

Event 8 – Family Violence
Session 22-Domestic Violence Scenarios
LD 25 Domestic Violence

Date Revised: 12/4/2019

Course Goal: To provide the students with the basic skills necessary to complete a thorough Domestic Violence investigation, utilizing current law and department policy.

Learning Objectives:

- The student will participate in one or more learning activities from the current POST-developed Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005) or other comparable sources regarding victimology/crisis intervention. At a minimum, each activity or combination of activities shall address the following topics: Behaviors exhibited by persons in crisis/crime victims, Use of effective interview techniques (e.g., empathy, active listening and non-verbal skills) during a peace officer's contact with persons in crisis/crime victims, Impact of a peace officer's conduct on victims, witnesses or others who may be at the scene of an incident, Listing and function of resources available to victims/persons in crisis **[4.IV.A.1-4]**
- The student will participate in a learning activity regarding law enforcement contact with a crime victim. At a minimum, the learning activities must include: Psychological reactions to victimization, Identification of any underlying or related problems (e.g., medical, emotional, financial, etc.), Assistance and support services available to the victim, Legal and procedural information to provide the victim, Qualifications for compensation under the Victims of Crime Compensation Program **[4.IV.B.1-5]**
- Identify the validity of a restraining order **[25.IV.B]**
- The student will participate in a Learning Activity relating to proper response to a domestic violence incident to include: Felony arrests, Misdemeanor arrests, Use of citizen arrests, Verification and enforcement of temporary restraining orders when the suspect is present and when the suspect has fled, Verification and enforcement of stay-away orders, Cite and release policies, Emergency assistance to victims to include medical care, transportation to a shelter, and law enforcement standbys for the removal of personal property, Assistance to victims in pursuing criminal options to include giving the report number and directing the victim to the proper investigative unit, Providing information card with local resources to victims at the scene. **[25.VII.A.1-9]**
- The student will participate in a Learning Activity requiring them to demonstrate the knowledge and ability to obtain an Emergency Protective Order (EPO): Who is eligible for an EPO, Legal authority, Procedures for obtaining an EPO, Completion of the appropriate documentation, Scope and duration of the EPO, Service of the EPO, Data entry of the EPO into the Domestic Violence Restraining Order System (DVROS), Distribution of forms. **[25.VII.B.1-8]**

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- The student will participate in one or more Learning Activities from the POST-developed Instructor’s Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005) or other comparable sources regarding domestic violence. At a minimum, each activity, or combination of activities must address the following topics: Application of SARA or other problem solving model (e.g. PBL) to identify crime elements, analyze known facts, develop and implement an appropriate response, and assess the effectiveness of the response; Knowledge of available community resources or referrals for victims and others involved in a domestic violence incident; How collaboration with the community builds trust and confidence in policing efforts Discretion, flexibility and conflict resolution skills, Influence of an officer’s demeanor on persons present at the scene. **[25.VII.C.1-5]**

Session Time: 5 hours

<p>Resources:</p> <ul style="list-style-type: none"> • Classroom with tables, Scenario Room (i.e. Apartment A, Apartment H, Courtroom, Sidewalk, Parking Lot etc.) • Whiteboard and Dry Erase • Audio/video device, Speakers • Make-up for Props • Handouts: OAH Blank Quiz, Domestic Violence Case Studies, Domestic Violence Overview, I.R., Confidentiality, EPO, Marsy’s Rights Card, DV/VINE Pamphlet, Business Card 	
<ul style="list-style-type: none"> • Session Summary: The recruit officer will develop the skills and abilities necessary while responding to a domestic violence call using the following: proper tactics, identify and define laws associated with Family Violence, identify victim/batterer characteristics, identify mandatory resources and explain various protective orders, Determine when probable cause exists to arrest, apply appropriate mediation techniques to diffuse volatile situations, utilize CAPRA to resolve disputes among family members, employ crisis intervention techniques and demonstrate the ability to communication via hand held radios. 	
Outline	Instructor Notes
<p>I. Scenarios: Domestic Violence Practical Application</p> <p>A. Learning Activity Recruit Role Play: Domestic Violence Situations [4.IV.A.1-4] [4.IV.B.1-5] [25.VII.A.1-9] [25.VII.B.1-8] [25.VII.C.1-5]</p> <ol style="list-style-type: none"> 1. Purpose: To allow to students to have an opportunity in a simulated domestic violence situation to determine what would be the appropriate action. Clear up any questions after each role-play. 2. Materials: <ol style="list-style-type: none"> a. 2 officers (students) b. 1 victim (Facilitator) c. 1 batterer (Facilitator) 	

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<ul style="list-style-type: none"> d. Domestic Violence Memo e. Marsy’s Law f. Business card g. FI card h. Application for EPO i. Make-up for replicating injuries j. Indemnification of victim (if applicable) <p>3. Procedures:</p> <ul style="list-style-type: none"> a. 2 recruit officers in uniform with Sam Browns will act as investigating officers. b. Select 2 different recruit officers for each scenario. The scenarios take place in the classroom, which will be simulated to be a private residence. c. At minimum scenarios should include 273.5 P.C. arrests, 243(e) (1) P.C. arrests, domestic violence (incidents), domestic disputes, dominant aggressor arrests, incidents where the suspects are GOA. The scenarios shall address officers’ responsibilities at DV calls, officer safety, approaching and making initial contact, tactics once inside the residence, intervention and defusing techniques, arrest procedures, identifying evidence, protective orders, and victim resources. Additionally, recruits shall be tested with their ability to determine the proper action when confronted with a protective order include acceptance of PPA arrest and proper enforcement procedures. As appropriate recruit officers will be required to demonstrate their knowledge of EPO Procedures. d. Debrief/Assessment: After the scenario discuss if the investigating officers took the appropriate action. <ul style="list-style-type: none"> 1) Ask the following questions to stimulate discussion. <ul style="list-style-type: none"> a) What did the investigating officers do that worked? b) If you had been the investigating officer what would you have done differently? c) What were some of the behavioral cues that the victim and suspect (batterer) were displaying? <p>B. Learning Activity Recruit Role Play: Domestic Violence Situations [4.IV.A.1-4] [4.IV.B.1-5] [25.VII.A.1-9] [25.VII.B.1-8] [25.VII.C.1-5]</p> <ul style="list-style-type: none"> 1. The recruits will participate in a Learning Activity relating to proper response to a domestic violence situation to include: <ul style="list-style-type: none"> a. Felony Arrests 	<p>Ask: What did the investigating officers do that worked?</p> <p>Ask: If you had been the investigating officer what would you have done differently?</p> <p>Ask: What were some of the behavioral cues that the victim and suspect (batterer) were displaying?</p>
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<ul style="list-style-type: none">b. Misdemeanor Arrestc. Use of Citizen Arrestd. Verification and enforcement of a temporary restraining order when the suspect is present and when the suspect has flede. Verification and enforcement of a stay-away orderf. Cite and release policiesg. Emergency assistance to victims to include medical care, transportation to a shelter, and law enforcement standbys for the removal of personal propertyh. Assistance to victims in pursuing criminal options to include giving the report number and directing the victim to the proper investigation uniti. Providing information card with local resources to victims at scene <p>2. The recruit will participate in a Learning Activity requiring them to demonstrate the knowledge and ability to obtain an Emergency Protective Order (EPO).</p> <ul style="list-style-type: none">a. Who is eligible for an EPO?b. Legal authorityc. Procedures for obtaining an EPOd. Completion of the appropriate documentatione. Scope and duration of the EPOf. Service of the EPOg. Data entry of the EPO into the Domestic Violence Restraining Order System (CARPOS) <p>3. Distribution of forms</p> <p>4. The recruits will participate in a Learning Activity regarding domestic violence. The activity will address the following:</p> <ul style="list-style-type: none">a. Application of a problem-solving model to identify crime element, analyze known facts, develop and implement an appropriate response, and assess the effectiveness of the response.b. Knowledge of available community resources or referrals for victims and others involved in a domestic violence incident.c. How collaboration with the community builds trust and confidence in policing effortsd. Discretion, flexibility and conflict resolution skillse. Influence of officer's demeanor on persons present at the scene <p>5. Purpose: To allow the recruits to have an opportunity in a simulated domestic violence situation to determine what would be the appropriate action. Clear up any questions after each role-play.</p> <p>6. Materials:</p>	
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<ul style="list-style-type: none">a. 2 officers (Recruits)b. 1 victim (Facilitator)c. 1 batterer (Facilitator)d. Domestic Violence Memo/VINE Pamphlete. Marsy's Lawf. Business Cardg. FI cardh. Application for EPOi. Make-up for replicating injuriesj. Indemnification of victim (if applicable) <p>7. Procedures:</p> <ul style="list-style-type: none">a. 2 recruit officers in uniform with Sam Browns will act as investigating officers.b. Select 2 different recruit officers for each scenario. The scenarios take place in the classroom and scenario rooms, which will be simulated to be a private residence.c. At minimum scenarios should include 273.5 P.C. arrest, 243(e)(1) P.C. arrest, domestic violence (incident), domestic disputes, dominant aggressor arrest, incidents where the suspects are GOA. The scenarios shall address officers' responsibilities at DV calls, officer safety, approaching and making initial contact, tactics once inside the residence, intervention and defusing techniques, arrest procedures, identifying evidence, protective orders, and victim resources.d. Additionally, recruit shall be tested with their ability to determine the proper action when confronted with a protective order include acceptance of PPA arrest and proper enforcement procedures. As appropriate recruit officers will be required to demonstrate their knowledge of EPO Procedures. <p>8. Debrief/Assessment:</p> <ul style="list-style-type: none">a. After the scenario discuss if the investigating officers took appropriate action. Ask the following questions to stimulate discussion.<ul style="list-style-type: none">1) What did the investigating officers do that worked?2) If you had been the investigating officer what would you have done differently?3) What were some of the behavioral cues that the victim and suspect (batterer) were displaying?	<p>Ask: What did the investigating officers do that worked?</p> <p>Ask: If you had been the investigating officer what would you have done differently?</p> <p>Ask: What were some of the behavioral cues that the victim and suspect (batterer) were displaying?</p>
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