.

1. Discuss why the prosecutors wanted to introduce the domestic violence evidence in this case. Do they make a convincing argument? Why or why not?
2. Describe other situations that may be indicators of great bodily harm by the assailant.

## **Student Handout #5**

### Scenario Part II:

As you arrive on the scene you call for a back-up unit from your patrol vehicle. You approach the residence after your back-up arrives. The residence has a large wrap-around front porch. You and your partner hear loud arguing coming from inside the home. You listen for awhile and then knock on the front door. You announce your presence.

A man who is visibly angry meets you at the door. His face is flush and he is breathing heavily. As he sees you and your partner the man states, "Who called you guys? Get off my front porch!" You and your partner push the door open and enter the residence, taking the man with you. As the man becomes less angry, you observe a woman standing in front room of the residence who also appears angry. Her face is red and there are visible bruises on her cheek. She states that she and her husband started arguing earlier in the evening and he became very angry, hitting her in the face several times. You notice that the woman is now becoming less angry as she tells her story.

The man denies hitting his wife, but promises to stop arguing with her. He says that he is sorry for disturbing the neighbors. The woman also agrees to stop fighting with her husband and wants you and your partner to leave the residence.

You observe some furniture out of place and a broken vase on the floor. You do not notice the smell of intoxicants on their breaths and they state that there are no kids or weapons in the home. You and your partner separate the man and woman and begin talking with them.

1. What further information do you need to handle this call? Think in terms of criminal violations, enforcement authority, and criminal procedures.
2. What pieces of evidence, or what evidence is there, to help you decide what happened?
3. What other criminal offenses are likely to be committed in a domestic violence incident? Make a list.

<b>Student Handout #6</b>
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**As a group, answer the following questions. Use your resource materials.**

1. List the elements of stalking.
2. Define “unconsented contact.”
3. Define “harassment.”
4. List the elements of aggravated stalking.
5. How is stalking punished?

<b>Student Handout #7</b>
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**As a group, answer the following questions. Use your resource materials.**

1. Define a “domestic relationship personal protection order.”
2. What types of conduct can be restrained? Make a list.
3. Define a “non-domestic stalking personal protection order.”
4. What types of conduct can be restrained? Make a list.

## Student Handout #8

### Situation: (excerpt from major scenario)

A man who is visibly angry meets you at the door. His face is flush and he is breathing heavily. As he sees you and your partner the man states, “Who called you guys? Get off my front porch!” You and your partner push the door open and enter the residence, taking the man with you. As the man becomes less angry, you observe a woman standing in front room of the residence, who also appears angry. Her face is red and there are visible bruises on her cheek. She states that she and her husband started arguing earlier in the evening and he became very angry, hitting her in the face several times. You notice that the woman is now becoming less angry as she tells her story.

The man denies hitting his wife, but promises to stop arguing with her. He says he is sorry for disturbing the neighbors. The woman also agrees to stop fighting with her husband and wants you and your partner to leave the residence.

You observe some furniture out of place and a broken vase on the floor. You do not notice the smell of intoxicants on their breaths and they state that there are no kids or weapons in the home. You and your partner separate the man and woman and begin talking with them.

1. In the scenario, you will need to determine if you have probable cause to arrest the assailant. What factors should you consider to build probable cause? Make a list.
2. In general, what other factors should an officer consider when determining probable cause at the scene of a domestic violence call?
3. What about self defense? How can you determine through your observations at a domestic violence scene whether an individual acted in self defense?
4. What if you determine that both parties have committed offenses against each other? How do you determine whom to arrest?

## **Student Handout #9**

### Situation:

Officers respond to the scene of a domestic violence call and are able to determine quickly who is the assailant and who is the victim. The officers establish probable cause for an arrest and one officer transports the assailant to lock-up. The remaining officer begins to provide information to the victim.

1. By law, what written information must the responding officers provide to the victims of domestic violence?
2. What about emergency medical assistance? Are officers required to provide or arrange such assistance? Discuss.
3. What is required by the Crime Victim's Rights Act?

<b>Student Handout #10</b>
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Scenario Part III:

You begin talking with the woman and she tells you she and her husband started fighting a few hours ago about what show to watch on TV. She states that both he and she became more and more angry and at one point he hit her in the face with his fist, knocking her against the table, breaking a vase. She states she and her husband have been fighting for several months, but this is the first time he has struck her. The woman does not want her husband to be prosecuted.

Your partner begins talking with the husband. The man is calm and is not angry anymore. He states he and his wife were arguing over a TV show and began yelling and screaming at each other. The man denies hitting his wife and promises not to fight anymore.

You check the home for weapons and for children and find neither. The situation at this point seems calm and secure.

You arrest the man for domestic violence assault and battery and your partner transports him to lockup. You provide assistance and information to the woman.

1. Analyze and evaluate how you, as the officer in the scenario, performed. Think about what happened in the entire scenario. How well did you do?
2. Did you and your partner establish probable cause for and arrest? Why or why not?
3. Were the expectations of the victim, assailant, witnesses, and complainant met by law enforcement?
4. Are there any long term solutions to this situation? What follow-up should the officers be thinking about? What other agencies can help?

## **Student Handout #11**

### The Scenario:

Late one night, while on patrol in a marked unit in a residential part of town, you receive a radio dispatch to respond to 722 Marquette Avenue to handle an “unknown trouble” call. The address is approximately one mile from your location and you are working alone. The dispatcher tells you your department received a telephone call from an individual who reported that he heard loud noises, shouting, and breaking glass coming from his neighbor’s house.

The caller provides his name to the dispatcher and says that he has heard his neighbors fighting in the past, but this time the situation is louder and seems more serious. He states that he doesn’t know his neighbors very well, but that a husband and wife live in the home. He tells the dispatcher to hurry and send an officer to the scene. He then hangs up without providing any further information.

You acknowledge the call and head for the scene.

As you arrive on the scene you call for a back-up unit from your patrol vehicle. You approach the residence after your back-up arrives. The residence has a large wrap-around front porch. You and your partner hear loud arguing coming from inside the home. You listen for awhile and then knock on the front door. You announce your presence.

A man who is visibly angry meets you at the door. His face is flush and he is breathing heavily. As he sees you and your partner the man states, “Who called you guys? Get off my front porch!” You and your partner push the door open and enter the residence, taking the man with you. As the man becomes less angry, you observe a woman standing in front room of the residence who also appears angry. Her face is red and there are visible bruises on her cheek. She states that she and her husband started arguing earlier in the evening and he became very angry, hitting her in the face several times. You notice that the woman is now becoming less angry as she tells her story.

The man denies hitting his wife, but promises to stop arguing with her. He says that he is sorry for disturbing the neighbors. The woman also agrees to stop fighting with her husband and wants you and your partner to leave the residence.

You observe some furniture out of place and a broken vase on the floor. You do not notice the smell of intoxicants on their breaths and they state that there are no kids or weapons in the home. You and your partner separate the man and woman and begin talking with them.

You begin talking with the woman and she tells you she and her husband started fighting a few hours ago about what show to watch on TV. She states that both he and she became more and more angry and that at one point he hit her in the face with his fist, knocking her against the table, breaking a vase. She states she and her husband have been fighting for several months, but that this is the first time he has struck her. The woman does not want her husband to be prosecuted.

Your partner begins talking with the husband. The man is calm and is not angry anymore. He states he and his wife were arguing over a TV show and began yelling and screaming at each other. The man denies hitting his wife and promises not to fight anymore.

You check the home for weapons and for children and find neither. The situation at this point seems calm and secure.

You arrest the man for domestic violence assault and battery and your partner transports him to lockup. You provide assistance and information to the woman.

1. In responding to the call, what information should you obtain from the dispatcher?
2. In their response, how did the officers do regarding their safety? In general, what officer safety considerations are there in responding to domestic violence calls?
3. What should you do if the victim answers the door? What about when the assailant answers the door? What types of questions should you ask and what should you look for?
4. Once inside a residence, what should an officer do to enhance his or her safety?
5. After taking the necessary safety precautions and upon entry, what should the officers do to prepare for the criminal investigation?

<b>Student Handout #12</b>
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**Revisit the major scenario, particularly part two. Answer the following questions.**

1. Based upon the information in the major scenario, what observations should be documented in preparing to write a complete report? Make a list. Think in terms of evidence for court.
2. How would you document and preserve evidence in the situation posed in the major scenario?
3. If an arrest was not made at the scene of a domestic violence call, how would you make sure that the scene was secure?



## **SECTION FOUR**

### **ROLE PLAY SCENARIOS**

## **Commentary**

The framework for the role play scenario template was constructed through work contributed by content specialists in Michigan and elsewhere. In 2005, we conducted facilitated work sessions with those in law enforcement who possessed the requisite knowledge and expertise in behavioral testing and training. As an outcome, the group created a prototype assessment template for performance that was subsequently pilot tested at several recruit academies. We would like to acknowledge the time and energy volunteered by all the members of this work group and the volunteer pilot sites.

In addition, we facilitated a series of conference calls with content specialists and practitioners representing Canada, England, the Federal Law Enforcement Training Center (FLETC), and five states across the country. Many of the participants represented our counterpart organizations and understood the complexities of measuring true behavioral outcomes, particularly at the state level.

Using the MCOLES prototype template as the basis for the discussions, the group explored the practicalities of qualitative training, assessment and measurement. All participants had an opportunity to share their ideas from their unique perspectives. Ultimately, the participants reached a consensus as to what a valid and reliable assessment template should look like.

We used the recommendations from both these groups to construct the following evaluation templates. There are two examples presented in this section. We encourage our instructors to create their own scenarios, ones that provide the most regional relevance. The scenarios can be used at the outset of training to provide context, mid-way through training to gauge learning progress, and near the end of training to measure competency.

# PERFORMANCE ASSESSMENT

## SCENARIO I

### MAJOR TRAINING MODULES:

- I.H.1. Nature and Prevalence of Domestic Violence.
- I.H.2. Laws Regarding Domestic Violence.
- I.H.3. Domestic Violence Response Procedures.
- II.B.1. Ethics in Policing

### THE SCENARIO:

The officer is dispatched to a residence to handle an “unknown trouble” call. A caller states that he heard loud noises, arguing, and shouting coming from his neighbor’s house.

At the scene, a man meets the officer at the front door. He tells the officer that this is a private matter. He asks the officer to leave and asks to see a search warrant. But very soon he yields to the officer’s inquiries and gives permission to the officer to enter the home.

In the home, the officer observes a woman, who appears angry, standing in the front room. There is a visible, dark bruise on her cheek. She says she argued with the man earlier in the evening and he became very angry, hitting her in the face twice with his hand.

The man is calm and denies hitting the woman but says she is the one who became angry. He promises to stop arguing with her and says he is sorry for disturbing the neighbors. The woman also agrees to stop arguing with her husband and wants the officer to leave the home.

There are no weapons in the home and no other occupants. Neither the husband nor wife are drunk or have been drinking. There is no personal protection order (PPO) in the LEIN system.

INSTRUCTIONS TO ROLE PLAYERS:

OFFICER:

Respond to a residence and handle an “unknown trouble” call.

WOMAN:

You and your husband were watching television, but could not agree on which show to watch. He became very angry. You and he argued loudly and he hit you twice in the face with his open hand. You noticed swelling and redness on your face but decided not to call the police. This is the first time your husband has struck you. Act upset about what happened at first, but soon calm yourself and answer the questions from the officer. If asked, decline medical help. Do not volunteer that the man is actually your husband, unless asked by the officer. Note that there may be two officers at the scene if the primary officer calls for a backup. If asked, indicate that you are not afraid of your husband. If your husband is placed under arrest, ask the officer not to arrest him.

MAN:

As the officer arrives at your door, you are upset that the police have been called. Ask the officer to leave, then ask to see a search warrant, but quickly give the officer permission to enter the home. Do not volunteer that the woman is your wife, unless asked. Act calm and admit that you and your wife had argued about what to watch on television. Deny hitting her. Tell the officer that your wife ran into a door, causing her bruising. There is no bruising on your body. Say your wife became very angry and shouted at you. Answer the officer’s questions, but volunteer little. If a male officer is on the scene, try to become his “buddy” by saying things like, “You know how women can get”, etc. Become apologetic and promise not to argue anymore. Do not resist if placed under arrest.

BACK-UP OFFICER (IF REQUESTED):

Act as the secondary officer, not the primary officer. Follow the lead of the primary officer.

Note to Role Players:

Do not set the officer up for failure. Instead, follow his or her directives and do not argue or become physical with the officer. If asked, provide your own demographic information.

## **EVALUATOR INSTRUCTIONS**

Evaluate the officer's performance against the six major assessment areas that appear on the front of the evaluation form. If a "no" is checked in any of the assessment areas, the officer shall fail the exercise, if used as an evaluation tool. As in real life, most officers will not perform 100% correctly, therefore, officer performance that is "mostly correct" or "somewhat correct" shall be rated as a "yes" in the checkboxes numbered 2 through 6. However, the officer must achieve the desired outcome (checkbox 1).

Use the following anchors to guide your determination of "yes" or "no" in the assessment areas:

### **1. ACHIEVES DESIRED RESULT**

The officer responds to the incident and arrests the husband as the dominant aggressor for domestic violence assault and battery.

### **2. MAINTAINS LEGAL PRINCIPLES**

- Establishes probable cause as to what happened
- Obtains permission to enter home
- Recognizes that a domestic violence assault and battery has occurred
- Identifies a dominant aggressor
- Arrests the husband only, not the wife, based on valid probable cause
- Uses the proper amount of force in affecting an arrest
- If questioning takes place regarding the incident after custody, reads the Miranda Rights to the suspect

### **3. DEMONSTRATES OFFICER SAFETY**

- Parks vehicle away from the front of the house
- Calls for a back-up unit before entering the home
- Safely approaches the house
- Enters the home cautiously and carefully
- Asks about other occupants
- Controls movement of those in the room; separates parties
- Asks about weapons or other individuals in the home
- Maintains eye contact with partner, if backup is on scene
- When handcuffing, maintains control through approach and positioning

### **4. PERFORMS ACCORDING TO AGENCY POLICIES**

- Notifies dispatch upon arrival
- Enters home legally by obtaining permission
- Checks for injuries at the scene
- Takes photos and obtains statements
- Obtains information necessary for an incident report
- Advises victim according to Crime Victim Rights Act

## **5. PERFORMS ETHICALLY**

- Remains impartial; does not let personal beliefs affect behavior
- Meets the community expectations of suspect, victim, and complainant
- Reflects the public trust that is attached to a law enforcement officer
- Acts professionally

## **6. DEMONSTRATES ABILITY TO PROBLEM SOLVE**

During a post-incident debriefing interview, require the officer to articulate his or her thoughts regarding their response to this situation. Or, have the officer submit this information in written form, perhaps by writing an incident report. Through questioning, discover to what extent the officer was able to make the right decisions for the right reasons. Here, assess their ability to problem solve and critically think. Identify whether the officer:

- Identified and understood the problem posed in the scenario
- Considered a range of alternative courses of action
- Justified a reasonable course of action
- Ensured that the response was consistent with law and agency policies
- Analyzed and evaluated the results (articulated a self-assessment)

### Sample Questions:

- What seems to be the main problem in this situation? Identify the issues here.
- What steps did you take to handle this situation? Did you consider more than one solution or response?
- What constitutional principles did you consider?
- How should you address performance difficulties in this scenario?
- If you made an arrest, discuss how you established probable cause to do so.
- Evaluate your performance. Is there a more effective way to handle this situation?
- What long-term approaches should be considered to address this situation? Who can help?

The second part of the evaluation form contains blank lines for the evaluator to record his or her open-ended observations during the officer performance. Some lines have prompts to assist the evaluator. Here, be sure to document objectively the behavior of the officer in the scenario. For example, do not write, “Failed to demonstrate proper officer safety.” Instead, write, “The officer never made eye contact with partner.” The actual behaviors recorded by the evaluator will be used as the justification for deciding whether to mark a “yes” or “no” on the front of the form.

### NOTES TO EVALUATOR:

The problem-solving assessment box (#6) can only be checked after the officer debriefing session.

Sometimes, an officer will not have been taught the skills to handle a component of the scenario. In such instances, use the scenario as a training tool rather than an evaluation tool. Address the skill area during the debriefing session. For example, if the officer has not yet received training in subject control, ask the officer about what information he or she needs to properly arrest a suspect.

## SCENARIO EVALUATION FORM

OFFICER \_\_\_\_\_

EVALUATOR \_\_\_\_\_

SCENARIO \_\_\_\_\_

DATE \_\_\_\_\_

<u>ASSESSMENT AREA</u>	<u>YES</u>	<u>NO</u>	<u>N/A</u>
1. Achieves Desired Result	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Maintains Legal Principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates Officer Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Performs According to Agency Policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Performs Ethically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Articulates Ability to Problem Solve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Officer Signature

\_\_\_\_\_  
Reviewed By:

## **OBSERVED BEHAVIORS:**

Parks vehicle safely \_\_\_\_\_

\_\_\_\_\_

Calls for backup \_\_\_\_\_

\_\_\_\_\_

Safely approaches house \_\_\_\_\_

\_\_\_\_\_

Enters home legally and cautiously \_\_\_\_\_

\_\_\_\_\_

Asks dispatch or participants about other occupants or weapons \_\_\_\_\_

\_\_\_\_\_

Controls movement; separates parties \_\_\_\_\_

\_\_\_\_\_

Maintains eye contact with partner \_\_\_\_\_

\_\_\_\_\_

Maintains control while handcuffing \_\_\_\_\_

\_\_\_\_\_

Checks for injuries \_\_\_\_\_

\_\_\_\_\_

Takes photos and obtains information \_\_\_\_\_

\_\_\_\_\_

Provides appropriate assistance to victim \_\_\_\_\_

\_\_\_\_\_

Identifies dominant aggressor \_\_\_\_\_

\_\_\_\_\_

Performs professionally \_\_\_\_\_

**ADDITIONAL OBSERVATIONS:**

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\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

## PERFORMANCE ASSESSMENT

### SCENARIO II

#### MAJOR TRAINING MODULES:

- I.H.1. Nature and Prevalence of Domestic Violence.
- I.H.2. Laws Regarding Domestic Violence.
- I.H.3. Domestic Violence Response Procedures.
- II.B.1. Ethics in Policing

#### THE SCENARIO:

The officer is dispatched to an apartment to handle a call that involves two individuals arguing loudly. A caller states that he heard arguing and shouting coming from his neighbor's apartment.

At the scene, a woman meets the officer at the front door of the apartment. She is slightly out of breath and asks why the officers are at the scene. The woman then invites the officer into the apartment to investigate the situation.

In the apartment, the officer observes another woman, the roommate of the first woman, who is also out of breath. She is angry and begins talking with the officer. She states that her roommate continually stays out late at night and comes home drunk about three or four times per week. She says this evening she confronted her roommate, got into an argument, and her roommate hit her once in the face with her fist. There is a slight red mark on the roommate's right cheek.

The first woman is now calm but strongly denies hitting her roommate. She admits to arguing loudly, but says she did not hit anyone.

There are no other occupants in the apartment and no weapons.

INSTRUCTIONS TO ROLE PLAYERS:

OFFICER:

Respond to a residence and handle a call involving two people arguing and shouting at each other.

ROOMMATE NO. 1:

You and your domestic partner have been living together for approximately 10 months. You have a dating relationship with your roommate, but do not volunteer this information unless asked by the responding officer. Act upset about what happened at first, but soon calm yourself and answer the questions from the officer. Tell the officer that your roommate has recently been going to the local bar alone at night and that she always comes home extremely drunk. You usually argue about it when she arrives, but this night the shouting got out of hand. Say that your roommate hit you in the face with her fist once as the result of the argument. Note that there may be two officers at the scene if the primary officer calls for a backup. If asked, indicate that you are not afraid of your domestic partner. Do not react if your domestic partner is placed under arrest.

ROOMMATE NO. 2:

As the officer arrives at your door, you are slightly upset that the police have been called, but invite the officer into the apartment to investigate the situation. Do not volunteer that the woman is your domestic partner, unless asked. Act calm and admit that you and your roommate had argued about coming home drunk. Deny hitting your roommate and say that she is the one that is always angry when you come home at night. Answer the officer's questions, but volunteer little. Eventually, become apologetic and promise not to argue anymore. Do not resist if placed under arrest.

BACK-UP OFFICER (IF REQUESTED):

Act as the secondary officer, not the primary officer. Follow the lead of the primary officer.

Note to Role Players:

Do not set the officer up for failure. Instead, follow his or her directives and do not argue or become physical with the officer. If asked, provide your own demographic information. No PPOs are in the LEIN system.

## **EVALUATOR INSTRUCTIONS**

Evaluate the officer's performance against the six major assessment areas that appear on the front of the evaluation form. If a "no" is checked in any of the assessment areas, the officer shall fail the exercise, if used as an evaluation tool. As in real life, most officers will not perform 100% correctly, therefore, officer performance that is "mostly correct" or "somewhat correct" shall be rated as a "yes" in the checkboxes numbered 2 through 6. However, the officer must achieve the desired outcome (checkbox 1).

Use the following anchors to guide your determination of "yes" or "no" in the assessment areas:

### **1. ACHIEVES DESIRED RESULT**

The officer responds to the incident and arrests roommate number 2 as the dominant aggressor for the offense of domestic violence assault and battery.

### **2. MAINTAINS LEGAL PRINCIPLES**

- Establishes probable cause as to what happened
- Obtains permission to enter apartment
- Recognizes that a domestic violence assault and battery has occurred
- Identifies a dominant aggressor
- Arrests roommate number 2 only, not roommate number 1, based on valid probable cause
- Uses the proper amount of force in affecting an arrest
- If questioning takes place regarding the incident after custody, reads the Miranda Rights to the suspect

### **3. DEMONSTRATES OFFICER SAFETY**

- Parks vehicle in a safe area near the apartment building
- Calls for a back-up unit before entering the apartment
- Safely approaches the apartment building and the apartment
- Enters the apartment cautiously and carefully
- Asks about other occupants
- Controls movement of those in the room; separates parties
- Asks about weapons or other individuals in the apartment
- Maintains eye contact with partner, if backup is on scene
- When handcuffing, maintains control through approach and positioning

### **4. PERFORMS ACCORDING TO AGENCY POLICIES**

- Notifies dispatch upon arrival
- Enters apartment legally by obtaining permission
- Checks for injuries at the scene
- Takes photos and obtains statements
- Obtains information necessary for an incident report

## **5. PERFORMS ETHICALLY**

- Remains impartial; does not let personal beliefs affect behavior
- Meets the community expectations of suspect, victim, and complainant
- Reflects the public trust that is attached to a law enforcement officer
- Acts professionally

## **6. DEMONSTRATES ABILITY TO PROBLEM SOLVE**

During a post-incident debriefing interview, require the officer to articulate his or her thoughts regarding their response to this situation. Or, have the officer submit this information in written form, perhaps by writing an incident report. Through questioning, discover to what extent the officer was able to make the right decisions for the right reasons. Here, assess their ability to problem solve and critically think. Identify whether the officer:

- Identified and understood the problem posed in the scenario
- Considered a range of alternative courses of action
- Justified a reasonable course of action
- Ensured that the response was consistent with law and agency policies
- Analyzed and evaluated the results (articulated a self-assessment)

### Sample Questions:

- What seems to be the main problem in this situation? Identify the issues here.
- What steps did you take to handle this situation? Did you consider more than one solution or response?
- What constitutional principles did you consider?
- How should you address performance difficulties in this scenario?
- If you made an arrest, discuss how you established probable cause to do so.
- Evaluate your performance. Is there a more effective way to handle this situation?
- What long-term approaches should be considered to address this situation? Who can help?

The second part of the evaluation form contains blank lines for the evaluator to record his or her open-ended observations during the officer performance. Some lines have prompts to assist the evaluator. Here, be sure to document objectively the behavior of the officer in the scenario. For example, do not write, “Failed to demonstrate proper officer safety.” Instead, write, “The officer never made eye contact with partner.” The actual behaviors recorded by the evaluator will be used as the justification for deciding whether to mark a “yes” or “no” on the front of the form.

### NOTES TO EVALUATOR:

The problem-solving assessment box (#6) can only be checked after the officer debriefing session.

Sometimes, an officer will not have been taught the skills to handle a component of the scenario. In such instances, use the scenario as a training tool rather than an evaluation tool. Address the skill area during the debriefing session. For example, if the officer has not yet received training in subject control, ask the officer about what information he or she needs to properly arrest a suspect.

## SCENARIO EVALUATION FORM

OFFICER\_\_\_\_\_

EVALUATOR\_\_\_\_\_

SCENARIO\_\_\_\_\_

DATE\_\_\_\_\_

<u>ASSESSMENT AREA</u>	<u>YES</u>	<u>NO</u>	<u>N/A</u>
1. Achieves Desired Result	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Maintains Legal Principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates Officer Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Performs According to Agency Policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Performs Ethically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Articulates Ability to Problem Solve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Officer Signature

\_\_\_\_\_  
Reviewed By:

## **OBSERVED BEHAVIORS:**

Parks vehicle safely\_\_\_\_\_

\_\_\_\_\_

Calls for backup\_\_\_\_\_

\_\_\_\_\_

Safely approaches apartment\_\_\_\_\_

\_\_\_\_\_

Enters apartment legally and cautiously\_\_\_\_\_

\_\_\_\_\_

Asks dispatch or participants about other occupants or weapons\_\_\_\_\_

\_\_\_\_\_

Controls movement; separates parties\_\_\_\_\_

\_\_\_\_\_

Maintains eye contact with partner\_\_\_\_\_

\_\_\_\_\_

Maintains control while handcuffing\_\_\_\_\_

\_\_\_\_\_

Checks for injuries\_\_\_\_\_

\_\_\_\_\_

Takes photos and obtains information\_\_\_\_\_

\_\_\_\_\_

Provide appropriate assistance to victim\_\_\_\_\_

\_\_\_\_\_

Identifies dominant aggressor\_\_\_\_\_

\_\_\_\_\_

Performs professionally\_\_\_\_\_

**ADDITIONAL OBSERVATIONS:**

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\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date



## **SECTION FIVE**

### **RESOURCE MATERIALS**

## Michigan Commission on Law Enforcement Standards

### The Law Enforcement Response to ) †

*Please evaluate this training. Your comments will be used to enhance future training sessions.*

Location \_\_\_\_\_ Instructors \_\_\_\_\_

1. Which portions of the training did you find most useful?

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2. Which portions of the training were least useful to you?

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3. What improvements to the training would you suggest?

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4. What are the issues, concerns, or problems you, or your organization, face when responding to \_\_\_\_\_ ?

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5. What do you think the state of Michigan should do to improve the response to victims of \_\_\_\_\_ ?

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# Michigan Commission on Law Enforcement Standards

## 5 Year In-Service Training Course Roster

Training Site:		
Course Title:		
Start Date:	End Date:	Course Hours:
Primary Instructor #1:		Primary Instructor #2:

Participant:	MCOLES #:	Agency:	Pass Fail	Met Att.

I recognize that any misrepresentation on my part to obtain certification constitutes fraud and is punishable as a felony.

Coordinator's Signature:	Date:	Page:                      of:
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Coordinator: Maintain original roster with your records. Submit the In-Service Training Course Roster via the MCOLES Information and Tracking Network within 10 working days of completion of the course.

AUTHORITY: P.A. 203 of 1965  
COMPLIANCE: Voluntary  
PENALTY: No Enrollment/Credit



## MCOLES Information & Tracking Network (MITN) Entering In-Service (Active Duty) Training—Quick Reference Guide

If you have not already done so, obtain a username and password from MCOLES to enter in-service (active duty) training records into MITN. Go to [www.michigan.gov/mcoles](http://www.michigan.gov/mcoles) and click on “Online Services.” Then, click on “Forms and Addendums” to get started.

### 1. Log On

- Log on from the MCOLES public web page at [www.michigan.gov/mcoles](http://www.michigan.gov/mcoles).
- After you log on, you will see a column of blue buttons on the left side of every page.
- Use these buttons and links to navigate the page--DO NOT USE THE BACK BUTTON.

### 2. Register Your Course

- Click on the blue button entitled “Training List” and then the gray bar entitled “Add New Training” to **register your course** in the MITN system.
- For course title, enter the name of your training; for course description, enter a brief description of your training.
- You do not need to enter a course ID number or enter anything into the registered date or expiration date boxes, unless your agency is also tracking the training.
- Instructional hours will be the scheduled duration of your training.
- The objectives / goals and outline can be populated by cutting and pasting the bulleted information from other documents. Enter outcomes specific to your training.
- For completion requirements enter “Attendance” and/or “Testing.”
- For audience enter “Law Enforcement Officers.”

### 3. Record Instructors, Dates and Locations

- Enter instructor name(s)—click “Add” after each entry.
- Enter Dates and Locations next—click “Add” after each entry.
- Dates and Locations can be changed by entering information into the “New” field.
- For assistance, contact Mr. Patrick Hutting via e-mail ([huttingp@michigan.gov](mailto:huttingp@michigan.gov)) or by phone at 517-636-7868.
- Don’t forget to click “Save and Submit to MCOLES” at the bottom of the page when you have finished your entries. It will take a day or so for your training to be accepted into the MITN system.

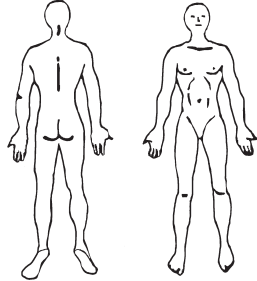
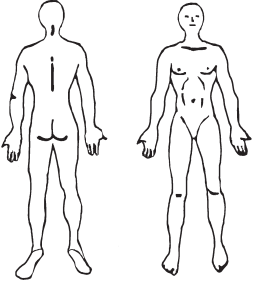
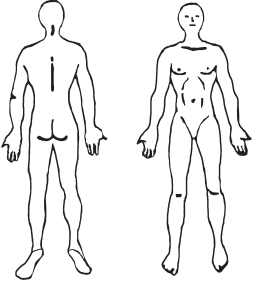
### 4. Record Attendance

- Once your training has been completed, **return** to the course detail Dates and Locations and scroll over to Roster to record attendance.
- Enter **MCOLES numbers**. Participants will then be designated as having completed the training in MITN.
- It is important that participants provide valid MCOLES numbers to you prior to or during the training session.

Note: Please use the words “MCOLES Registered”, **and not** “MCOLES Certified” or “MCOLES Approved.” Enter numbers for active duty officers only--not for recruit trainees.

## STATE OF MICHIGAN

## STANDARD DOMESTIC RELATIONSHIP INCIDENT REPORT (Complies with MCL 764.15c)

TIME / DATE OF INCIDENT	DISPATCH TIME	ARRIVAL TIME	TIME CLEARED	<b>CALL RECEIVED</b>	
NAME OF PERSON WHO CALLED THE POLICE				<input type="checkbox"/> 911 SINGLE CALL	
ADDRESS OF PERSON WHO CALLED THE POLICE				<input type="checkbox"/> 911 MULTIPLE CALLS	
				<input type="checkbox"/> OTHER	
INCIDENT LOCATION: <input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> School <input type="checkbox"/> Vehicle <input type="checkbox"/> Store <input type="checkbox"/> Hotel <input type="checkbox"/> Bar/Club <input type="checkbox"/> Other _____					
ADDRESS		CITY		COUNTY NO.	TOWNSHIP NO.
<b>VICTIM</b> Victim's Identifying or Contact Information May be Exempt from Disclosure Under the Freedom of Information Act and Crime Victim's Rights Act.					
LAST NAME		FIRST NAME		MIDDLE NAME	
RACE	SEX	DATE OF BIRTH	HEIGHT	WEIGHT	
ADDRESS		CITY		ZIP CODE	
TELEPHONE: (Home) ( )		(Work) ( )		(Cellular) ( )	
CONTACT PERSON IF DIFFERENT FROM ABOVE				TELEPHONE ( )	
ADDRESS		CITY		ZIP CODE	
<b>SUSPECT</b> ARRESTED <input type="checkbox"/> YES <input type="checkbox"/> NO		LOCATION LODGED		CHARGE	
LAST NAME		FIRST NAME		MIDDLE NAME	
RACE	SEX	DATE OF BIRTH	HEIGHT	WEIGHT	HAIR COLOR EYE COLOR
OPERATOR'S LICENSE NUMBER			SOCIAL SECURITY NUMBER		
ADDRESS		CITY		ZIP CODE	
TELEPHONE: (Home) ( )		(Work) ( )		(Cellular) ( )	
<b>VICTIM RELATIONSHIP WITH OFFENDER IS (Check One)</b>					
Length Of Relationship ____ Years ____ Months					
<input type="checkbox"/> Spouse <input type="checkbox"/> Former Spouse <input type="checkbox"/> Has Had Child In Common <input type="checkbox"/> Dating Relationship <input type="checkbox"/> Former Dating Relationship					
<input type="checkbox"/> Resident of the Same Household as Partner or Intimate Partner					
<input type="checkbox"/> Former Resident of the Same Household as Partner or Intimate Partner					
IF VICTIM IS RESIDENT OR FORMER RESIDENT BUT <b>NOT</b> AS A PARTNER OR INTIMATE PARTNER (Check One):					
<input type="checkbox"/> Parent <input type="checkbox"/> Child <input type="checkbox"/> Sibling <input type="checkbox"/> Grandparent <input type="checkbox"/> Grandchild <input type="checkbox"/> Roommate <input type="checkbox"/> Other _____					
<b>VICTIM INJURIES</b>		DESCRIBE HOW INJURIES OCCURRED IN NARRATIVE		<b>SUSPECT INJURIES</b>	
DESCRIBE HOW INJURIES OCCURRED IN NARRATIVE		DESCRIBE HOW INJURIES OCCURRED IN NARRATIVE		DESCRIBE HOW INJURIES OCCURRED IN NARRATIVE	
BACK FRONT		BACK FRONT		BACK FRONT	
					
<input type="checkbox"/> FATAL <input type="checkbox"/> COMPLAINT OF PAIN		<input type="checkbox"/> FATAL <input type="checkbox"/> COMPLAINT OF PAIN		<input type="checkbox"/> FATAL <input type="checkbox"/> COMPLAINT OF PAIN	
<input type="checkbox"/> COMPLAINT OF STRANGULATION		<input type="checkbox"/> COMPLAINT OF STRANGULATION		<input type="checkbox"/> COMPLAINT OF STRANGULATION	
<input type="checkbox"/> NECK PAIN <input type="checkbox"/> INVOLUNTARY URINATION OR DEFECATION		<input type="checkbox"/> NECK PAIN <input type="checkbox"/> INVOLUNTARY URINATION OR DEFECATION		<input type="checkbox"/> NECK PAIN <input type="checkbox"/> INVOLUNTARY URINATION OR DEFECATION	
<input type="checkbox"/> SORE THROAT		<input type="checkbox"/> SORE THROAT		<input type="checkbox"/> SORE THROAT	
<input type="checkbox"/> RASPY VOICE		<input type="checkbox"/> RASPY VOICE		<input type="checkbox"/> RASPY VOICE	
<input type="checkbox"/> DIFFICULTY SWALLOWING		<input type="checkbox"/> DIFFICULTY SWALLOWING		<input type="checkbox"/> DIFFICULTY SWALLOWING	
<input type="checkbox"/> SCRATCH MARKS		<input type="checkbox"/> SCRATCH MARKS		<input type="checkbox"/> SCRATCH MARKS	
<input type="checkbox"/> ROPE OR CORD BURN		<input type="checkbox"/> ROPE OR CORD BURN		<input type="checkbox"/> ROPE OR CORD BURN	
<input type="checkbox"/> RED LINEAR MARKS OR BRUISING		<input type="checkbox"/> RED LINEAR MARKS OR BRUISING		<input type="checkbox"/> RED LINEAR MARKS OR BRUISING	
<input type="checkbox"/> NECK SWELLING		<input type="checkbox"/> NECK SWELLING		<input type="checkbox"/> NECK SWELLING	
<input type="checkbox"/> BRUISING <input type="checkbox"/> FRACTURE		<input type="checkbox"/> BRUISING <input type="checkbox"/> FRACTURE		<input type="checkbox"/> BRUISING <input type="checkbox"/> FRACTURE	
<input type="checkbox"/> ABRASIONS <input type="checkbox"/> CONCUSSION		<input type="checkbox"/> ABRASIONS <input type="checkbox"/> CONCUSSION		<input type="checkbox"/> ABRASIONS <input type="checkbox"/> CONCUSSION	
<input type="checkbox"/> BROKEN/LOSS OF TEETH <input type="checkbox"/> BURNS <input type="checkbox"/> CUTS		<input type="checkbox"/> BROKEN/LOSS OF TEETH <input type="checkbox"/> BURNS <input type="checkbox"/> CUTS		<input type="checkbox"/> BROKEN/LOSS OF TEETH <input type="checkbox"/> BURNS <input type="checkbox"/> CUTS	
<input type="checkbox"/> GUNSHOT WOUND <input type="checkbox"/> LACERATIONS <input type="checkbox"/> NONE		<input type="checkbox"/> GUNSHOT WOUND <input type="checkbox"/> LACERATIONS <input type="checkbox"/> NONE		<input type="checkbox"/> GUNSHOT WOUND <input type="checkbox"/> LACERATIONS <input type="checkbox"/> NONE	
<input type="checkbox"/> LOSS OF CONSCIOUSNESS <input type="checkbox"/> OTHER _____		<input type="checkbox"/> LOSS OF CONSCIOUSNESS <input type="checkbox"/> OTHER _____		<input type="checkbox"/> LOSS OF CONSCIOUSNESS <input type="checkbox"/> OTHER _____	

OFFICERS

COMPLAINT NUMBER

INCIDENT NUMBER

FILE CLASS

AGENCY

TIME OF REPORT

ORI

DATE OF REPORT

VICTIM MEDICAL TREATMENT	SUSPECT MEDICAL TREATMENT
<input type="checkbox"/> NONE <input type="checkbox"/> WILL SEEK OWN <input type="checkbox"/> FIRST AID RENDERED <input type="checkbox"/> EMT <input type="checkbox"/> HOSPITAL <input type="checkbox"/> CLINIC <input type="checkbox"/> REFUSED	<input type="checkbox"/> NONE <input type="checkbox"/> WILL SEEK OWN <input type="checkbox"/> FIRST AID RENDERED <input type="checkbox"/> EMT <input type="checkbox"/> HOSPITAL <input type="checkbox"/> CLINIC <input type="checkbox"/> REFUSED
TRANSPORTED BY: (Name) _____	TRANSPORTED BY: (Name) _____
HOSPITAL _____	HOSPITAL _____
NAMES OF TREATING PHYSICIAN/NURSE _____	NAMES OF TREATING PHYSICIAN/NURSE _____
TELEPHONE OR PAGER NUMBER _____	TELEPHONE OR PAGER NUMBER _____
ADMITTED: <input type="checkbox"/> YES <input type="checkbox"/> NO	ADMITTED: <input type="checkbox"/> YES <input type="checkbox"/> NO
<input type="checkbox"/> PATIENT SIGNED RELEASE FOR MEDICAL RECORDS	<input type="checkbox"/> PATIENT SIGNED RELEASE FOR MEDICAL RECORDS

ALCOHOL / CONTROLLED SUBSTANCE USE AT TIME OF INCIDENT	
VICTIM	SUSPECT
<input type="checkbox"/> Alcohol <input type="checkbox"/> Controlled Substance (Detail What and How Used in Narrative)	<input type="checkbox"/> Alcohol <input type="checkbox"/> Controlled Substance (Detail What and How Used in Narrative)

WEAPONS		DESCRIBE WEAPON USE IN NARRATIVE	WEAPON RECOVERED	YES	NO
<input type="checkbox"/> PERSONAL (Hands, Fists, Feet)	<input type="checkbox"/> BLUNT OBJECT	<input type="checkbox"/> CUTTING INSTRUMENT	<input type="checkbox"/> HANDGUN	<input type="checkbox"/> LONG GUN	
<input type="checkbox"/> FIREARM-TYPE UNKNOWN	<input type="checkbox"/> POISON	<input type="checkbox"/> EXPLOSIVE	<input type="checkbox"/> OTHER _____		

EVIDENCE	
<input type="checkbox"/> PICTURES <input type="checkbox"/> Digital <input type="checkbox"/> Polaroid <input type="checkbox"/> 35mm	<input type="checkbox"/> PICTURES OF <input type="checkbox"/> Scene <input type="checkbox"/> Children <input type="checkbox"/> Injuries <input type="checkbox"/> Victim <input type="checkbox"/> Suspect <input type="checkbox"/> Follow-up Pictures to be Taken (Date _____)
<input type="checkbox"/> PHYSICAL EVIDENCE GATHERED (Describe in Narrative) <input type="checkbox"/> PROPERTY DAMAGE (Describe in Narrative) <input type="checkbox"/> CRIME LAB CALLED <input type="checkbox"/> TELEPHONE DISCONNECTED/DAMAGED <input type="checkbox"/> 911 TAPE	
OTHER EVIDENCE <input type="checkbox"/> Letters <input type="checkbox"/> Answering Machine <input type="checkbox"/> Caller ID <input type="checkbox"/> Phone Records <input type="checkbox"/> Video Tapes <input type="checkbox"/> Audio Tapes <input type="checkbox"/> Other	

WITNESSES			
LAST NAME		FIRST NAME	MIDDLE NAME
RACE	SEX	DATE OF BIRTH	
ADDRESS		CITY	ZIP CODE
TELEPHONE: (Home) (   )		(Work) (   )	(Cellular) (   )
RELATIONSHIP TO VICTIM	RELATIONSHIP TO SUSPECT		STATEMENT TAKEN BY

LAST NAME		FIRST NAME	MIDDLE NAME
RACE	SEX	DATE OF BIRTH	
ADDRESS		CITY	ZIP CODE
TELEPHONE: (Home) (   )		(Work) (   )	(Cellular) (   )
RELATIONSHIP TO VICTIM	RELATIONSHIP TO SUSPECT		STATEMENT TAKEN BY

WITNESSES (Continued)				
LAST NAME		FIRST NAME		MIDDLE NAME
RACE	SEX	DATE OF BIRTH		
ADDRESS		CITY		ZIP CODE
TELEPHONE: (Home) (      )		(Work) (      )		(Cellular) (      )
RELATIONSHIP TO VICTIM		RELATIONSHIP TO SUSPECT		STATEMENT TAKEN BY

LAST NAME		FIRST NAME		MIDDLE NAME
RACE	SEX	DATE OF BIRTH		
ADDRESS		CITY		ZIP CODE
TELEPHONE: (Home) (      )		(Work) (      )		(Cellular) (      )
RELATIONSHIP TO VICTIM		RELATIONSHIP TO SUSPECT		STATEMENT TAKEN BY

COMPLAINT OR INCIDENT NUMBER

RISK FACTORS / LETHALITY ASSESSMENT		
DURING INVESTIGATION, ATTEMPT TO IDENTIFY THE FOLLOWING PAST OR PRESENT RISK FACTORS. (Check all that apply and give a detailed explanation in the Narrative)		
<input type="checkbox"/> Gun Present or Accessible to Suspect <input type="checkbox"/> Suspect Has Used or Threatened to Use a Weapon <input type="checkbox"/> Recent Separation or Threatened Separation <input type="checkbox"/> Suspect Abuses Alcohol or Other Drugs <input type="checkbox"/> Suspect Accuses Victim of Cheating	<input type="checkbox"/> Increased Frequency / Severity of Violence <input type="checkbox"/> Suspect is Violent Outside the Relationship <input type="checkbox"/> Suspect Destroyed Cherished Personal Items <input type="checkbox"/> Suspect Attempts to Control Partner's Daily Activities <input type="checkbox"/> Victim is Currently Pregnant	<input type="checkbox"/> Suspect Threatened to Kill: _____ <input type="checkbox"/> Suspect Threatened Suicide <input type="checkbox"/> Suspect Violent Toward Children <input type="checkbox"/> Suspect Has Injured or Killed Pets <input type="checkbox"/> Suspect has Forced Sex on Victim

PRIOR DOMESTIC VIOLENCE HISTORY BY SUSPECT <input type="checkbox"/> YES <input type="checkbox"/> NO	
<i>PROVIDE DETAIL IN NARRATIVE</i>	
PREVIOUSLY KNOWN TO WITNESSES <input type="checkbox"/> YES <input type="checkbox"/> NO	
If YES, Where and When Reported (Include Out of State) _____	
_____	
PERSONAL PROTECTION ORDER IN EFFECT	
<input type="checkbox"/> YES <input type="checkbox"/> NO (Court _____ )	
FOREIGN PROTECTION ORDER IN EFFECT	
<input type="checkbox"/> YES <input type="checkbox"/> NO (Court _____ )	
PROTECTIVE CONDITION OF RELEASE OR PROBATION ORDER IN EFFECT	
<input type="checkbox"/> YES <input type="checkbox"/> NO (Court _____ )	
FOREIGN PROTECTIVE CONDITION OF RELEASE OR PROBATION ORDER IN EFFECT	
<input type="checkbox"/> YES <input type="checkbox"/> NO (Court _____ )	

VICTIM ASSISTANCE
<input type="checkbox"/> CRIME VICTIM RIGHTS INFORMATION PROVIDED
<input type="checkbox"/> DOMESTIC VIOLENCE VICTIM RIGHTS AND SERVICE INFORMATION PROVIDED

INTERPRETER SERVICES PROVIDED
VICTIM <input type="checkbox"/> YES <input type="checkbox"/> NO LANGUAGE _____
SUSPECT <input type="checkbox"/> YES <input type="checkbox"/> NO LANGUAGE _____
<b>*LIST INTERPRETERS IN WITNESS BOX</b>

## NARRATIVE REPORT CHECK LIST

- ☐ Information from Dispatch
- ☐ Observations on Approach
- ☐ Detail Property Damage
- ☐ Detail Physical Evidence
- ☐ Document Detailed Description of Demeanor
  - ☐ Victim
  - ☐ Suspect
  - ☐ Children
  - ☐ Other Witnesses
- ☐ Spontaneous Statements & Demeanor at Time of Statement
  - ☐ Victim at Scene
  - ☐ Suspect at Scene
  - ☐ Children at Scene
  - ☐ Suspect During Transport & Booking
- ☐ Describe Injuries
  - ☐ Type & Extent
  - ☐ How Injuries Occurred
- ☐ Interview
  - ☐ Victim
  - ☐ Suspect
  - ☐ Witnesses
    - ☐ Doctor
    - ☐ Nurse
    - ☐ Children
    - ☐ Neighbors
- ☐ How Was Weapon Used
- ☐ Detail Prior History
  - ☐ Ask Victim/Witnesses  
(Include Out of State Incidents)
  - ☐ CCH Attached
- ☐ Detail Lethality Assessment
- ☐ List Names, Ages, & Address of Any Child in Common, Whether Present or Not
- ☐ Provide Detailed Account of Incident

**NARRATIVE (Use Additional Pages as Needed)**

[illegible][illegible]

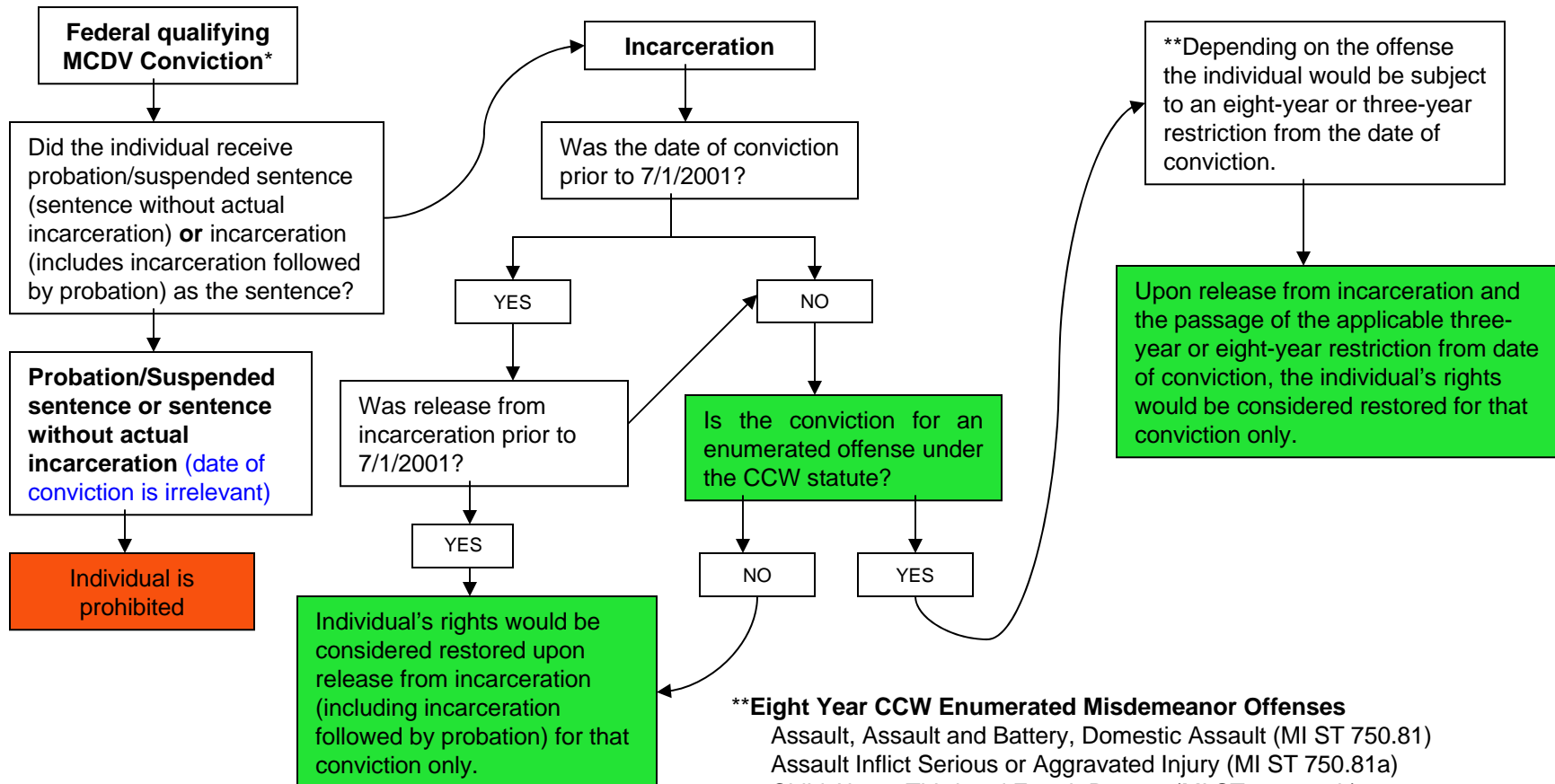
SIGNED

BADGE NUMBER
--------------

DATE \_\_\_\_\_

# MICHIGAN MISDEMEANOR CRIMES OF DOMESTIC VIOLENCE RESTORATION OF RIGHTS

Alert 1/17/08: Change in case law - MCDV offenders receiving probation are federally prohibited; they do not have civil rights restored.



\*This does not apply to a conviction which has been expunged, set aside, or pardoned, unless the expunction, set aside, or pardon expressly provides that the person may not possess a firearm.  
**DEFERRED ADJUDICATION IS NOT A CONVICTION UPON COMPLETION AND DISMISSAL.**

## \*\*Eight Year CCW Enumerated Misdemeanor Offenses

Assault, Assault and Battery, Domestic Assault (MI ST 750.81)  
 Assault Inflict Serious or Aggravated Injury (MI ST 750.81a)  
 Child Abuse Third and Fourth Degree (MI ST 750.136b)  
 Accosting, enticing, or soliciting child for immoral purposes (MI ST 750.145a) -  
 A misdemeanor prior to 6/1/02 and a felony only on or after 6/1/02  
 Intentional aiming of a firearm without malice (MI ST 750.233)  
 Discharge of a firearm that was intentionally aimed without malice (MI ST 750.234)  
 Knowingly Brandishing Firearm in Public (MI ST 750.234e)  
 Injuring by use of a firearm that was intentionally aimed without malice (MI ST 750.235)  
 Careless, reckless, or negligent use of a firearm (MI ST 752.861)  
 Reckless, wanton use or negligent discharge of firearm (MI ST 752.863a)

## \*\*Three Year CCW Enumerated Misdemeanor Offense

Disorderly Person (MI ST 750.167)

## WRITING TEST QUESTIONS

As a general rule, the approach to test development should be systematic and structured. An overview of the examination development process is presented below. For details, please see the MCOLES document entitled, “*The Guide to the Development of Academy Written Tests.*”

### Step 1: Identify training objectives.

At the outset it is essential to identify and review the relevant training objectives to be tested. Test questions must be connected directly to objectives and sub-objectives. This connectivity is known as “content validity.” The validity of the test is dependent upon it assessing what is mandated and taught in the classroom. Test questions must correspond to the instruction. For example, the objectives to be tested on a legal examination in a basic academy are those found in the constitutional law, criminal law/procedures, and court functions sections of the mandated training curriculum.

It should be noted that curriculum published by the MCOLES staff are based upon an extensive job task analysis for the position of patrol officer in Michigan. Accordingly, the mandated training objectives reflect specific tasks required to do the job of patrol officer. The content of the curriculum is a valid indicator of what a law enforcement officer actually does on the job. Using the job task analysis as a foundation, the amount of time mandated for each objective is typically determined by how critical a particular task is to the functions of a patrol officer. Testing to these specific objectives will help make the test job-related and defensible.

### Step 2: Write test specifications.

Once the training objectives have been identified, test specifications can be written. Test specifications are commonly referred to as the “test blueprint.” A blueprint matches thinking skills to be tested with the amount of classroom time spent on each objective.

### Step 3: Review items.

As the test development continues, appropriate questions must be written and then reviewed by content experts. Major editing will be needed at this time, but a comprehensive review by experts is essential. A consensus must be reached as to the correct response to an item, incorrect alternatives must be plausible, and questions must be updated continually as the law and agency best practices change. Once this has been completed, the test items can be assembled.

#### Step 4: Examine item performance.

After the test is administered and scored, a thorough evaluation of the responses can provide information regarding the validity and reliability of the test. A test is said to be “reliable” when test scores remain relatively consistent from administration to administration within the same group of examinees. However, lower or higher scores may be seen from class to class due to a variety of factors. If large differences occur, test developers should learn why the scores might not be the same. Ask the following:

- Have the instructors changed?
- Are the abilities of one class different from another?
- What are the instructors saying about the class?
- Is the training content being covered?

If radically different scores are obtained from various training sessions, test developers may suspect that the examination is not very reliable. Using a statistical procedure called “item analysis” developers can measure the difficulty of the exam, identify which questions discriminate between the knowledgeable students and the other students, and how well the incorrect responses, known as *distracters*, are working.

### WRITING QUESTIONS

Item writing is more of an art than a learned skill. But with a little patience and considerable practice, item writing will improve significantly over time. As with any other type of writing, the general rules of grammar, clarity, and sentence structure apply when writing test items. Probably the mistake made most often by novice test writers is using excessive wording. Questions containing more words than necessary can weaken the validity and reliability of the test. Here are some general principles of item writing:

**1. Check spelling.** This may be so obvious that it should perhaps be left unsaid. However, most people are poor spellers and their work should be checked constantly. A test that is well written will appear poorly written if words are misspelled. Avoid misspellings in the incorrect responses because this may alert the student to the correct answer. Check context as well. For example, take extra effort and learn when to use “affect” or “effect”; or when to use “assure”, “ensure” or “insure.”

**2. Avoid redundancy.** Unnecessary repetition should be avoided. Redundancies merely detract from the clarity of the question thus affecting validity and reliability. On legal tests, for example, avoid sworn affidavit or died of fatal wounds. Redundancies abound in life as well. How about a free gift for opening a bank account? The idea is to be clear and simple. Test questions must communicate an idea to the examinee. Don’t revert back to bad habits when writing test items!

**3. Avoid police slang.** Officers have a tendency to use police slang. Although legal terms have precise meanings, *street language* may not. In the interest of clarity, avoid terms such as “10-4”, “perp”, “10-96”, “BOL”, etc. All students may not speak the same language. When in doubt, use plain English. In a similar fashion, it’s probably better to use “lawyer” or “attorney” rather than “counsel”; counsel is a word that has more than one meaning.

**4. Create a test bank.** Write more questions than are actually needed. After analyzing the items, several original questions may need to be discarded for a variety of reasons. With a suitable bank of pre-tested items, new questions may be inserted into the examination. More than one test must be created for retests. Theoretically, each exam should be of equal difficulty, although a complete parallel will be impossible to achieve. Tests should match the blueprint; item analysis can help in this regard.

**5. Create plausible responses.** When writing multiple choice items, carefully review the list of possible responses. Make sure that the correct answer is not painfully obvious. Don’t give away any answers in the wording of the item and make sure that the alternatives don’t mean essentially the same thing. This may be particularly difficult when creating tests for law enforcement officers. Given the complexities of making decisions in law enforcement, there is often a very fine line between the “correct” and “incorrect” response in any given situation. Accordingly, writing plausible distracters may be difficult. Moreover, avoid making the correct response be the same selection too often, that is to say, make sure a balance is maintained between the A, B, and C answers. Finally, be sure that the correct response is not the only one well written. For true/false items, be sure not to copy sentences directly from a textbook because copyright problems may arise.

**6. Conduct an initial screening.** Once an item is written, conduct an initial screening or editing. Check for the following:

- a. Excessive length: Short sentences are better than long sentences. Short words are better than long words. Edit for clarity.
- b. Reading difficulty: Remember the audience. Law enforcement officers are not required to be college graduates. Tests are not intended to be reading exams, so don’t write above their heads.
- c. Compound sentences: Make sure the question has one central theme or purpose. It’s best to test one learned skill per question. Numerous themes may confuse the examinee and make it impossible for the administrator to determine *which* concept was missed.

## **PRINCIPLES FOR TEST ITEM DEVELOPMENT**

1. Items should clearly state one central problem. If the alternatives are covered, the stem alone should clearly present a problem to which the student must respond.
2. Items should be straightforward. Trick questions are often ambiguous and may function in a manner that was not intended. Good test items that truly measure knowledge need not be tricky.
3. Items should be written as clearly and concisely as possible. Writers should use simple prose (e.g., short sentences, high frequency words, etc.). Do not use jargon. Avoid irrelevant details or descriptions.
4. Test items should be grammatically correct and conform to accepted standards for word usage, capitalization, punctuation, and spelling.
5. Each alternative (correct answer and distracter), should be grammatically and logically consistent with the stem. Each alternative should be a plausible answer to someone untrained.
6. Items should be written as positive questions or statements. Items should not ask for the negation of the desired response--e.g., which of the following is not a rule for writing sound test items?.
7. Items should be written early enough to allow for a thorough and critical review and editing. Writers and their colleagues should review test items.
8. Items should test the content that was taught. When an item bank is being used, developers must ensure that the items selected for use in the test are actually testing the material taught by the instructor in the classroom.
9. Whenever students are re-tested, a different form of the exam (i.e., different items testing the same knowledge) should be used.
10. Items should not be written as verbatim repeats of examples used in class. The purpose of testing is to measure knowledge acquisition and understanding.

## GUIDELINES FOR TEST ITEM FORMAT

1. Two alternative test items (e.g., true/false or yes-no items) should list the positive alternative first.
2. Options or blanks in short answer items should appear at the end of the statement.
3. Items testing for knowledge of the elements of a crime should include an option for “no crime”, where applicable.
4. Items dealing with crime recognition should offer alternatives that are factual, not fictitious.
5. Items dealing with people should identify the individuals by role rather than gender e.g., suspect, victim, witness.
6. When identifying people in questions avoid stereotyping; e.g., females are not always victims of domestic violence.
7. Write question in neutral terms, avoid he/she or his/her in the wording.
8. Make sure the longest alternative is not always the correct response.
9. Correct answers should be randomly distributed throughout the test with equal frequency.
10. When a qualifier is used (best, only, etc.) it should be underlined or **bolded**.