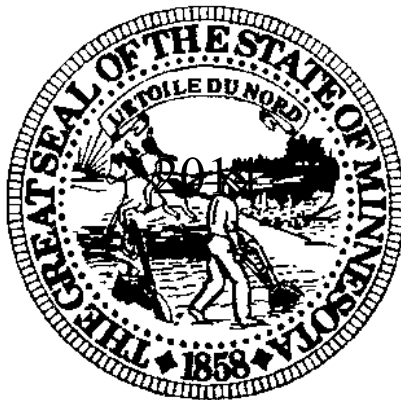


Learning Objectives For Professional Peace Officer Education

Minnesota Board Of Peace Officer Standards and Training



December 15, 2021

The Goal of Minnesota's Professional Peace Officer Education (PPOE)

The goal of professional peace officer education is to produce peace officer license eligible candidates who have the knowledge, skills and attributes necessary for performance of an entry level peace officer in Minnesota as identified by the law enforcement profession. In broad terms this means candidates who

- 1) understand the U.S. and Minnesota criminal justice systems and laws,
- 2) speak, read, write and listen effectively in interpersonal and group interactions,
- 3) think critically and creatively in seeking solutions to practical and theoretical problems alone and in groups,
- 4) make timely decisions based on the circumstances and on law enforcement related theoretical and experiential learning,
- 5) demonstrate an understanding of the duties and tasks most commonly expected of peace officers and how to perform those tasks responsibly, ethically, and with appreciation for cultural differences, and
- 6) integrate and apply all these abilities to serve citizens, protect individual freedoms, promote peace and justly enforce the law in the State of Minnesota.

Introduction to the Learning Objectives

In accordance with Minn. Stat. 626.843, Subd. 1,(7), and Minn. Rules 6700.0300, the Minnesota Board of Peace Officer Standards and Training Board (POST Board) has established a set of learning objectives for professional peace officer education (PPOE). Those colleges and universities certified by the POST Board to provide education leading to peace officer licensure must incorporate these objectives into their curriculum.

The learning objectives are divided into four categories and each category is divided into numbered sections with objectives assigned to each section. The objectives are numbered by category then by section followed by an objective number; for example, the number 2.1.3. means the objectives is in Category two, Section one, and is the third objective 3 in the section.

Category One is *Core Competencies*. Peace officer competency in the areas described in this category is critical to overall professional performance. It is a goal of professional peace officer education to ensure POST Board certified PPOE programs include a well-grounded theoretical foundation in the concepts included in this category as well as practical experience in applying those concepts throughout the student's PPOE experience.

Category Two is *Foundational Knowledge*. One of the earmarks of a profession is a specialized body of knowledge that is the foundation of, and intrinsic to, competent professional practice. Professional knowledge for peace officers is more than comprehension. It is the analysis, synthesis and internalization of law enforcement and

criminal justice concepts, theories and research which provide a foundation for making decisions and forming views about how the roles of peace maker and law enforcer relate to the world a peace officer lives and works in. It is a goal of Minnesota's professional peace officer education to ensure peace officer license eligible candidates demonstrate knowledge in the areas listed in Category Two. These areas are grouped into three parts: Legal Studies, Human Behavior and Other. Some of these objectives overlap with one another and many have practical counterparts in Categories Three and Four.

Category Three is *Performance of Peace Officer Duties and Tasks*. It is a goal of Minnesota's professional peace officer education to ensure individuals who are eligible for a peace officer license have experience in performing the most common, most important, and highest risk duties of a peace officer as itemized in Category Three while integrating the core competencies of Category One and the foundational knowledge of Category Two and the tools of Category Four as needed.

Category Four is *Tools, Techniques and Tactics*. Peace officers may employ a wide variety of tools, techniques and tactics to enhance safety, effectiveness and efficiency of performance. It is a goal of Minnesota's professional peace officer education to ensure peace officer license eligible candidates demonstrate the ability to properly use and maintain tools, and demonstrate the mechanics of techniques and tactics peace officers need to employ.

Prerequisites for Success

Applicants to a program of professional peace officer education need to be competent in reading, including comprehension and interpretation skills; writing, including grammar, punctuation and spelling; speaking and listening skills; mathematics skills, including basic arithmetic operations, measurement, and chart/table/graph comprehension; basic scientific process skills, including observation, postulation, evaluation and drawing evidence-based conclusions, and data gathering and interpreting; and, computer operations skills including keyboarding, internet navigation and file management.

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Category One: Core Competencies

Goal Statement

Peace officer competencies in the areas of category one are critical to overall professional performance. Therefore, it is a goal of professional peace officer education to ensure POST Board certified PPOE programs include a well-grounded theoretical foundation in the concepts included in this category as well as practical experience in applying those concepts throughout the student's PPOE experience.

Section 1: Communication

- 1.1.1. Describe how perception, sympathy, empathy, compassion and respect affect peace officer communication.
- 1.1.2. Discuss barriers to clear communication, e.g. language, stress, bias, lack of common cultural understanding.
- 1.1.3. Use and interpret verbal and non-verbal cues to enhance interpersonal communications.
- 1.1.4. Describe and demonstrate active listening skills including paraphrasing, reflecting meaning, and summarizing understanding to obtain and clarify information.
- 1.1.5. Demonstrate reading comprehension skills necessary in law enforcement including: the ability to differentiate between facts, opinions and propaganda, understanding sequencing of events, and recognizing cause and effect.
- 1.1.6. Compose documents that demonstrate competent writing skills, including:
 - writing from the first person viewpoint,
 - differentiating between facts, inferences and opinions,
 - correctly structuring sentences and paragraphs, and
 - using correct grammar, spelling, punctuation and capitalization.

Section 2: Ethical Reasoning

- 1.2.1. Discuss the inter-relationship between core beliefs, integrity and ethical reasoning.
- 1.2.2. Identify ethical issues in a variety of law enforcement related situations and apply ethical reasoning to decision making processes.
- 1.2.3. Identify and discuss peace officer duties to intercede and report when observing another peace officer using illegal or unreasonable force as

stated in Minn. Stat. 626.8475, circumstances that might make interceding challenging and ethical reasoning behind doing the right thing.

- 1.2.4. Given scenarios where it would be appropriate for an officer to intercede in the use of force by another officer apply ethical reasoning skills to the situation.
- 1.2.5. Model behaviors that demonstrate commitment to ethical and professional behavior.
- 1.2.6. Discuss discretion and how it differs from selective enforcement.
- 1.2.7. Identify some of the causes and ramifications of public distrust of law enforcement and strategies to enhance the public trust.
- 1.2.8. Discuss ethical and responsible use of computers and databases by law enforcement.

Section 3: Critical Thinking, Logical Reasoning and Problem Solving

- 1.3.1. Define and describe models of the conscious processes of critical thinking, logical reasoning and problem solving.
- 1.3.2. Use structured problem-solving methods to develop creative and innovative solutions to a variety of problems.
- 1.3.3. Applying reason and evidence to formulate logical inferences and draw logical conclusions.
- 1.3.4. Analyze and evaluate ideas, proposals, and solutions to problems using basic forms of logic and techniques designed to encourage sound reasoning.
- 1.3.5. Use critical thinking, logical reasoning and problem solving strategies to formulate ideas, make proposals and suggest solutions a variety of law enforcement related problems or concerns (Minn. Stat. 626.8455).
- 1.3.6. Apply critical thinking strategies during team discussions.

Section 4: Decision Making and Discretion

- 1.4.1. Describe decision-making processes and models.
- 1.4.2. Define the term *discretion* and discuss when and why peace officers use their best judgment in the administration of justice and when discretion is not allowed.
- 1.4.3. Discuss factors that influence police officer use of discretion.

- 1.4.4. Based on written scenarios involving law enforcement:
- describe decisions officers must make,
 - suggest appropriate actions, and
 - defend those decisions and actions.
- 1.4.5. Based on scenarios of peace officer situations, practice making decisions in real time.

Section 5: Philosophy of Effective Citizenship and Community Service

- 1.5.1. Discuss how and why the police function is much broader than law enforcement and why reliance on criminal law enforcement to solve problems is not always the best course of action.
- 1.5.2. Explain philosophies and concepts of community policing.
- 1.5.3. Discuss how community partnerships with law enforcement foster unity and cooperation and how community alienation may lead to higher risk to officers.
- 1.5.4. Identify community policing strategies that build rapport, reduce fear and foster community trust in law enforcement.
- 1.5.5. Identify techniques for: organizing community members so that they are involved and trained in community policing activities, relating to diverse communities, and relating to individuals with physical or mental limitations (Minn. Stat. 626.8455, Subd. 1, 2-4).
- 1.5.6. Identify methods and strategies used by law enforcement to promote crime reduction and loss prevention in a community.
- 1.5.7. Explain how collaboration with each of the following groups may reduce crime: local citizens, community businesses, and service agencies, i.e., crisis intervention teams, social services, school personnel, and community youth groups.
- 1.5.8. Explain how law enforcement management of status offenses and local ordinance violations can positively impact a community.
- 1.5.9. Describe and give examples of proactive policing versus responsive policing.
- 1.5.10. Describe problem oriented or problem targeting policing strategies.
- 1.5.11. Explain how various patrol strategies impact crime, community security and community perceptions of law enforcement.

Section 6: Recognizing and Valuing Diversity and Cultural Differences

- 1.6.1. Explain how conscious and implicit bias impact human behavior.
- 1.6.2. Discuss how bias, prejudice, stereotyping, intolerance, insensitivity, partiality, and marginalizing can affect just application of the law and influence officer and community safety.
- 1.6.3. Explain the concept of procedural justice as it relates to law enforcement including how fair processes, impartial decision making, providing respectful opportunity for a voice, and transparency in actions, bolsters positive community relations and enhances officer and community safety.
- 1.6.4. Discuss how recognizing and valuing diversity, cultural differences and varied perspectives, promotes community unity, facilitates information gathering, and contributes to officer safety.
- 1.6.5. Discuss ways officers can promote positive relationships with community members of varying races, ethnicities, national origins, immigration statuses, genders, ages, economic classes, disabilities and/or sexual orientations. (Minn. Stat. 626.8455)
- 1.6.6. Discuss how family dynamics and communication methods, both verbal and non-verbal, vary between cultures and how recognition of these variances can benefit officers and communities.
- 1.6.7. Discuss culturally responsive approaches to dealing with victims and perpetrators of violence. (Minn. Stat. 626.8451., Subp. 1.a. (4))
- 1.6.8. Research and discuss the difference between equity and equality and the relationship between crime and being underprivileged.
- 1.6.9. Discuss the diverse groups that make-up Minnesota's communities and some of the traits unique to communities that could impact law enforcement response.

Section 7: Professionalism, Teamwork and Leadership

- 1.7.1. Describe characteristics of professional behavior and the Minnesota *Standards of Conduct* for licensing Minnesota peace officers.
- 1.7.2. Describe the repercussions for a finding of a violation of the State's peace officer standards of conduct.
- 1.7.3. Identify the value of cooperation and collaboration in solving problems.
- 1.7.4. Demonstrate behaviors associated with effectively working as part of a team to solve law enforcement related problems and issues.

- 1.7.5. Employ teamwork skills to foster positive working relationships, accomplish team goals and effectively utilize team member talents.
- 1.7.6. Demonstrate skills which promote consensus building, show respect for the opinions of others, and encourage cooperation, adaptability, and conflict resolution.
- 1.7.7. Describe traits of and skills for effective leadership including compassion, courage, service, listening, coaching, mission focus, and team development.
- 1.7.8. Demonstrate ethical leadership in the accomplishment of goals and objectives.

Section 8: Officer Survival, Safety and Health

- 1.8.1. Discuss ways peace officers can stay safe and manage risk, e.g., safety equipment, body armor, situational awareness, physical, psychological and emotional wellness.
- 1.8.2. Identify the physiological, psychological and emotional effects of stress on people.
- 1.8.3. Describe career-related sources of stress for peace officers and how they may affect officers and their families.
- 1.8.4. Identify strategies for managing and alleviating stress and explain the importance of balancing peace officer roles and responsibilities with other roles, interests and responsibilities.
- 1.8.5. Discuss how high risk or traumatic experiences may physically and psychologically affect officers and identify strategies that support critical thinking and decision making in high risk or traumatic situations.
- 1.8.6. Discuss critical incident debriefing and identify support services and resources for peace officers.
- 1.8.7. Discuss Post Traumatic Stress Disorder (PTSD) and acute stress disorders and their symptoms.
- 1.8.8. Describe attributes of physical fitness, and explain how physical fitness, good nutrition and healthy eating habits contribute to peace officer health, well-being and competence.

Category Two: Foundational Knowledge

Goal Statement

One of the earmarks of a profession is a specialized body of knowledge that is the foundation of, and intrinsic to, competent professional practice. It is a goal of Minnesota's professional peace officer education to ensure peace officer license eligible candidates comprehend law enforcement, criminal justice and human behavior concepts and theories and use this knowledge to form a view about how the roles of peace maker and law enforcer relate to the world in which peace officers live and work.

PART ONE: Legal Studies

Section 1: Criminal Justice System History and Overview

- 2.1.1. Discuss the historic need for rules to control human conduct, enforce societal directives and empower authoritative enforcement of those rules.
- 2.1.2. Incorporate an understanding of the history of criminal justice and the contemporary system of criminal justice in the U.S. into a perspective about current peace officer duties, responsibilities, and actions.
- 2.1.3. Describe the history behind the ratification of the U.S. Constitution.
- 2.1.4. Explain the need for a balance between public safety and personal rights in a free society.
- 2.1.5. Identify and discuss the significance of historic and contemporary events, customs, and social mores that have influenced the current system of justice in the U.S.
- 2.1.6. Describe the history and impact of including women and diverse community representation in law enforcement.
- 2.1.7. Explain the roles of law enforcement, the courts and corrections.
- 2.1.8. Explain the functions and jurisdictions of law enforcement agencies including federal, state, county, municipal, tribal, and international.
- 2.1.9. Explain the broad functions of the correctional system including imprisonment, parole and probation.
- 2.1.10. Identify the meaning of criminal justice system terms, e.g.: custody, arraignment, circumstantial evidence, double jeopardy, entrapment, exigent circumstances, conviction, bodily harm, substantial bodily harm, great bodily harm, assault, probation, qualified domestic violence related offense (Minn. Stat. 609.02), forfeiture, "good faith" exception, exclusionary rule, indictment, inevitable discovery, probable cause, Miranda warning, reasonable suspicion, warrant, probation, and parole.

- 2.1.11. Describe the function and responsibility of each of the key participants involved in a typical courtroom hearing or trial including judges, jury members, prosecuting and defense attorneys and witnesses.

Section 2: The Law, Constitutional Rights, Criminal Procedure and Rules of Evidence

- 2.2.1. Describe the sources of laws in the U.S. including federal law, state law, case law, and administrative regulatory law and the process by which laws, statutes and ordinances are enacted.
- 2.2.2. Explain provisions of the Constitution and Bill of Rights that impact or restrict law enforcement including the First, Second, Fourth, Fifth, Sixth, Eight and Fourteenth Amendments.
- 2.2.3. Explain how the Separation of Powers Doctrine works.
- 2.2.4. Distinguish between criminal law and criminal procedure and explain the difference between substantive and procedural law.
- 2.2.5. Summarize the forms of individual protection related to search and seizure granted by the US Constitution.
- 2.2.6. Explain the meaning of the good faith doctrine, the fruit of the poisonous tree doctrine and the inevitable discovery doctrine as they pertain to Fourth Amendment rights.
- 2.2.7. State the requirements of the Fourth Amendment on the law of arrest.
- 2.2.8. Explain how constitutional rights in the Fifth, Sixth, and Fourteenth Amendments affect police interrogations.
- 2.2.9. Summarize the rights of individuals being interrogated under the Fifth and Sixth Amendments and the importance of adhering to procedures that protect those rights including:
- the prohibition against forced or coerced self-incrimination
 - the Sixth Amendment right to counsel and correlating Minnesota Statute (Minn. Stat. 481.10).
- 2.2.10. Evaluate mock crime situations and determine if evidence is admissible under the Fourth Amendment.
- 2.2.11. Explain types of evidence and the differences between them, i.e., direct and circumstantial evidence.
- 2.2.12. Describe the exclusionary rule and risks associated with contaminated evidence and loss of chain of custody of evidence.

- 2.2.13. Describe the following suspect identification methods: line-up, photo line-up, and field identification.
- 2.2.14. Describe proceedings before a trial including the roles of the law enforcement, the defense attorney and prosecutors.
- 2.2.15. Summarize the rights and processes related to a fair and speedy trial and the right to a jury trial.
- 2.2.16. Explain the general provisions for sentencing in the Minnesota Criminal Code and the Minnesota Sentencing Guidelines.
- 2.2.17. Describe crime classifications misdemeanor through felony.
- 2.2.18. Discuss enhancements that may be applied to repeat offenders, patterned offenders, and career offenders.
- 2.2.19. Explain the following terms: concurrent and consecutive sentences, imposition and execution of sentence, determinate and indeterminate sentencing.
- 2.2.20. List the five constitutional amendments involving equality and rights.
- 2.2.21. Explain the impact of the Fourteenth Amendment as it relates to due process and equal protection under the law including:
- the difference between the Fifth and Fourteenth amendments in terms of due process
 - the differences between substantive and procedural due process, and
 - how Fourteenth Amendment rights constrain law enforcement authority in interrogations.
- 2.2.22. Discuss limits placed on interrogation procedures in order to ensure protection of rights for U.S. citizens and non-citizens.
- 2.2.23. Identify the criminal and civil consequences an officer may face by violating a citizen's constitutional right.
- 2.2.24. Compare and contrast characteristics of the civil and criminal justice systems.

Section 3: Warrants, Subpoenas, Orders and Summons

See also Category 3, Section 13 and Section 8

- 2.3.1. Define the following terms: *search warrant, arrest warrant, subpoena, order for protection (OFP), ex-parte order for protection, qualified domestic violence-related order (QDVRO), Harassment Restraining Order (HRO), no-contact orders, night-capped warrant, no-knock warrant, and curtilage.*

- 2.3.2. Explain and demonstrate search warrant preparation including establishing a factual basis for probable cause and identifying items to be searched for and seized.
- 2.3.3. Identify the legal requirements governing preparation and execution of the search warrant of a suspect's home or dwelling, vehicle, or person.
- 2.3.4. Explain the scope and limitation of a lawful warrant-less seizure during a consent search of persons.
- 2.3.5. Explain the scope and limitation of a lawful warrantless search of a premise and warrantless search of a vehicle.
- 2.3.6. Explain the scope and limitation of a lawful warrant-less search during a search based on exigent circumstances.
- 2.3.7. Explain the scope of a lawful warrant-less search during a plain view search.
- 2.3.8. Discuss how telephonic search warrants and search warrant templates can speed up the search warrant application process.
- 2.3.9. Explaining each of the following types of orders: Domestic Violence Protective Orders, Order of No Contact, and Orders to Pick Up Children.

Section 4: Contacts, Detentions and Arrests

See also Category 3, Section 7

- 2.4.1. Explain what constitutes an arrest and the differences between a contact, a detention and an arrest.
- 2.4.2. State the requirements of the Fourth Amendment on the law of arrest.
- 2.4.3. Discuss protocols and terms associated with arrest including “reasonable suspicion” and “probable cause”.
- 2.4.4. Describe the stop and frisk standard as found in “Terry vs. Ohio” and subsequent cases.
- 2.4.5. Explain the legal requirements of, the exceptions to, and the need for an arrest warrant and how one is obtained.
- 2.4.6. Describe when and how a citizen can make an arrest.
- 2.4.7. Explain the requirements for private citizens to assist law enforcement officials in preventing escape or effecting arrest.

Section 5: Minnesota Criminal Code and Statutes

- 2.5.1. Describe the basic organization, purpose, and definitions and principles of the Minnesota Criminal Code.
- 2.5.2. Explain the classifications of crimes including felony, misdemeanor, gross misdemeanor and the meaning of the term petty misdemeanor.
- 2.5.3. Explain what is meant by elements of a crime and describe the connection between criminal conduct and criminal intent (mens rea).
- 2.5.4. Explain why it is important for officers to be able to identify and document elements of crimes when responding to and investigating crime scenes.
- 2.5.5. Given a variety of scenarios, identify indications a particular crime has been committed and identify the elements of that crime.
- 2.5.6. Identify and explain Minnesota Statutes relating to weapons, chemical agents, electronic control weapons and interference with public property.
- 2.5.7. Explain special Minnesota peace officer duties associated with specific statutes including:
 - informing crime victims of their rights and assisting victims of violent crime including domestic assault,
 - restraining orders and orders for protection,
 - data collection on battered women cases,
 - interviewing child abuse victims,
 - officer responsibilities regarding missing children, and
 - mandated reporter for child abuse and vulnerable adults.

Section 6: Interview and Interrogation

See also Category 3, Section 2

- 2.6.1. Explain the Supreme Court decision Miranda vs. Arizona and the four components of the Miranda warning.
- 2.6.2. Explain a criminal defendant's Sixth Amendment right to an attorney in all criminal prosecutions including interviews and interrogations.
- 2.6.3. Describe legal interviewing and interrogation techniques peace officers may use and the difference between a voluntary and a coerced statement.
- 2.6.4. Explain the difference between custodial and noncustodial interview or interrogation.
- 2.6.5. Describe considerations for videotaping and recording interviews and interrogations and explain when interrogations must be recorded (State v. Scales, 518 N.W.2d 587 (Minn.1994)).

- 2.6.6. Explain when admissions and confessions are legally admissible in court.
- 2.6.7. Explain the purpose of an interrogation and how results of interrogation can be used in trials.
- 2.6.8. Explain the conditions under which confessions may or may not be used in court.

Section 7: Juvenile Justice and Law

See also Category 3, Section 14. L -3.14.48

- 2.7.1. Explain the history of and philosophy behind an independent juvenile justice system.
- 2.7.2. Define *status offense*, give examples of status offenses that can only be committed by a juvenile and discuss the limits of peace officer authority in relationship to status offenses.
- 2.7.3. Explain the key elements of the juvenile justice system including:
- the levels of juvenile offenses,
 - criminal conviction versus adjudicated delinquent, and adult versus juvenile offense charges,
 - the juvenile court system and dispositions available to youthful offenders, and
 - the impact of juvenile case law on peace officers including: In Re Gault, In Re Winship, McKiever vs. Pennsylvania, Fare vs. Michael C., and New Jersey vs. T.L.O.
- 2.7.4. Discuss the law enforcement officer's responsibility for working as a team member with juvenile protective-services professionals.
- 2.7.5. Identify and discuss actions that are required when processing juveniles including:
- when photos may be taken, when they are required and when they must be forwarded to the Minnesota Bureau of Criminal Apprehension,
 - when juveniles can and cannot be used in a photo line-up,
 - the services provided by the intake officer/counselor,
 - the laws that apply to legally interviewing a juvenile,
 - parental notification requirements,
 - the setting and procedures for holding conferences with juveniles and their parents,
 - the criteria needed for obtaining secure and non-secure custody orders,
 - factors to consider when making emergency placement of children, and
 - legal detentions of juveniles.

- 2.7.6. Discuss the problem of sexual exploitation of youth including:
- the cycle of recruitment, the meaning of sex trafficking and its impact on sex trafficking victims,
 - the makeup of users of sexually exploited youth,
 - how sexually exploited youth are marketed,
 - resources for victims of sex trafficking and barriers to getting help, and
 - the consequences of the sexual exploitation of youth and the significance of intervention on victims and society.

Section 8: Legal Foundation for Peace Officer Use of Force

See also Category 4, Section 3

- 2.8.1. Explain Minnesota statutes and relevant case law related to the application force by peace officers.
Note: This must include the 2020 updates to Minn. State. 609.06, 609.066, 626.8475.
- 2.8.2. Explain Minnesota's statute on authorized use of deadly force by peace officers including: the definition of deadly force, the circumstances under which deadly force may be justified and when deadly force is prohibited.
- 2.8.3. Explain the following terms: objectively reasonable, totality of circumstances, situational factors, pre-assaultive indicators, and, escalation and de-escalation as related to peace officer use of force.
- 2.8.4. Discuss application of the term *reasonable* as it related to use of force.
- 2.8.5. Review and demonstrate understanding of the State of Minnesota's Use of Force and Deadly Force Model Policy, its definitions and its procedures.
Note: This includes review of the policy statements regarding "sanctity of life", "treating everyone with dignity and without prejudice", "special care" considerations.
- 2.8.6. Given scenarios, identify when force is or is not authorized and give and defend reasonable choices for the application of various types of force depending on the circumstances of the scenario.
- 2.8.7. Give Supreme Court case examples authorizing the use of deadly force.
- 2.8.8. Analyze a variety of situations where force may or may not be authorized and demonstrate an understanding of the concept of reasonable use of force.
- 2.8.9. Explain the Minnesota Statute that requires officers be trained in the use of those weapons and equipment the officer is issued or authorized to carry (Minn. Stat. 626.8452).
- 2.8.10. Explain when force may be used to make an arrest.

- 2.8.11. Discuss liabilities associated with the application of force by peace officers.
- 2.8.12. Describe the limitation on the use of certain restraints as described in Minn. Stat. 609.06.
Note: As of 2020 Minn. Stat. 609.06, states:
A peace officer may not use any of the following restraints unless section 609.066 authorizes the use of deadly force to protect the peace officer or another from death or great bodily harm:
- (1) a choke hold;*
 - (2) tying all of a person's limbs together behind the person's back to render the person immobile; or*
 - (3) securing a person in any way that results in transporting the person face down in a vehicle.*
- (b) For the purposes of this subdivision, "choke hold" means a method by which a person applies sufficient pressure to a person to make breathing difficult or impossible, and includes but is not limited to any pressure to the neck, throat, or windpipe that may prevent or hinder breathing, or reduce intake of air. Choke hold also means applying pressure to a person's neck on either side of the windpipe, but not to the windpipe itself, to stop the flow of blood to the brain via the carotid arteries.*
- 2.8.12 Explain the peace officer duty to intercede and report on another officers use of force as described in Minn. Stat. 626.8475.

Section 9: Peace Officer Rights and Liabilities

- 2.9.1. Discuss peace officer rights, obligations and liabilities under state and federal law including requirements placed on law enforcement agencies to defend and indemnify peace officers for good faith action in the course and scope of employment.
- 2.9.2. Explain the role of internal affairs.

Section 10: Traffic Regulation and Traffic Related Law Enforcement

See also Category 3, Section 12

- 2.10.1. Describe the basic organization, purpose and principles of the Minnesota Criminal Code and its implications for law enforcement including (list is not comprehensive):
- understanding key traffic related terms (Minn. Stat. 169.011) as well as the terms *reckless* or *careless* driving,
 - describing violations of driving rules, parking and stopping violations, and vehicle equipment violations,

- how and when traffic laws apply to authorized emergency vehicles, and
- laws regarding driving while impaired.

- 2.10.2 Discuss non-enforcement deterrents to traffic violations, i.e., police presence/visibility, speed bumps.
- 2.10.3. Explain vehicle registration and insurance requirements in Minnesota
- 2.10.4. Distinguish between different classes and type of licenses, endorsements and permits and explain the circumstances under which an individual is exempt from licensing requirements.

Section 11: Misuse of Drugs and Illegal Narcotics

See also Category 3, Section 14 H 3.14.22-27

- 2.11.1. Describe current and emerging drug trends in prescription drug abuse and abuse of controlled substances and narcotics.
- 2.11.2. Describe the relationship between drug abuse and crime.
- 2.11.3. Explain the impact of evolving drug laws on law enforcement including the legalization of medicinal marijuana and the legalization of recreational marijuana in some states.

Section 12: Racially Based Profiling and Bias Motivated Crime

- 2.12.1. Explain the concept of racially based profiling (Minn. Stat. 626.8471) and other profiling that is based on false assumptions about groups of people and discuss:
- the impact of the *Whren v. United States* decision
 - the importance of impartial policing,
 - the difference between the terms *pretextual stop* and *racial profiling* and the problems associated with racial profiling by law enforcement,
 - how racial profiling impacts law enforcement credibility and community trust,
 - how to handle the perception of unfair or biased treatment of members of the public by law enforcement, and
 - the importance of an officer's ability to articulate valid reasons for vehicle stops.
- 2.12.2 Define and explain the impact of hate crimes including:
- the motivations behind hate crimes,
 - the impact of hate crimes on victims and on communities,
 - the special needs of hate crime victims, and

- crime characteristics which may indicate a crime was motivated by the victim's race, national origin, sex, age, disability, or sexual orientation (Minn. Stat. 626.8451, Subd. 1).

2.12.3. Explain special reporting requirements related to bias motivated/hate crimes as required by Minn. Stat. 626.5531. (Officers must report to their agencies, agencies to the BCA.)

Section 13: Predatory Offender Registration and Community

Notification (As required in Minn. Session Laws 1996, Chapter 408, Article 5 and Minn. Stat. 244.052 and 243.166 and 167)

- 2.13.1. Define the term *predatory offender* and describe Minnesota's predatory offender registration system including risk levels that may be assigned to offenders.
- 2.13.2. Describe when law enforcement agencies are required to provide community notifications regarding predatory offenders and who to contact for assistance with community notifications.
- 2.13.3. Explain roles peace officers may take in helping predatory offenders understand and complete the Bureau of Criminal Apprehension's predatory offender registration form and in conducting compliance checks on registered predatory offenders.

PART II – Human Behavior

Section 14: Crimes of Violence

- 2.14.1. Define the terms *crime* and *crimes of violence* as found in Minnesota Statute.
- 2.14.2. Discuss the extent, causes and impact of crimes of violence including physical and sexual abuse, physical violence, harassment and stalking, and neglect. (Minn. Stat. 626.8451., Subd. 1a.)
- 2.14.3. Discuss how anger, intimidation, isolation, restriction of freedom, economic abuse, emotional abuse, threats and psychological abuse, physical abuse and sexual abuse are methods of exerting power and control.
- 2.14.4. Describe stalking and how it has changed with technological advances.

Section 15: Child and Vulnerable Adult Abuse and Neglect Response

See also Category 3, Section 14 C 3.14.4 - 3.14.8

- 2.15.1. Explain the legal definitions and significant aspects of Minnesota statutes related to child and vulnerable adult assault, abuse and neglect.
- 2.15.2. Identify physical and behavioral indicators that aid officers in determining the likelihood of physical, psychological, emotional or sexual abuse, or neglect of a child or vulnerable adult has occurred.
- 2.15.3. Research the personal and situational characteristics of parents who abuse their children in order to gain insight into the individual and family dynamics that produce abusive behavior.
- 2.15.4. Describe community resources and supportive services for individuals and families involved in abusive situations.
- 2.15.5. Define the term *in loco parentis* and describe the role of a guardian ad litem.
- 2.15.6. Explain child development issues that may enable officers to respond appropriately to perceived child protection situations (Minn. Stat. 626.8455) and discuss law enforcement related scenarios where officers need to consider the psychological development of children on scene.
- 2.15.7. Explain officer reporting requirements relative to incidents of maltreatment neglect, or physical or sexual abuse of minors and vulnerable adults and prenatal exposure to controlled substances (Minn. Stat. 626.556, Subd. 3. and Minn. Stat. 626.557).
- 2.15.8. Describe who is mandated to report suspected child and vulnerable adult abuse and the ramifications of not reporting.
- 2.15.9. Discuss resources law enforcement may partner with to assess and investigate incidents of maltreatment or to provide services to child or vulnerable adult victims.
- 2.15.10. Compare and contrast familial, acquaintance and stranger types of child abductions.
- 2.15.11. Explain the term “Drug Endangered Children”, the immediate and future risks related to children living in drug related environments and the impact of rescuing drug endangered children may have on breaking the cycle of drug abuse and crime prevention.

Section 16: Domestic Violence

See also Category 3, Section 14, G, 3.14.18 – 3.14.21

- 2.16.1. Explain what legally constitutes domestic abuse and assault.
- 2.16.2. Discuss the dynamics of domestic violence including the phases of abusive behavior, the progression of violence, the use of power to attain control of a relationship, the effects of abuse, and the societal forces that may perpetuate an atmosphere conducive to abuse.
- 2.16.3. Discuss types of abuse including physical, emotional, psychological, sexual, and economic.
- 2.16.4. Discuss characteristics of batterers and victims and the effects of domestic violence including:
 - how fear and social stigma related to domestic violence affect victim behavior, and
 - issues related to children as victims and witnesses at domestic violence scenes.
- 2.16.5. Define the following terms outlined in Minnesota Statute: *domestic abuse, family or household member, qualified domestic violence-related offense (QDRO), order for protection, exparte order, domestic abuse no contact order, harassment restraining order, harassment, and stalking.*
- 2.16.6. Identify significant aspects of Minn. Stat. related to domestic abuse (Minn. Stat. 629.341 and 518.B01, 609.749, 609.2242) including what legally constitutes domestic assault, elements of various levels of domestic assault, and enhancement for prior domestic violence related offense convictions.
- 2.16.7. Discuss family violence prevention techniques and common resources and referral agencies for victims of family violence.
- 2.16.8. Explain investigative procedures in domestic violence situations related to:
 - interpreting the law when making arrest decisions in domestic violence cases, including when arrest is mandatory and identifying the primary aggressor,
 - the role of protective orders,
 - when to complete the short form for the order for protection,
 - communication techniques that may be effective in volatile situations, and
 - why victims may be reluctant to press charges or testify.
- 2.16.9. Explain the peace officer's role in providing victim's rights information to victims of domestic assault.
- 2.16.10. Explain the requirements for making an arrest and reporting in domestic assault situations.

- 2.16.11. Discuss when warrantless arrests may be made and when enhancements for previous assaults may be considered.

Section 17: Assault and Sexual Assault Response and Investigation

See also Category 3, Section 14. O, 3.14.58.

- 2.17.1. Demonstrate understanding of Minnesota laws related to sexual assault including the statutory definitions of sexual assault related terms and what constitutes a crime of sexual assault in the first through the fifth degree.
- 2.17.2. Identify facts that are known about sexual assault in the U.S. including: the prevalence of criminal sexual assault by known and unknown perpetrators, who the victims of sexual assault are/may be, who sexual assault perpetrators are/may be and, what is known about the characteristics/motivations of perpetrators of sexual assault.
- 2.17.3. Identify and refute common misinformation and misconceptions about sexual assault, sexual assault reporting, and the perpetrators and victims of sexual assault and explain how misconceptions about sexual assault can impact how victims are treated and whether or not they report assaults to the police.
- 2.17.4. Explain what trauma is, the basics of how the human brain and body react to trauma and why the trauma of sexual assault victimization may disrupt normal physical, emotional, cognitive and interpersonal behavior immediately or well after a traumatic experience.
- 2.17.5. Demonstrate understanding that victims of sexual assault exhibit a wide spectrum of responses and coping mechanisms, that there is no right way or right time frame for a victim to respond to being sexual assaulted and Identify some signs and symptoms* that may be indicative of trauma.
- * Examples of signs and symptoms of trauma include:
- Emotional numbness, denial, shock,
 - Feelings of fear, hysteria, anger, rage, anxiety,
 - Memory loss/block, disorientation, difficulty concentrating, eating or sleeping,
 - Experiencing nightmares, flashbacks.
 - Feelings of self-denigration, humiliation, guilt, self-blame,
 - Expression of helplessness, withdrawal,
 - Expression of other symptoms of depression,
- This list is not all inclusive and is subject to change.
- 2.17.6. Explain how officer doubt, judgment and repeated questioning can re-traumatize victims, negatively impact victims' recovery and trust in law

enforcement and support a culture where sexual assaults go unreported and assailants are free to reoffend.

- 2.17.7 Identify the value and elements of a victim centered approach to sexual assault including the role and importance of victim advocates and the use of trauma-informed victim communication strategies.
- 2.17.8. Explain why it is important to support victims according to their unique needs and circumstances:
- identify some special needs that might be related to a victim's age, gender identity, disability, religion or culture, and
 - explain why people in marginalized communities may face different barriers to reporting sexual assault.
- 2.17.9. Identify special care and considerations for writing police reports and collecting evidence* in situations involving sexual assault.

* Examples of special care and considerations for writing police reports and evidence collection include:

- Identify important details to document in sexual assault reporting and why,
- Understand that:
 - o filing a report does not mean a victim must immediately pursue an investigation or prosecution,
 - o there may or may not be evidence the victim fought back and that lack of fighting back does not indicate consent,
 - o delayed reporting is common and may impact evidence collection,
- Explain trauma informed strategies that may be useful for gathering information from and interviewing victims of trauma,
- Understand forensic sexual assault evidence preservation and collection procedures,
 - o Identify sources of non-DNA forensic evidence, how it can be useful and problems associated with reliance on DNA evidence alone.
 - o Explain what a sexual assault kit is and how it is used.

This list is not all inclusive and is subject to change.

Section 18: Understanding Victims and Victims' Rights

Note: There are many additional objectives related to victims in at least seven other sections of the objectives; search on the word victim for more.

- 2.18.1. Identify and describe the dynamics associated with the victim experience and myths surrounding trauma and victimization.
- 2.18.2. Describe the current state of victim's rights in the criminal justice system. (Minn. Stat. 611A)

- 2.18.3. Explain the peace officer's role in advising victims regarding shelter and assistance and the importance of demonstrating compassion and concern for victims.
- 2.18.4. Discuss the importance of confidentiality of a victim's address/location, and connecting victims with victim crisis services.
- 2.18.5. Discuss culturally responsive approaches to dealing with victims of violent crimes.
- 2.18.6. Explain the use of the crime victim notification form.
- 2.18.7. Explain peace officer duties relative to obtaining assistance with non-English speaking victims or victims with communications disabilities.

Section 19: The Americans with Disabilities Act and Special Communications Situations

- 2.19.1. Explain the intent of the Americans with Disabilities Act.
- 2.19.2. Discuss the rights of people who have disabilities to the same service law enforcement provides to anyone else and stereotypes and biases some people may have toward people with disabilities.
- 2.19.3. Describe major areas of physical and mental disabilities requiring public section accommodations.
- 2.19.4. Identify special communications issues peace officers may encounter and discuss reasonable and appropriate actions officers may take to improve communication with individuals:
 - coping with communication disorders including hearing impairment,
 - whose mobility impairment restricts communication, and
 - coping with dementia, Alzheimer's disease or intellectual disabilities.
- 2.19.5. Discuss methods for communicating with, assisting, or intervening in circumstances involving individuals who demonstrate indications of a variety of physical disabilities or mental impairments. (Minn. Stat. 626.8455)
- 2.19.6. Discuss emergency and non-emergency law enforcement situations involving people who have mobility disabilities, mental illnesses, intellectual disabilities, epilepsy or seizure disorders, speech disabilities, deafness or hard of hearing, and blindness or low vision and appropriate law enforcement response to those situations including making modifications or providing accommodations when appropriate.
- 2.19.7. Given scenarios that involve people with a variety of physical or mental conditions that limits their movement, senses, or activities, in roles of

crime suspects, victims or witnesses, discuss what appropriate and reasonable actions peace officers may need to take depending on the circumstances and abilities of the individuals involved.

- 2.19.8. Discuss how peace officers may provide respectful, appropriate and reasonable assistance when it is needed to people with physical or mental conditions that limit their movement, senses or activities.

Section 20: Autism Spectrum Disorder (ASD) and Policing

- 2.20.1. Demonstrate understanding of Autism Spectrum Disorder (ASD), by:

- Defining what autism spectrum disorder (ASD) is,
- Describing the prevalence of autism and demographics of diverse ASD community,
- Discussing how disparities (by race, culture, language, gender, economic status, and geography) can be barriers to support and service to the autism community and explaining why disparity awareness should inform peace officer response.
- Describing and recognizing common characteristics and behaviors associated with ASD,
- Identifying some ways ASD and other developmental disabilities compare and contrast, and
- Reviewing and discussing facets of life with autism that may contribute to or detract from wellbeing, quality of life and safety, and the possibility for conflict or crisis.

- 2.20.2. Demonstrate understanding of the benefits of autism-informed policing by:

- Identifying reasons why individuals living with autism are more likely to interface with law enforcement and emergency responders, and
- Explaining how alternative and accommodated strategies for interaction between law enforcement and individuals with autism and caregivers promote safety and positive outcomes for everyone involved.

- 2.20.3. Demonstrate understanding of how to use strategies and practices that promote safe, effective and positive outcomes in situations involving ASD, including those that:

- Promote effective communication,
- Demonstrate awareness and accommodation of sensory and other processing differences,
- May be beneficial in specific emergency circumstances, e.g., fire, missing person, accident scene,

- Support cooperation and interactive sharing of information and response strategies with families, caregivers and support services where possible and safe,
- Are effective in the safe intervention and de-escalation of crises, using non-violent and least restrictive tactics where possible, and
- Promote education, mutual understanding, and improved relationships between LEOs and autistic individuals and community.

2.20.4. Identify tools and technologies that may be useful in interacting with people with autism, including those that:

- Aid in response to missing person, elopement, wandering, or acute emergency circumstances.
- Facilitate the exchange of important, individual information on behalf of the person with autism.

Section 21: Crisis Intervention and Mental Illness Crises

See also Category 3, Section 14. N, 3.14.55-57, Section 3, 3.4.1-3 and Category 2, Section 22

2.21.1. Describe the major and severe forms of mental illness.

2.21.2. Describe the symptoms of major mental illnesses and how they manifest in adults and children, i.e., those associated with antisocial personality disorders, bipolar disorder and manic behavior disorders, depression, dissociative disorders, post-traumatic stress disorder (PTSD), schizoaffective disorder, schizophrenia, and Tourette's syndrome.

2.21.3. Identify signs and characteristics that may be indicative of suicidal individuals.

2.21.4. Discuss bias that comes from the stigma of mental illness and the rights of individuals dealing with mental illness to the same fair treatment and police protection as anyone else.

2.21.5. Discuss the Minnesota Crisis Intervention Team (MNCIT) model.

2.21.6. Discuss how substance abuse can mimic or contribute to mental illness.

2.21.7. Explain how medications may influence behaviors of individuals dealing with mental illness and why people don't always take their medications.

2.21.8. Discuss problems military veterans may have reintegrating into society, how these problems may involve law enforcement and special considerations for dealing with veteran in crisis.

Section 22: Conflict Management and Mediation

See also Category 3, Section 4 – Applying Conflict Management/Resolution and Crisis Negotiation/Mediation Principles)

- 2.22.1. Discuss the role of peace officers in managing and de-escalating hostile situations including how the attitude and expectations of an officer influences responses in crisis situations.
- 2.22.2. Describe anger/conflict management strategies useful to officers in resolving problems that arise in law enforcement settings.
- 2.22.3. Identify strategies and de-escalation techniques officers may use to manage conflict, reduce anger, and improve communication and cooperation and de-escalate volatile or hostile situations.
- 2.22.4. Distinguish between characteristics of passive, aggressive, and assertive behavior.
- 2.22.5. Discuss body language behaviors that signal potential conflict escalation.
- 2.22.6. Explain the principles of crisis intervention/negotiations.
- 2.22.7. Demonstrate basic knowledge of abnormal psychology.
- 2.22.8. Explain various communications techniques that may be effective in a crisis situation and how techniques may vary depending on whether the situation involves mental illness, substance induced behavior, or other causes.
- 2.22.9. Explain when to yield crisis management to other authorities.
- 2.22.10. Explain strategies that may be employed when hostages are involved in a crisis situation.

PART III - OTHER

Section 23: Data Practices and Interaction with the Media

- 2.23.1. Explain the Data Practices Act as it pertains to the gathering and release of information by law enforcement.
- 2.23.2. Discuss balancing the public's right to know with public safety needs and privacy issues with regard to data accessed by peace officers including:
 - what and when information can be shared with the media or the public and by whom, and
 - the repercussions of violating data practices.

- 2.23.3. Discuss the need for protection of data related to on-going investigations, crime victims, and juveniles.
- 2.23.4. Discuss ethical and responsible use of computers and databases by peace officers and the ramifications of misuse or unethical release of data.

Section 24: Cybercrime

See also Category 3, Section 14, P., 3.14.59

- 2.24.1. Identify and discuss crimes commonly described as cybercrime or internet crime.

Section 25: Intelligence-Led Policing

- 2.25.1. Describe intelligence-led policing and how it differs from response and investigation-led policing and from community policing.
- 2.25.2. Explain how data driven, intelligence-led policing can influence the duties of peace officers even at the entry level.

Section 26: Homeland Security and Terrorism

See also Category 3, Section 14, F. 3.14.13 - 3,14.17

- 2.26.1. Define terms *terrorism* (domestic and foreign), *critical infrastructure*, *homeland security* and *militia movement*.
- 2.26.2. Discuss the challenges in balancing national security concerns and civil rights including the impact of the USA Patriot Act.
- 2.26.3. Identify risks that may be associated with violent, anti-government extremist groups.
- 2.26.4. Discuss types of terrorism, weapons of terrorism, counterterrorism, basic interdiction strategies, terrorism target awareness and the role of law enforcement related to terrorism.

Section 27: Criminal Gangs, Organized Crime and Vice Crime

- 2.27.1. Explain what a criminal gang is as it is defined in Minnesota Statute 609.229 and the penalties for crimes committed for the benefit of a gang.
- 2.27.2. Discuss the appeal of gang membership, how gangs recruit members, and prevention and intervention methods.
- 2.27.3. Explain the terms *organized crime* and *racketeering* and discuss how organized crime affects Minnesota law enforcement.
- 2.27.4. Recognize the term *RICO Act* as meaning the Racketeer Influenced and Corrupt Organizations Act and be able to describe the overall intent of the Act.
- 2.27.5. Define the term *vice crime* and describe the attributes of various vice crimes including illegal gambling, prostitution, solicitation and pornography.
- 2.27.6. Discuss officer safety concerns and ethical decision-making matters related to vice crime investigations including risks associated with working undercover and ethics related to working with confidential informants.

Category Three: Performance of Peace Officer Duties and Tasks

Goal Statement

It is a goal of Minnesota's professional peace officer education to ensure individuals who are eligible for a peace officer license have experience in performing the most common, most important, and highest risk duties of a peace officer as itemized in Category Three while integrating the core competencies of Category One and the foundational knowledge of Category Two and the tools of Category Four as needed.

Section 1: Practical Law Enforcement Writing

- 3.1.1. Demonstrate effective and legible field-note taking including collecting crime scene intelligence from witnesses, victims and suspects.
- 3.1.2. Given crime scene scenarios, solicit information and gather and organize facts needed for a police report.
- 3.1.3. Given a variety of law enforcement scenarios prepare reports that:
 - are written from the first person viewpoint,
 - differentiate between facts, inferences and opinions,
 - demonstrate correct use of grammar, spelling, punctuation, capitalization, sentence and paragraph structure,
 - are clear, complete, concise and accurate, and
 - include all relevant details.
- 3.1.4 Prepare documentation for arrest warrants and for search warrants based on probable cause.

Section 2: Interviewing and Interrogating, and Identifying Suspects

See also Category 2, Section 6

- 3.2.1. Discuss interview techniques used to:
 - build rapport,
 - encourage full meaningful answers and discourage suggestibility,
 - clarify and corroborate statements,
 - enhance memory,
 - detect deception, and
 - obtain information from a reluctant witness.
- 3.2.2. Discuss interview considerations and techniques for interviewing children, vulnerable adults and traumatized victims.

- 3.2.3. Discuss how and why interviewing techniques must vary depending on the interviewee and the circumstances, i.e., when interviewing children or traumatized victims.
- 3.2.4. Conduct interviews using procedures that:
- are appropriate to the situation,
 - ensure the protection of individual rights,
 - effectively gather information,
 - encourage cooperation, and
 - enhance memory.
- 3.2.5. Conduct interrogations of suspects using appropriate techniques to gather information, detect deception, and gain an admission or confession depending on the circumstances.
- 3.2.6. Explain and participate in evidence-based procedures for identifying suspects, i.e., lineup, photo lineup, and field identification, including blind/blinded administration of the lineup, instructions to the eye witness that the perpetrator may or may not be present, use of non-suspect “fillers” that match the eyewitness’s description of the perpetrator and do not make the suspect noticeably stand out and asking a witness to state his or her level of certainty, in his or her own words, as soon as an identification is made.
- 3.2.7. Describe how eyewitness memory works and how it can be impacted by estimator variables (e.g., lighting at the crime scene, distance from the crime, presence of a weapon, cross-racial factors) and system variable (e.g., lineup procedures).

Section 3: Peace Officer Testimony

- 3.3.1. Describe the relationship between good report writing and testimony.
- 3.3.2. Demonstrate proper courtroom dress and decorum.
- 3.3.3. Practice preparing for and presenting true and factual testimony in legal proceedings in accordance with courtroom procedure.
- 3.3.4. Practice managing cross examination and attempts to discredit.

Section 4: Applying Conflict Management/Resolution and Crisis Negotiation/Mediation Principles

See also Category 2, Sections 20 and 21, and Category 3, Section 14, N.

- 3.4.1. Discuss how conflict management strategies depend on the situation and various strategies that may be useful in resolving situations involving individuals dealing with mental illness or, substance use.
- 3.4.2. Model reasonable and effective conflict management strategies and skills intended to de-escalate volatile situations including:
 - assessing and interpreting body language that is indicative of escalation or de-escalation of volatile situations, and
 - using of situationally appropriate communication strategies.
- 3.4.3. Model reasonable and effective dispute mediation strategies and techniques.

Section 5: Evidence

- 3.5.1. Describe appropriate protective gear that may be needed when collecting and processing evidence.
- 3.5.2. Identify various types of evidence, i.e., blood and biological, weapons, explosives and arson related evidence, hair and fiber, impressions, fingerprints, documents, clothing.
- 3.5.3. Describe risks associated with contamination of evidence.
- 3.5.4. Demonstrate proper preservation, collection, processing, storage, and chain of custody procedures for a variety of types of evidence, i.e., fingerprints, DNA, shoe/tire impressions, blood spatter.
- 3.5.5. Demonstrate proper evidence documenting techniques, i.e., note taking, field sketching and/or photographing/videoing.
- 3.5.6. Discuss the impact of new or emerging technologies on crime scene evidence collection and investigation.
- 3.5.7. Recognize, secure and protect technical evidence at a crime scene, i.e., computers, phones, cameras, surveillance equipment.
- 3.5.8. Explain the impact of the Electronic Communication Privacy Act and other pertinent case law on the collection of technological evidence.

- 3.5.9. Discuss the importance of information obtained from electronic devices in crimes including: pornography, economic fraud, e-mail threats, extortion, gambling, identity theft, narcotics, prostitution, software piracy, and telecommunications fraud.

Section 6: Basics of Initial Response and Investigation

- 3.6.1. Practice responding to a variety of requests for service including:
- receiving and comprehending information to and from dispatcher,
 - demonstrating safe vehicle positioning where applicable based on type of call and information available,
 - observing and conducting initial assessment upon arrival at the scene for safety concerns and useful information,
 - using active listening and clear oral communication skills,
 - identifying victims, witnesses and suspects,
 - taking statements and conducting initial interviews,
 - making reasonable decisions based on a reasonable interpretation of observations and circumstances, and
 - determining what additional services might be called in, e.g., EMS, Social Services.
- 3.6.2. Demonstrate how to safely and properly secure and protect a crime scene.
- 3.6.3. Given a crime scene, determine if there is enough evidence to provide probable cause for a search or arrest warrant and fill out the appropriate form(s) to obtain the warrant.
- 3.6.4. Request search or arrest warrants where appropriate.

Section 7: Making Contacts, Detentions and Arrests

See also Category 2, Section 4

- 3.7.1. Describe and demonstrate how to make contacts, detentions and arrests including:
- reading Miranda rights and verifying understanding,
 - selecting, applying and removing types of restraints, i.e. handcuffs, flex-cuffs, leg restraints,
 - conducting a search incident to arrest, and
 - describing procedures for conducting a strip search.
- 3.7.2. Demonstrate strategies and techniques for safely taking a person into custody in a variety of locations when:
- the subject is non-compliant or combative,

- there are multiple subjects to be arrested, and
- the subject(s) are larger and stronger than the officer.

- 3.7.3. Identify limitations on the use of certain restraints by a peace officer as described in Minn. Stat. 609.06, including limitations on chokeholds, tying all of a person's limbs together behind a person's back, and securing a person in any way that results in transporting the person face down in a vehicle.
- 3.7.4. Describe and demonstrate protocols and procedures to safely transport a person in custody.
- 3.7.5. Define the terms *booking*, *arraignment*, *bail* and *personal recognizance*.

Section 8: Conducting Searches and Seizures

See also Category 2, Section 3

- 3.8.1. Identify officer survival/safety issues related to searches of a person, a vehicle, and a building.
- 3.8.2. Conduct searches and seizures in accordance with State statutes and criminal code and demonstrate conscious application of the concepts of reasonable suspicion and probable cause including:
- a legal, consensual search of a person,
 - a custodial search,
 - a searching and inventorying of a vehicle including explaining when a vehicle may be impounded, and
 - a building search.

Section 9: Physical Fitness

- 3.9.1. Perform stretching, aerobics and conditioning exercises at the direction of an instructor as part of an overall fitness program to enhance strength, agility, flexibility, speed, and cardiovascular endurance.
- 3.9.2. Pass a physical fitness test with an overall accumulative passing score.
- 3.9.3. Perform peace officer duties requiring physical fitness.

Section 10: Administering Emergency Medical Care

- 3.10.1. Successfully complete an Emergency Medical Responder course from an Emergency Medical Services Regulatory Board (EMSRB) approved program (U.S. DOT National standard curriculum required) or higher level certification such as Emergency Medical Technician or paramedic.
NOTE: Basic combat lifesaver courses do not meet this objective but other, higher level military emergency medical courses may providing the course is at least 40 hours long and includes the objectives of the EMR course including those related to cardiac arrest, pregnancy, childbirth, pediatric and geriatric patient care. The education standards for Emergency Medical Responder may be viewed at:
<http://www.ems.gov/pdf/811077a.pdf>.
- 3.10.2. Explain the implications of the Good Samaritan Law (Minn. Stat. 604A.05) as it relates to peace officers and citizens.
- 3.10.3. Discuss tactical emergency medical care considerations in on-going emergency situations.
- 3.10.4. Demonstrate awareness of Minn. Stat. 169.752 & 753 **Medical Equipment** which states: "Every patrol motor vehicle shall be equipped with and carry first aid equipment" and "Law enforcement officers operating patrol motor vehicles shall be trained in the use and application of first aid equipment."

Section 11. Bloodborne and Airborne Pathogens

- 3.11.1. Explain the risks to peace officers related to exposure to blood and airborne pathogens, and the proper use of preventive equipment and procedures to reduce risks.
- 3.11.2. Explain the Occupational Safety and Health Administration (OSHA) required methods of control and the protective equipment available to reduce the risk of exposure of blood and airborne pathogens.
- 3.11.3. Explain and/or demonstrate post-exposure procedures and treatment practices.
- 3.11.4. Explain post-exposure reporting requirements.

Section 12: Enforcing Traffic Law and Making Vehicle Stops

See also Category 2, Section 10

- 3.12.1. Explain the purpose of proactive traffic enforcement and vehicle equipment checks/stops.
- 3.12.2. Identify the following elements of driving conduct as they relate to Minnesota Motor Vehicle and Traffic Laws: speed, local authority, right of way, traffic crashes, railroad crossings, school buses, stopping, standing and parking, reckless and careless driving, open bottle, criminal vehicular operation and fleeing a peace officer, signs and signals, and turning.
- 3.12.3. Identify the equipment necessary to operate a vehicle in proper working condition including: lighting, brakes, seat belts and child restraints, mufflers, windshields, bumpers; and, identify the exemption from equipment restrictions.
- 3.12.4. Discuss how traffic law applies to bicycles and pedestrians.
- 3.12.5. Given a variety of scenarios practice enforcing traffic law including issuing traffic citations and documenting a vehicle stop.
- 3.12.6. Identify a variety of driver's licenses including international driver's license and out of state licenses, various types of Minnesota driver's licenses, and various license statuses including current, expired, canceled, CONAX, suspended, and revoked.
- 3.12.7. Explain how diplomatic immunity may impact issuance of a traffic citation.
- 3.12.8. Discuss balancing respectful, rapport building communication with enforcing traffic law and maintaining safety
- 3.12.9. Explain how traffic citations are processed for juvenile offenders.
- 3.12.10. Discuss the use and application of speed estimates including:
 - the radar standards implications of the 1971 case of Minnesota vs. Gerdes, and
 - Minnesota Statute standards for running RADAR (Minn. Stat. 169.14, Subp. 9 and 10).
- 3.12.11. Summarize the features and applications of various models of RADAR/speed-measuring equipment.
- 3.12.12. Demonstrate how to use a RADAR/speed measuring equipment.
- 3.12.13. Identify and discuss officer survival/safety issues related to stopping and approaching vehicles.
- 3.12.14. Review scenarios of peace officer traffic stops and identify:
 - what circumstances impact officer conduct including best practices and high risk mistakes, and

- reasonable use of discretion in deciding what enforcement action to take or not take.
- 3.12.15. Discuss how secondary offenses may be discovered during traffic enforcement and the importance of being observant for contraband and suspicious behavior during traffic stops.
- 3.12.16. Conduct a motor vehicle traffic stop in accordance with procedures and laws including:
- observing traffic and identifying traffic violations,
 - notifying dispatch of location of the stop, vehicle information and the number of occupants,
 - Initiating the traffic stop by activating lights and/or siren,
 - selecting a safe location for a traffic stop and safe vehicle positioning,
 - taking appropriate precautions exiting a squad and approaching a vehicle,
 - observing vehicle occupant(s) behavior and vehicle contents for risk factors,
 - collecting driver license and proof of insurance,
 - recording vehicle information,
 - communicating with the driver about the cause of the stop,
 - determining if a citation or warning should be issued, and whether a search, arrest, or drug or alcohol test should be made depending on circumstances,
 - preparing and presenting citations or warnings and explaining how to pay the fine or arrange a court date, and the consequences of failing to act on the ticket, and
 - taking steps to safely terminate the stop and return to squad.
- 3.12.17. Conduct a mock high risk/felony stop including:
- relaying information to dispatch and requesting back-up,
 - selecting safe and tactically appropriate location for the stop and squad position,
 - communicating with other officers on scene to coordinate the stop,
 - conduct the stop using strategies, tactics and communication methods appropriate to the circumstances and observed behaviors, i.e., confrontational behavior, weapons on scene, objects thrown from the car, occupants approach officer or flee the scene.

Section 13: Serving Legal Process Documents/Warrants

See also Category 3, Section 13 and Section 8

- 3.13.1. Discuss officer safety issues relevant to serving warrants and special procedures to follow when serving potentially high risk warrants.

Section 14: Responding to & Investigating Specific Types of Calls

Demonstrate knowledge of reasonable procedures for enforcement of Federal and State laws and law enforcement procedures when responding to and investigating specific type of crimes.

A. Active Shooter and In-Progress Crimes

- 3.14.1. Discuss the peace officer's role in active shooter situations.
- 3.14.2. Explain and/or demonstrate techniques and protocols for effectively and safely responding to crimes in progress.

B. Animals (Responses Involving)

- 3.14.3. Discuss peace officer response to various incidents involving animals, i.e., pet and pet owner issues, wildlife concerns, abused or neglected animals, loose or sick farm animals, euthanasia by officers and animal resources.

C. Child and Vulnerable Adult Abuse and Neglect

See also Category 2, Section 15

- 3.14.4. Explain law enforcement procedures for response to child and vulnerable adult abuse and neglect situations including:
 - identifying behaviors, signs or symptoms indicative of physical, sexual, and psychological abuse, maltreatment and neglect,
 - completing mandatory reporting requirements,
 - contacting appropriate social service agencies,
 - explaining Munchausen by proxy and shaken baby syndromes, and
 - explaining what sudden infant death syndrome is and how it is not a crime.
- 3.14.5. Identify mandatory reporters of suspected abuse and discuss where to report, what must be reported, the confidentiality of reports, and the legal ramifications for not reporting.
- 3.14.6. Discuss the collaborative child abuse team approach in investigating child abuse.
- 3.14.7. Discuss special interview consideration when dealing with children including the terms *suggestibility* and *child centered interviewing*.
- 3.14.8. Explain child welfare holds that allow officers to remove children from at-risk situations.

D. Civil Disturbance Response

- 3.14.9. Explain characteristics of a civil disturbance/disobedience and how it varies from criminal activity.
- 3.14.10. Explain tactics and formations for managing a civil disturbance.

E. Death Scene Response and Notification

- 3.14.11. Explain officer duties in death notification/body identification situations.
- 3.14.12. Discuss investigation and evidence collection techniques specifically related to homicide, suicide, accidental and natural death scenes.

F. Disaster/Large Scale Emergency Response and Incident Command

See also Category 2, Section 25

- 3.14.13. Discuss the role of peace officers in a variety of disaster and large scale emergencies including:
 - the importance of initial on-scene assessment for immediate action and resources needed and for on-going threats and safety concerns, i.e., gas leaks, downed power lines, looters, fires, etc.,
 - the importance of interagency communications and cooperative interaction between law enforcement agencies, utility companies, and other resources, and
 - large scale traffic and crowd management.
- 3.14.14. Given a scenario, explain or demonstrate an initial scene assessment.
- 3.14.15. Summarize the elements of the Incident Command System (ICS) including:
 - the overall objectives and primary functions of ICS,
 - the typical agencies that are involved in the ICS,
 - the roles of emergency/first responder in preparedness and response systems during and after disaster situations,
 - the typical hierarchical chain of command structure, and
 - the role of the FBI if the disaster is related to foreign or domestic terrorism.
- 3.14.16. Summarize characteristics of systems involved in preparing for and managing large scale disasters including:
 - the elements of the national preparedness system and the national response plan, and
 - the purposes, key concepts and principles of the National Incident Management System (NIMS).
- 3.14.17. Explain law enforcement functions aimed at protecting critical infrastructure and potential targets from terrorism and/or natural disasters.

G. Domestic Violence Response and Investigation

See also Category 2, Section 16

- 3.14.18. Discuss risks associated with domestic violence situations and safe approach techniques including:
- why it is best not to respond alone,
 - the importance of gathering as much information as possible prior to response,
 - the importance of initial scene assessment, and
 - why it is important not to reveal the name of the person who requested police response.
- 3.14.19. Explain when an arrest is warranted, when an arrest is mandatory and the time period in which an arrest can be made in domestic violence related situations.
- 3.14.20. Manage a domestic violence scenario including:
- performing an initial assessment of the scene for relevant cues,
 - calling for back up, medical assistance, child services, or other service as needed
 - Taking reasonable actions to stop any on-going abuse including asking to see the alleged victim or subject of the call alone, requesting entry to residence if necessary to talk to victim and getting a warrant when needed,
 - employing communication techniques as appropriate to de-escalate volatile situations including separating involved parties,
 - explaining rights to victims and providing victim services information,
 - providing officer contact information to victim, and
 - making arrest decisions based on probable cause, determination of predominant aggressor, violation of court orders, and other factors.
- 3.14.21. Discuss service of protective orders and related risks.

H. Drug and Alcohol Response and Investigation

See also Category 2, Section 11

- 3.14.22. Describe dangers associated with handling drugs and with drug production laboratories and related precautionary measures.
- 3.14.23. Describe behavioral symptoms that may be associated with drug use and abuse including the characteristics and physical effects of psychoactive drugs like methamphetamine.
- 3.14.24. Describe methods of transportation and concealment of controlled substances/illicit drugs.
- 3.14.25. Identify observable cues indicative of a driver who is impaired by drugs and apply proper procedures to apprehend a drug impaired driver including:
 - applying Minnesota Statutes relevant to controlled substances and other substances that impair driving,
 - explaining when calling for a Drug Recognition Expert is reasonable.
- 3.14.26. Manage a situation involving illicit drugs including:
 - recognizing drug paraphernalia and tools for weighing and measuring controlled substances, and
 - demonstrating procedures for handling dangerous, sometimes lethal and unpredictable drugs such as methamphetamine.
- 3.14.27. Describe investigative procedures used in drug interdiction including:
 - the importance of intelligence gathering,
 - methods used for field testing and who should do it, and
 - the use of surveillance and counter surveillance.

I. DUI/DWI Response and Investigations

- 3.14.28. Explain why law enforcement enforces alcohol and beverage control laws and laws related to driving under the influence including;
- the effects of alcohol on the body and driving, and
 - the relationship between DWI violations and crashes.
- 3.14.29. Describe the terms *Driving While Impaired* (DWI) and *Driving Under the Influence* (DUI).
- 3.14.30. Explain what the National Highway Traffic Safety Administration (NHTSA) does and its suggested drunk driving prevention techniques.
- 3.14.31. Describe methods to detect individuals who are under the influence of alcohol including:
- the role of psychological and physical testing and the preliminary breath test as impaired driver screening tools, and
 - the concepts of divided attention and nystagmus, and the advantages and limitations of preliminary breath testing.
- 3.14.32. Demonstrate how to process an impaired driver, including:
- identifying driving behaviors and violations indicative of impaired driving
 - administering impaired driver screening tests including the standardized field sobriety test (SFST) battery and horizontal gaze nystagmus.
 - demonstrating knowledge of the precautions for use of the PBT as addressed in the Implied Consent Form,
 - interpreting and documenting test results, and
 - apprehending violators of DWI/DUI laws.
- 3.14.33. Explain the proper use of the State of Minnesota BCA Blood and Urine Collection Kit.
- 3.14.34. Describe evidence and reports required to give testimony in court related to DWI/DUI cases.
- 3.14.35. Explain the purpose and process for conducting saturation patrols to target, detect and apprehend impaired drivers.

J. Fire and Arson Response and Investigation

Minn. Stat. 626.84565, Subd. 2. – Specifically requires pre-service education in fire scene response and arson awareness

- 3.14.36. Explain the terms *flashover* and *backdraft* and the risks associated with flames, heat, smoke, toxic gasses and explosions at fire scenes.
- 3.14.37. Describe the crime of arson, the common evidence used in differentiating between arson caused fire and other causes, and the importance of securing and protecting evidence at fire scenes.
- 3.14.38. Discuss responsibilities and safety concerns relative to peace officer response to fire scenes and the different roles and responsibilities of officers, fire fighters and representatives of the fire marshal's office.
- 3.14.39. Explain how to use a fire extinguisher on various types of fires.

K. Hazardous Materials, Explosives and Bomb Threats

- 3.14.40. Explain the basic principles of hazardous materials as defined by Occupational Safety and Health Administration (OSHA) and the Emergency Response Guide Book published by the U.S. Department of Transportation.
- 3.14.41. Identify some resources for responding to hazardous materials incidents, i.e., fire department, Minnesota Pollution Control Agency, Minnesota Department of Homeland Security and Emergency Management (HSEM), and the Bureau of Criminal Apprehension's (BCA's) Emergency Communications Center for State level assistance and notification.
- 3.14.42. Explain the purpose of hazardous materials placards and the significance of their shapes, color, symbols and texts.
- 3.14.43. Identify some common hazardous materials placards and where they are commonly located.
- 3.14.44. Given scenarios involving hazardous materials describe and/or demonstrate basic incident management skills including:
 - recognizing and identifying common hazardous materials or hazardous materials placards, and
 - taking situationally appropriate safety precautions and reasonable actions including maintaining a safe distance, clearing the area and making referrals and notifications.
- 3.14.46. Explain the function of the bomb squad.
- 3.14.47. Explain and/or demonstrate safety precautions and situationally reasonable actions in response to reports of bomb threats and suspicious objects including:

- when to clear an area and call in the bomb squad,
- procedures to be followed when searching buildings and property to locate explosive devices and materials, and
- risks associated with secondary devices and booby traps.

L. Juvenile Involved Response (Victims and Offenders)

See also Category 2, Section 7

- 3.14.48. Explain or demonstrate law enforcement procedures for responding to situations and crime scenes involving juveniles as victims and/or offenders including:
- enforcing status offense laws,
 - apply laws applicable to interviewing a juvenile,
 - explaining the 72 hour hold rule governing shelter placements, the 36 hour hold rule governing detention hold, parent or guardian notification requirements regarding placements and detentions, and custody and liability issues,
 - applying appropriate data practices rules governing incidents involving juveniles including who may request and receive juvenile data, and
 - explaining to whom a juvenile may be released.

M. Missing Person Response

- 3.14.49. Demonstrate familiarity with Minnesota’s missing persons related laws (Minn. Stat. 626.8454, Minn. Stat. 299C.51-299C.5655, 390.25) and the definitions included therein.
- 3.14.50. Explain peace officers response and reporting responsibilities relative to missing persons.
- 3.14.51. Describe the role the Minnesota Bureau of Criminal Apprehension plays as a resource in missing person investigations, missing and endangered children and child abductions.
- 3.14.52. Describe important information to gather relative to a report of a missing child or an endangered person.
- 3.14.53. Describe data systems and resources available to Minnesota law enforcement in the investigation of missing children and endangered persons.
- 3.14.54. Explain the purpose of and procedures for conducting a neighborhood canvas and other steps involved in initiating a search for a missing person.

N. Persons In Crisis Response

See also Category 2, Sections 20 and 21 and Category 3, Section 4.

Note: It is understood that best response tactics will vary depending on the circumstances and volatility of the situation.

- 3.14.55. Discuss what an officer should know, behaviors an officer should demonstrate, and communication tactics officers may find useful when interacting with a person struggling with a mental illness to maximize safety and more effectively approach a crisis situation including:
- why it is important to gather as much information as possible before arriving at a situation involving a mental health crisis,
 - why it is important to respond in pairs and when to involve a mental health crisis response team if possible,
 - why, unless the situation is immediately dangerous/critical, officers should not challenge or violate personal space and try to eliminate noise and distractions,
 - the advantage of having one officer take lead in communicating, and
 - the importance of having patience, building rapport and demonstrating compassion.
- 3.14.56. Given situations involving individuals demonstrating signs and/or characteristics of mental illness, behavioral disorder or suicidal intentions requiring intervention, demonstrate appropriate intervention techniques that are likely to be beneficial in managing the situations (Minn. Stat. 626.8455) including:
- modeling behavior that shows the importance of putting safety first, staying alert and the danger of complacency or taking anything for granted when dealing with an individual experiencing a mental health crisis,
 - unless situation appears immediately dangerous/critical, avoiding challenging or violating personal space,
 - trying to eliminate noise and distractions,
 - having one officer take lead and open communication from a safe distance,
 - using communication techniques designed to de-escalate volatile situations including:
 - o being patient, calm, honest and compassionate,
 - o using active listening skills while not encouraging or agreeing with delusions,
 - o using a calming voice, and
 - o avoiding challenging questions and allowing for venting.
- 3.14.57. Identify options for resolution of situations involving individuals in mental health crisis situations including:
- identifying resources/services that could be called for assistance, and
 - Identifying steps necessary for obtaining an involuntary commitment order by a law enforcement officer.

- 3.14.58. Explain the prohibition against the use of deadly force in situations involving people who only poses a danger to themselves and how it may apply in mental health crises situations.

O. Sexual Assault Response and Investigation

See also Category 2, Section 17

- 3.14.59. Conduct an initial response to a simulated sexual assault incident using victim centered response strategies* appropriate to the situation that makes the victim's wishes, safety and well-being a priority in all matters and procedures and includes provision of the victim information card and contacting a victim advocate.

* Examples of victim-centered response strategies include:

- Secure the scene and manage any immediate safety concerns or medical needs,
- Use situationally appropriate victim-centered communication strategies to promote the victim's feelings of safety, demonstrate compassion and concern, minimize trauma, and support and empower the victim, e.g.:
 - o Assure victims:
 - they are safe and believed,
 - the assault was not their fault, they are not to blame and have nothing to be ashamed of,
 - that reporting was the right thing to do, and
 - they are in charge of how things proceed, and
 - if appropriate to the situation, assure victims that they will not be charged with minor crimes and that sexual assault takes priority regardless of life circumstances or participation in sex work.
 - o Listen with empathy and without judgement,
 - o Limit questioning to what is immediately necessary to identify the nature of the crime and suspects and the immediate needs of the victim; do not interview victims who will have to be re-interviewed by investigators, and not let others question the victim, or pressure them to make decisions,
 - o If the victim is a child or vulnerable adult limit questioning and adjust communication appropriately.
- Provide victims with information about their rights (including the victim information card is required),
- Connect victims with advocates and non-emergency medical help as needed and as soon as possible,
- Request a sexual assault investigator as soon as possible,
- Identify any special needs for service the victim might have, reach out for assistance and let the victim know help is coming,
- Identify and protect evidence including non-DNA evidence,

- Keep victim informed and provide good, clear advice as appropriate, e.g., when to wash, change clothes, what is going to happen next, the role of forensic exam nurse, victim advocate and sexual assault investigator,
 - Manage suspects and bystanders or witnesses in ways that promote the victim's feelings of safety, dignity and autonomy.
- This list is not all inclusive and is subject to change.

P. White Collar Crime/Financial Fraud Crime and Identity Theft

See also Category 2, Section 23

- 3.14.60. Define the terms *white collar crime* and *identity theft* and describe the importance of evidence protection in investigation of these crimes.

Q. Vehicle Crash Response and Investigation

- 3.14.61. Demonstrate appropriate response tactics when called to a situation involving a motor vehicle crash including:
- talking to and being aware of other responders on the road,
 - demonstrating approach tactics appropriate to situation and weather related conditions and to block and protect the crash scene,
 - demonstrating appropriate actions to safely and effectively manage the crash scene,
 - preserving and processing crash-scene evidence,
 - explaining the additional steps to be taken when responding to a “hit and run” accident,
 - distinguishing between a required reportable accident and an accident not required to be reported,
 - safely re-opening traffic lanes following crash response,
 - interviewing drivers and witnesses and obtaining the required information to file the accident report form,
 - assisting people who need medical help and/or transportation,
 - explaining traffic crash reporting requirements and completing the *State of Minnesota-Dept. of Public Safety Accident Report Form*,
 - explaining the use of the *Fatality Report (PS-07093)*,
 - organizing collected evidence for the case file,
 - employing traffic direction techniques, and
 - arranging for crash to be removed from the roadway.

Category Four: Tools, Techniques and Tactics

Goal Statement

Peace officers may employ a wide variety of tools, techniques and tactics to enhance safety, effectiveness and efficiency of performance. It is a goal of Minnesota's professional peace officer education to ensure peace officer license eligible candidates demonstrate the ability to properly use and maintain tools, and demonstrate the mechanics of techniques and tactics peace officers need to employ.

Section 1: Defensive and Control Tactics

- 4.1.1. Prior to engaging in practice in defensive and control tactics review considerations for legal, objectively reasonable and necessary use of force and deadly force by a peace officers, prohibitions against use of force and deadly force, limitations of the use of certain restraints, and facts and circumstances that influence what force is reasonable and necessary.
- 4.1.2. Describe and demonstrate command presence and tactically safe approach techniques in a variety of law enforcement situations.
- 4.1.3. Demonstrate "soft" empty hand control tactics that may be used on passive resistive subjects and resistive subjects including: distraction techniques, joint manipulations, pressure points, escapes from holds and grasps, come-along from escort techniques and the use of appropriate verbal communication.
- 4.1.4. Demonstrate "hard" empty hand control techniques that may be used on aggressive, resistive subjects including: restraint techniques, blocks with hands, arms and legs, countermeasure striking techniques using hands, arms, elbows, legs, knees and/or feet, counter striking techniques used in ground fighting, and appropriate verbal commands.
- 4.1.5. Explain when to handcuff, the risks associated with failing to handcuff and prohibitions against tying all of a person's limbs together behind a person's back to render the person immobile, and against securing a person in any way that results in transporting the person face down in a vehicle.
- 4.1.6. Demonstrate proper handcuffing techniques from several positions and under a variety of circumstances including:
 - use of clear and concise verbal commands,
 - techniques for use with cooperative and uncooperative subjects,
 - team handcuffing techniques; both standing & prone,
 - tactical positioning and subject control during handcuffing and searching,

- application of handcuffs (placement, tightness) and double locking, and
 - positioning and transporting of handcuffed subject.
- 4.1.7. Explain risk factors for in-custody death including symptoms of respiratory and cardiac distress and diabetic shock and the importance of monitoring people in custody and getting prompt emergency medical treatment as needed.
- 4.1.8. Demonstrate ground fighting tactics including defenses and escapes from positions on the ground or floor including:
- escapes from the top superior position and the bottom superior (supine) position,
 - escapes from headlocks and chokeholds,
 - defending from four barriers: feet, knees, hands and elbows, and
 - practice in multiple subject and multiple officer scenarios.
- 4.1.9. Explain and demonstrate basic techniques for use of the baton and impact weapons including:
- draws and grips with batons,
 - stances and carrying techniques with batons,
 - uses of the baton for physical control techniques,
 - uses of the baton as a blocking instrument,
 - uses of the baton for striking,
 - identification of body target areas for striking, and
 - baton retention techniques.
- 4.1.10. Explain the make-up and characteristics of chemical agents, electronic control weapons used by peace officers.
- 4.1.11. Demonstrate basic techniques for the reasonable use of an electronic control weapon (ECW) (demonstrations may or may not include actual discharge of the device) including:
- deployment methods, firing vs. drive stun,
 - proper aftercare and probe removal,
 - carry location and retention of E.C.W., and
 - safety guidelines on duration and number of cycles applied.
- 4.1.12. Demonstrate basic techniques for the reasonable use of chemical agents (demonstrations may or may not include actual discharge of the chemical agent) including:
- delivery systems and methods for chemical agents,
 - dissemination methods of chemical agents,
 - factors to be considered before deploying chemical agents,
 - familiarization with the effects of chemical agents on a subject,

- actual or simulated exposure to chemical agents in simulated law enforcement scenarios, and
- after-care considerations and decontamination procedures.

4.1.13. Demonstrate operation of and proficiency with weapons used by peace officers including impact weapons, electronic control devices, and chemical agents.

Section 2: Firearms Operations

4.2.1. Explain and demonstrate weapon retention and disarming techniques including:

- tactical positioning for gun retention defense,
- retention of holstered weapons,
- drawn handgun retention techniques,
- disarming techniques, and
- long gun retention techniques.

4.2.2. Demonstrate basic principles of safe handling, operating, and shooting handguns and long guns including stance, grip, trigger pressure, sight alignment, and sight picture in standing, kneeling and roll over prone shooting positions.

4.2.3. Demonstrate proficiency (minimum score of 70% at each required distance) with shooting handguns including:

- close quarter shooting skills with a handgun including ability to rapidly fire multiple rounds from close quarters (no more than 2 yards from target) position,
- medium range shooting skills with a handgun including the ability to shoot with dominant and with non-dominant hand in both supported and unsupported shooting positions in a medium range (no closer than 5 yards and no further than 7 yards) position, and
- longer distance shooting skills with a handgun including the ability to draw and fire at a target that is (15 to 25 yards) away.

4.2.4. Demonstrate weapon handling including close quarter unsupported, weapon hand supported and unsupported, reaction hand supported and unsupported, and proficiency with a handgun from standing, kneeling or prone position.

4.2.5. Participate in practical handgun shooting exercises.

4.2.6. Participate in exercises and live fire or simulation drills involving:

- shooting from a down position,
- non-dominant hand drawing and shooting,

- use of non-traditional sight picture for aiming at close range (3 to 5 yards).
- 4.2.7. Participate in malfunction drills using dummy rounds that include:
- open and closed chamber malfunction drills with handgun,
 - weapons transition drills, and
 - one-handed malfunction drills with both dominant and non-dominant hand.
- 4.2.8. Define the terms *cover* and *concealment* as they pertain to peace officer firearms drills.
- 4.2.9. Demonstrate shooting from behind cover and on the move.
- 4.2.10. Practice decision making skills while participating in firearms simulation scenarios including:
- multiple opponents (live fire on multiple targets),
 - targets that fail to stop,
 - low light/night shooting techniques including use of flashlight techniques in live-fire drills in low light/night conditions, and
 - reloading under fire including pistol, rifle, and shotgun.
- 4.2.11. Demonstrate basic long gun shooting skills.

Section 3: Practical Use of Force Decision-Making

See also Category 2, Section 8

- 4.3.1. Evaluate situations that may require the use of force, determine when force is authorized and necessary, and discuss options for the reasonable use of reasonable force.
- 4.3.2. Assess, articulate and report reasons for use of force including pre-assaultive indicators and situational factors.
- 4.3.3. Participate in and evaluate others real time practical situations that require the use of force.
- 4.3.4. In real-time scenario exercises, make decisions about reasonable use of force.

Section 4: Emergency Vehicle Operations and Police Pursuit

- 4.4.1. Possess a valid driver's license.
- 4.4.2. Successfully complete at least seven hours of classroom and skills based instruction in emergency vehicle operations and in the conduct of police pursuits (Minn. Stat.8458, Subd, 4.) including:
 - basic motor vehicle operation,
 - defensive and evasive driving,
 - emergency response driving, and
 - legal and policy aspects of pursuits.
- 4.4.3. Explain the implications of Minn. Stat. 169.753 which states "Law enforcement officers operating patrol motor vehicles shall be trained in the use and application of first aid equipment" and Minn. Stat. 626.8452, which requires officers be trained in the use of those weapons and equipment the officer is issued or authorized to carry (including those carried in emergency vehicles operated by the officer).
- 4.4.4. Describe the psychological and physiological dynamics of emergency response and pursuits and how they may affect judgment, perception and decision making.
- 4.4.5. Given police pursuit scenarios, explain the considerations for continuance and termination of pursuit.
- 4.4.6. Discuss the physical, psychological and emotional affects officers often encounter immediately following a pursuit.
- 4.4.7. Discuss how pursuit policy issues affect the conduct of pursuits by peace officers and pursuit related mandatory reporting.

Section 5: Radio and Other Equipment Operations

- 4.5.1. Demonstrate the ability to properly operate law enforcement radios and communications equipment in live training scenarios.
- 4.5.2. Discuss and/or demonstrate operation of equipment commonly provided in patrol vehicles, i.e., camera, dash cam, mobile computer, emergency lights, sirens, etc.
- 4.5.3. Demonstrate use of information technology tools to access, manage, integrate and create information for law enforcement and public safety purposes including interpreting crime data and trends.
- 4.5.4. Identify federal, state and local criminal justice databases and other data sources and websites frequently used by peace officers.