



Minnesota Board of Peace Officer Standards and Training

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TRAINING COMMITTEE MEETING AGENDA 1600 University Avenue, Suite 200 St. Paul, Minnesota 55104-3825

**Tuesday, July 9, 2019
10:00 AM**

1. Call to Order
2. Approval of Agenda
3. Approval of January 3, 2019, Training Committee Meeting Minutes (Attachment) ACTION
4. Announcements
5. Pre-Licensing Learning Objectives on Sexual Assault Response Revised (Attachments)
ACTION
6. St. Paul PD and Metro State University Collaboration STAFF UPDATE
7. Adjournment

**MINNESOTA BOARD OF
PEACE OFFICER STANDARDS AND TRAINING**

TRAINING COMMITTEE MEETING
POST Board Office
1600 University Avenue, Suite 200
St. Paul, MN 55104

January 3, 2019

Committee Members

Present:

Ms. Becky Swanson, Chair
Mr. Clarence Castile
Mr. Drew Evans
Ms. Sara Rice
Mr. Wade Setter
Mr. Kevin Stenson
Mr. Troy Wolbersen

Committee Members

Absent:

Dr. Joel Powell

Staff Present:

Mr. Nate Gove
Ms. Mary Bjornberg
Ms. Michelle Haggberg
Ms. Peggy Strand

Others Present:

Ms. Safia Khan
Ms. Mary Vukelich

Chair Swanson called the meeting to order at 9:00 a.m. The first order of business was approval of the agenda.

- **MOTION:** Mr. Setter moved to approve the agenda. Mr. Stenson seconded the motion. The agenda was approved

The next item was approval of the December 12, 2018 Training Committee meeting minutes.

- **MOTION:** Mr. Stenson moved to approve the minutes. Mr. Castile seconded the motion. The minutes were approved.

Announcements: There were no announcements.

In-Service Continuing Education Rules and Practices:

Ms. Vukelich, facilitator of the In-Service Continuing Education Rules and Practices workgroup gave an overview of the recommendations regarding In-Service Continuing Education rules and Practices. "The first recommendation is to increase from ten days to thirty days for POST Board staff to review and approve continuing education courses;

as for more recommendations, there was a spectrum of opinions in the workgroup, one end of the spectrum calls for a substantial change in the model that the POST Board has embraced, and without more research there wasn't an ability to come to a consensus for specific recommendations, at this time we are asking if the Board wants us to do more research to gather a consensus." Much discussion ensued.

- **MOTION:** Mr. Setter moved to have the Training Committee present the workgroups current recommendation to the Board when it meets on January 24, 2019. Mr. Castile seconded the motion. The motion passed.

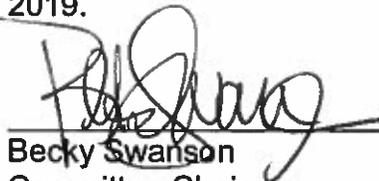
Sexual Assault Investigation Training:

Mr. Setter, facilitator of the Sexual Assault Investigation Training workgroup gave a high level overview of the handout that was attached to the agenda titled Sexual Assault Investigations Recommendations for POST. Mr. Setter said "The workgroup recommends that the POST Board should support the development of sexual assault training by subject matter experts and should support and facilitate the provision of the training to Minnesota peace officers. Sexual assault training for peace officers is important, needed and should be provided for peace officers involved in responding to, or investigating sexual assault. In addition a field guide should be created and made available to all peace officers responding to and investigating sexual assault, and finally pre-licensing educational requirements related to sexual assault should be reviewed and updated to correlate with identified best practices for entry level officers. Funding for the development and rollout of this training has yet to be identified. If we are going to develop a coalition or group to develop curriculum, it is going to take some time to do this right, identify all of the components and get agreement to identify what training should be mandated or optional; all of this will take time." Much discussion about the sexual assault investigation training ensued.

- **Motion:** Mr. Wilkening made a motion to accept the workgroups recommendations on sexual assault investigation training and to present them to the Board for a vote when it meets on January 24, 2019. Mr. Stenson seconded the motion. The motion passed unanimously.

Seeing no additional business before the Committee, Chair Swanson adjourned the meeting at 10:35 a.m.

The foregoing minutes were approved by the Training Committee of the Minnesota Board of Peace Officer Standards and Training when it met on July 9, 2019.



Becky Swanson
Committee Chair



Erik Misselt
Interim Executive Director

Current Learning Objectives Related to Sexual Assault Response and Investigation

These are the objectives to be replaced.

The following objectives are extracted from the Minnesota POST Board's Learning Objectives for Professional Peace Officer Education, July 26, 2017.

Category 2., Section 17: Assault and Sexual Assault Response and Investigation (from Page 24)

- 2.17.1. Define *sexual assault* as described in Minn. Stat. 611A.211 which includes criminal sexual conduct in the first, second, third, fourth or fifth degree or criminal sexual predatory conduct.
- 2.17.2. Explain the following terms: *date rape, sex trafficking, sexual harassment, and female genital mutilation.*
- 2.17.3. Describe characteristics of perpetrators of sexual assault and their impact on:
 - why sexual assault is under-reported, and
 - how degradation, domination, humiliation, and terror impact the needs of victims of sexual assault
- 2.17.4. Identify important statistics related to sexual assault including those related to: the prevalence of sexual assault, the gender, age and characteristics of victims and perpetrators, and whether or not the perpetrator is known or unknown to the victim.
- 2.17.5. Identify physical and psychological consequences of sexual assault on victims and how severity, frequency and characteristics of the perpetrator influence those consequences.
- 2.17.6. Discuss myths about sexual violence and the impact they may have on reporting by victims and on how peace officers respond to incidents involving sexual violence.
- 2.17.7. Explain special care and evidence collection considerations for victims of sexual assault including:
 - sexual assault evidence collection and preservation including DNA evidence and evidence collection by a physician,
 - immediate physical and psychological care needs, and
 - long term concerns regarding safety, sense of privacy and well-being, unwanted pregnancy, and sexually transmitted disease.

**Category 3, Section 14., Letter O: (Practical Aspects of)
Assault and Sexual Assault Response and Investigation** (from page 44)

- 3.14.58. Manage a sexual assault situation including:
- identifying the victim and if the victim is a child, vulnerable adult or adult, and adjusting communication and procedures appropriately,
 - establishing rapport with victims i.e., making victims feel safe, letting them know the assault was not their fault,
 - informing victims of the importance of their cooperation in gathering forensic evidence and pressing charges while ensuring victims understand that the choice is up to them,
 - advising victims of their rights and providing them with a victims rights card,
 - assisting victims in contacting an advocate when appropriate,
 - determining and responding to the immediate medical needs of victims,
 - communicating with the medical staff treating the victim regarding the need for a forensic evaluation/use of a sexual assault kit to collect evidence, and
 - identifying, protecting, collecting and preserving evidence including photographs, clothing, seminal fluid, saliva, hairs, blood, bedding, fibers, etc.



Minnesota Board of Peace Officer Standards and Training

1600 University Avenue
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Agenda Item: 5 (1st of 4)

To: POST Board Training Committee

From: Staff

Subject: Revised Pre-Service Learning Objectives on Sexual Assault Response for Professional Peace Officer Education Programs

Date: July 9, 2019

1. ACTION REQUESTED:

Staff recommends the training committee recommend approval of the attached pre-service learning objectives on sexual assault response and investigation to the POST Board.

2. BACKGROUND:

On January 24, 2019, the Minnesota POST Board requested staff review and revise the pre-licensing educational requirements related to sexual assault response and investigation to ensure they correlate with best practices for entry level officers.

Using the in-service learning objectives approved by the board as a guide, staff developed a set of objectives appropriate for entry level response and investigation. Staff then provided the draft to the 30 coordinators of POST-certified schools and to the members of the pre-licensing sexual assault learning objectives workgroup*. Response to the vetting process was minimal and positive, and suggestion for language changes were incorporated as appropriate.

* This workgroup was made up of people with a variety of expertise in this topic including representatives of several advocacy groups, the MN Sex Crimes Investigators Association, the Bureau of Criminal Apprehension and others.

3. EFFECTS OF THIS ACTION:

If the committee recommends approval of the objectives they will go before the POST Board at its next meeting. If approved by the board the *Learning Objectives for Professional Peace Officers* will be amended and the new objectives will be distributed to the POST Board certified schools. If there are any peace officer license examination questions that are not appropriate to the new objectives they will be removed. A reasonable schedule for inclusion of the new requirements into pre-licensing education will be determined by staff in consultation with the schools. New objectives will be added to the licensing examination according to a reasonable schedule after the schools have added the objectives to their curriculum.



Minnesota Board of Peace Officer Standards and Training

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DATE: 6/25/2019

TO: POST Board Training Committee

FROM: Peggy Strand, Education Coordinator

SUBJECT: Revision of the Sexual Assault Learning Objectives for Professional Peace Officer Education

On January 24, 2019, the Minnesota POST Board approved a model policy and in-service training recommendations for sexual assault response. The board also recommended review and update the pre-service professional peace officer education (PPOE) learning objective related to sexual assault.

Attached is draft of new objectives for sexual assault response intended to:

- Align with current best practices for entry level officers.
- Be general enough to be useful by an entry level officer at any law enforcement agency.
- Be sufficiently detailed to give PPOE instructors a good idea of the learning outcomes expected from the curriculum developed by the school.

Revision Process

Step 1. Development of Initial Draft

I compared the current objectives related to sexual assault to the recommendations from the in-service learning objectives workgroup then wrote new objectives using only language appropriate to entry-level knowledge, skills and abilities.

Step 2. Vetting

Initial vetting - The new objectives were sent to a subset of PPOE Coordinators for review by subject matter instructors. Feedback was minimal and minor adjustments were made.

Second vetting – The draft objectives were sent to two groups for feedback; the members of the focus group that developed the in-service objectives and the PPOE coordinators at all thirty schools. The focus group included people with a variety of expertise related to sexual assault response (MNSCIA, Advocacy Groups, Law Enforcement representatives, BCA Training Unit, and more).

Agenda Item 5 (4th of 4)

The objectives were also distributed to the coordinators again at the PPOE Coordinators conference on April 25th for discussion. The conference included a speaker (Sean McKnight from MNSCIA) on this subject.

Step 3. Draft revised based on feedback from both groups

There were no major oppositions to the objectives as a whole. There was a little feedback that said the objectives were too much for entry level and a little feedback that said they could go further. This draft represents a compromise between those positions.

Step 4. Training Committee Review

Attached for committee consideration are ten new objectives to replace the eight learning objectives currently in the *Learning Objectives for Professional Peace Officer Education* (also attached).

Step 5: POST Board Review and Approval

Step 6: Distribution of Objectives to Schools (schedule to be determined)

Step 7: Modifications to POST Board Licensing Examination (schedule to be determined)

Agenda Item 5 (3rd of 4)

Information in blue ink shows examples

Draft of New PPOE Objectives Related to Sexual Assault

The following objectives are recommended to replace those in Category 2, Section 2, 2.17.1 through 2.17.7., and Category 3, Section 3, 3.17.58.

Category 2, Section 17: Sexual Assault Response and Investigation

- 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.

Category 3, Section 14., Letter O: Practical Aspects of Sexual Assault Response and Investigation

3.14.58. 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,
- 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.