

Domestic Violence

Facilitator Guide

Session Overview

Introduction & Learning Objectives	05m
Discussion – Review of Study Session	30m
Discussion – DV Goals, “Crisis,” & DV is a Label	15m
Break	10m
PROBLEM STATEMENT (I) - INTRO & STEP 1	15m
- STEP 2	05m
- STEP 3	05m
PROBLEM STATEMENT (II) - STEP 2 (again)	05m
- STEP 3 (again)	05m
Break	10m
GROUP EXERCISE - STEP 4 (research)	50m
Break	10m
GROUP EXERCISE – Presentations	50m
Break	10m
Discussion – Relationships & Mandatory Arrest	50m
Break	10m
Discussion – Relationships & Mand. Arrest (cont.)	20m
GROUP EXERCISE - STEP 5 (act/report)	45m
Break	10m
Discussion – Report Writing & Strangulation	40m
Break	10m
Scenarios/Quiz	30m
Discussion – Mutual Combat	05m
Discussion – Wrap-Up	10m
MEDIA – Address Confidentiality Program	15m
Break / End of Session	10m

Total Session Time: 8 hours**Main Topics of Session:**

- DV Law
- Legislative Intent
- LE Requirements & Goals
- Family/Household Relationship
- Primary Aggressor
- Mandatory Arrest
- Human Trafficking
- Stalking
- Report Writing

Facilitators Needed: 1 (CL)**Location: Classroom****Materials Needed:**

- PowerPoint - Domestic Violence
- MEDIA (1 min) - Cats Fighting Video
- MEDIA (13 min)- DVD - Address Confidentiality Program
- MEDIA (2 min) – Security Camera Footage of Strangulation
- MEDIA (3 min) – Signs of Strangulation
- HANDOUT – Problem Statement – PART I
- HANDOUT – Problem Statement – PART II
- HANDOUT (print in color) - Legal Definition of Family or Household Member
- HANDOUT - DV Scenarios
- FG Supp – DV Scenarios – ANSWER KEY
- FG Supp – Cycle of Violence

Students Should Already Have:*[THUMB DRIVE]*

- Criminal Law Student Resource Guide
- Book (91 pages) - Domestic Violence Student Handbook
- “DV Questionnaire” Study Session from Start of Mod 5
- HANDOUT - Covering Domestic Violence - A Guide for Journalists and Other Media Professionals
- HANDOUT - Address Confidentiality Program
- HANDOUT – Cycle of Violence
- HANDOUT – DV Behavioral Definition
- HANDOUT - Human Trafficking Awareness
- HANDOUT - Human Trafficking Brochure - Look Beneath the Surface
- HANDOUT - Human Trafficking Defined
- HANDOUT - Human Trafficking Fact Sheet
- HANDOUT - Three Magic DV Questions



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WSCJTC
Basic Law Enforcement
Academy

Learning Objectives

- Explain the legislative intent of DV laws
- Articulate law enforcement goals in DV
- Define "Domestic Violence"
- Define a "crisis"
- Apply DV laws, criminal laws, and criminal procedures to domestic disturbance calls
- Recognize what qualifies as a "Family/Household Relationship"

Learning Objectives (cont.)

- Recognize mandatory arrest situations
- Explain and apply the concept of the "primary aggressor"
- Recognize signs of human trafficking
- Articulate the following dynamics of DV:
 - Power & Control Wheel
 - DV Statistics
 - Cycle of Violence



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Study Session – DV Questionnaire

- Why do victims of domestic violence stay?
- What is the impact of domestic violence on children?
- What types of court orders are available to victims of domestic violence?



DISCUSS SELF-STUDY - DV Questionnaire

From: Start of Module 5

NTF: A Study Session and DV Questionnaire were provided to students at Mod 5 start.

See File: [ASSIGNMENT - Domestic Violence Questionnaire - ANSWER KEY](#)

Lead a **15-minute** discussion on the topic. Make sure to hit these key points:

- Why do victims of domestic violence stay?
- What is the impact of domestic violence on children?
- What types of court orders are available to victims of domestic violence?

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- Our goals?
- "Crisis"
- DV is a label – not a crime



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SAY TO CLASS

Domestic violence is a problem of immense proportions that causes tremendous harm to victims and society as a whole. Each member in an abusive or violent household suffers physically and/or emotionally, and often violence is spread from one generation to the next. Persons involved in a domestic violence situation are generally in crisis

- DV effects everyone
- Everyone in the family suffers
- Generations



DISCUSSION

QTC: Remember back to your pre-academy reading assignment, what is the definition of a crisis?

AR: A crisis is an emotionally -significant event...causes stress... overwhelms someone's usual problem-solving skills and results in chaos.



IMPORTANT POINT

If it does not overwhelm the person, it's not a crisis, it's just a problem.

- Definition of crisis



RESEARCH - Two Goals of the DV Laws

Time: 5 min

Instructions: On your own, spend 5 minutes to read RCW 10.99.010 and determine the 2 primary goals of this law.



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DISCUSSION

QTC: The legislature had two goals in mind when drafting the domestic violence laws, what were they?

AR: Goal #1: Victim Safety
Goal #2: Batterer Accountability

QTC: How are we (the police) going to accomplish the legislature's two goals?

AR: Put a stop to the immediate violence (RCW 26.50, Civil Order Protection)
Remove the abuser (RCW 10.31, Mandatory Arrest)
Provide the victim with resource options



SAY TO CLASS

Suspects are never charged with the crime of "Domestic Violence." "DV" is just a label. When we arrest a suspect in a DV situation, we arrest them for committing a regular old crime

Remember, to be considered domestic violence, these actions must occur between family or household members

- "DV" is not a crime - it's a label
- Family/Household Members



BREAK (end of hour 1)



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PROBLEM STATEMENT (PART I) - DV Call

Late Saturday night, you are on patrol as unit D-4. At 2336 hours, you and D-5 are dispatched to a report of a family disturbance in progress at the Hillside Condominiums, 1427 Sunnydale Drive APT #204. The 9-1-1 call was received from a neighbor, downstairs in the building, reporting that she heard glass breaking and a man and woman arguing loudly. She also stated that this was not the first time that this had happened. The reporting party wishes to remain anonymous.

You and D-5 arrive at the apartment building. All seems quiet upon arrival, so you knock on the door. A sobbing woman answers; she has redness on her right cheek. She is obviously upset, but tells you everything is “all right,” and that you cannot come into the house. It’s obvious that she is attempting to hide the left side of her face behind the door. She tells you her name is Wendy, and she says her husband, Ralph, is gone now. She says that they had a loud disagreement that has been resolved. She asks you to leave so she can go to bed and get some sleep.

You and your partner tell Wendy that you must enter the apartment to verify that she is safe. Wendy complies as you insist, and she lets you in. You can see the apartment is in disarray. Furniture seems to be knocked out of place. It looks as if there was a physical fight or struggle. The glass coffee table in the center of the living room has been shattered.

You and your partner perform a sweep of the apartment to determine if anyone else is present. D-5 finds an adult male sitting quietly in a back bedroom. He is cooperative once found, and reveals that he is Ralph Peterson, Wendy’s husband. D-5 performs a frisk for weapons on Ralph and finds none. No one else is located in the apartment.

You and your partner separate Wendy and Ralph to question them more about the incident. You perform name checks on both and find they have valid driver’s licenses, no warrants, and no court orders.




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**PROBLEM STATEMENT - HANDOUT - Problem Statement - PART I**

Instructions: Use this Problem Statement during the following PBLE.

STEP #1 - What's the Problem?




05:00

- Brainstorm your initial thoughts and ideas about the nature of the problem(s)
- Don't try to 'solve' the problem(s) yet

Problem Statement Part I

5 min timer

STEP #2 - What Do You Know?




05:00

- Write down everything you know about this situation
- Facts from the problem statement
- Facts from your knowledge and experience

Problem Statement Part I

5 min timer

STEP #3 - What Do You Need to Know?



05:00

- Write down the questions you have
- What will you need to determine?
- What will you need to research or look up?

Problem Statement Part I

5 min timer

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PROBLEM STATEMENT (PART II) - DV Call

PART II – Wendy’s Side

Wendy Amanda Peterson

DOB: 04-20-1977

W/F 5-07, 130 pounds

Green eyes, brown hair

Wendy tells you that they were arguing about money. Ralph keeps tight control over the joint checking account and does not allow her access to it. Wendy asked for some money to buy new clothes, and Ralph flew into a rage. He called her a “whore” and a “stupid, worthless bitch.” He refused to give her money for clothes, saying that she did not deserve anything nice. When Wendy continued to argue about it, Ralph started kicking the furniture around. He got up close to her and was screaming in her face. Wendy did not back up, so Ralph pushed her backwards. Wendy fell back onto the coffee table, breaking it. The glass shattered, but Wendy did not get cut. When she tried to get up, Ralph punched her in the face twice. Then Ralph stood over her and wrapped his hands around her neck. He held her down and squeezed just hard enough for Wendy to have trouble breathing. She did not pass out. Ralph held the grip on her neck after about 20 seconds. He told her, “Next time you act this way to me, I will shoot your worthless ass!” Then he let go and stormed into the back bedroom.

You ask Wendy about her injuries. She says that her face hurts where Ralph punched her. You can see red marks on both the left and right side of her face. Her left cheek is swelling up and starting to force her left eye shut. The marks look consistent with being punched in the face. She also tells you that her throat is “a little sore.” You can see that there is redness all around her neck, front and back. You ask her about her voice and if it’s changed or sounds different. She says that it is just “a bit raspy” from the struggle.

PART II – Ralph’s Side

Ralph Thomas Peterson

DOB: 10-03-1975

W/M 6-00, 195 pounds

Brown eyes, brown hair

Ralph tells you that he did have a heated argument about finances. He says that Wendy was “pestering” him and would not let up. She was demanding more money that they did not have. She was following him around the apartment calling him names. Ralph says that he finally couldn’t take any more and went to push past her in the living room, and that’s when she accidentally fell down into the coffee table. Ralph admits to “throwing a bit of a fit” and knocking the furniture around. Ralph tells you that he did not strike her. Ralph says that she was crying and rubbing her face a lot, and that’s why she has redness on her face. Ralph says that he did not make any threats; he was only trying to get away from her.

PART II – Guns in the Home

Wendy tells you that Ralph has two pistols in the bedroom closet of the apartment. She says that he has made threats to shoot her for disobeying in the past. She tells you that she thinks he is capable of “doing something crazy with his guns.”

You go to the closet and find both pistols where she said they were. You secure them for the time being on your person. One is a .38-cal. Smith & Wesson Model 10 revolver, with a black frame and black handle. The other is a .45-cal. Colt 1911, with a black frame and wooden handle.



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**PROBLEM STATEMENT - HANDOUT - Problem Statement - PART II**

Instructions: Use this Problem Statement during the PBLE.

STEP #2 - What Do You Know?

05:00

- More information means going back to Steps 2 & 3
- Add to your list of *Known Facts*

Problem Statement Part II

5 min timer

STEP #3 - What Do You Need to Know?

05:00

- Add to your list of *Learning Issues* (things you need to figure out)

Problem Statement Part II

5 min timer**BREAK** (end of hour 2)

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STEP #4 - Use Resources & Identify Possible Solutions



- Use this time to address your *Learning Issues* (look it up / research)
- Use your resources: manuals, reference books, each other, Internet, etc.
- Then decide on your action plan

Group Exercise

- ▣ 50 minutes to prepare
- ▣ 10-minute presentation on your topics
- ▣ Use examples
- ▣ Must involve at least one non-lecture delivery method

Squad:

1. Power & Control Wheel; Definition of DV
2. Statistics; Legislative Intent
3. Exceptions to Hearsay Rule; Cycle of Violence
4. Primary Aggressor
5. Human Trafficking; Language Barriers



GROUP EXERCISE - Presentations

Time: **Approx. 2 hours**
(50 work / remaining time to present & discuss - go until end of 4th hour)

Materials: **Any available resources**

Instructions: Your group has 50 minutes to prepare a 10-minute presentation on your topics. You must use examples. Your presentation also must include at least one non-lecture delivery method.

Your presentation is due at the start of the 5th hour of this class session.

NTF: Student Presentations:

- Squad #1: Power & Control Wheel; Definition of DV
 Squad #2: Statistics; Legislative Intent
 Squad #3: Hearsay Exceptions; Cycle of Violence
 Squad #4: Primary Aggressor
 Squad #5: Human Trafficking; Language Barriers



BREAK (end of hour 4)



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NOTE TO FACILITATOR

Instructor presentations on the following topics should begin Hour 5 unless additional time is needed to finish student presentations.

- Family/Household Member Relationships
- Mandatory Arrest
- Malicious Mischief – DV (whose property is it really?)

Family/Household Relationship

NOW OR EVER IN THE PAST:

Relationship	Age
Married (spouses)	any age
Child in Common	any age
Biological or legal parent-child relationship	any age
Adult Roommates	18+
Related by Blood or Marriage (relatives)	18+
Dating Relationship	16+

Mandatory Arrest

□ RCW 10.31.100 states that:

“A police officer **shall arrest and take into custody**, pending release on bail, personal recognizance, or court order, a person without a warrant when the officer has reason to believe that. . .”

Mandatory Arrest – Situation A

1. Suspect is 16 or older , **AND**
2. Within the last four hours, **AND**
3. Family/Household relationship, **AND**
4. The crime was assault with injury, felonious assault, or action to cause fear of imminent serious bodily injury/death



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Mandatory Arrest – Situation B

- With knowledge, the suspect:
 - Violates **ANY kind of DV court order** by committing an *act or threat of violence or stalking*, or
 - Violates **ANY kind of DV court order** by going onto the grounds of or entering a residence, workplace, school, or day care, (*distance violation*) or

Mandatory Arrest – Situation B

- (continued):
 - Violates **ANY kind of DV court order** by engaging in *prohibited contact*, or
 - Violates a **No-Contact Order** *in any way*, or
 - Violates a **Child Abuse Protection Order** *in any way*.



STUDY

STUDY MATERIAL - HANDOUT (print in color) - Legal Definition of Family or Household Member

NTF: Use this handout to supplement your presentations on Family/Household Members and Mandatory Arrest.




BREAK (end of hour 5)



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STEP #5 - Act (Decide & Document)



- Work as a team to decide what action should be taken
- Make a list of the important details to be included in a report for this incident, including your action plan

**GROUP EXERCISE - Decide & Document**Time: **Approx 1 hr.**Materials: **Easel & Pens**

Instructions: You now have approx. 30 minutes to work as a group to determine how you would resolve this call. Work together in your squad to list all the important details you would include in a narrative report for this call. Make sure to include all the steps of your investigation and what you would do to complete this call.

NTF: Move from group to group helping them organize their ideas.

At the end of 30 min, or when the groups appear to be done, select one squad to present their ideas and then solicit input from the remaining squads to create one complete list.

**BREAK** (end of hour 6)

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NOTE TO FACILITATOR

Use the 7th hour of this session to cover the topics below.



MEDIA (3 min) - Signs of Strangulation

MEDIA (2 min) - Security Camera Footage of Strangulation



SAY TO CLASS

When writing your reports, be as descriptive as possible. For example, don't write "She was upset". Instead write, "She was crying and wiping her tears with her shirt sleeve. She had trouble making it through her sentences without holding her hands to her face and sobbing. She was shaking."

If a court order was violated, make sure you document **ALL** the information about the court order.

- Be descriptive
- Court orders - details



IMPORTANT POINT

Whenever we contact people (victims, suspects, and witnesses), there is a basic set of information we should collect from them. This is the basic information you will need to enter into a report, fir, and your officer's notebook.

This set of information is:

- Full Name (including full middle name)
- Date of Birth
- Race & Gender
- Height & Weight
- Eyes & Hair
- Address
- Phone – Home
- Phone – Cell or Alternate
- Work/Occupation
- (Optional) Tattoos/Scars/Marks

- Basic set of info from people
- At minimum, full name and DOB



BREAK (end of hour 7)



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Individual Quiz - Scenarios

- Use any materials available to you
- Complete this quiz on your own (decide for yourself!)
- We will discuss after everyone has finished



STUDY MATERIAL - HANDOUT - DV Scenarios

NTF: Ensure that each recruit completes this quiz on his/her own. When the recruits are done, lead a quick discussion on the correct answers.

See File: FG Supplemental - DV Scenarios - ANSWER KEY

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- So-called "mutual combat"
- Address Confidentiality Program
- Questions?
- Review



MEDIA - Cats Fighting

Use this video to spark a short discussion on Primary Aggressor if additional time remains.



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IMPORTANT POINT

Arresting both parties as “mutual combatants” is not recommended. Do not use the term “mutual combat”. If both parties are to be arrested, it is necessary to establish probable cause for **each** arrest.

The law requires that law enforcement figure out who the worst offender was and arrest that person – even if both were at fault at some point. We are, in essence, letting the lesser of two evils get away with it.

- “Mutual combatants”
- Pick the worst one



MEDIA (13 min) - [DVD - Address Confidentiality Program](#)

**STUDY**

STUDY MATERIAL - [HANDOUT - Address Confidentiality Program](#)

NTF: This handout supplements the video.



BREAK/END OF SESSION

