

Course Outline

COURSE: JLE 112 **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2015 **CURRICULUM APPROVAL DATE:** 03/09/2015

SHORT TITLE: SEXUAL ASSAULT

LONG TITLE: Sexual Assault Investigations

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
1	17.5	Lecture:	.5	8.75
		Lab:	1.78	31.15
		Other:	0	0
		Total:	2.28	39.9

COURSE DESCRIPTION:

The course is a balance between a police officer's duties in handling sexual assault cases and being sensitive and aware of the victim's needs. Attention is given to the psychological as well as physical trauma a rape victim encounters. The legal aspects of the case will also be emphasized. This is a pass/no pass course. **ADVISORY:** JLE 100

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

03 - Lecture/Laboratory

04 - Laboratory/Studio/Activity

STUDENT LEARNING OUTCOMES:

1. Compare and contrast the recognition, collection, and analysis of physical evidence associated with a sexual assault investigation.

Measure: written exam, skills demonstration

PLO:

ILO: 2,3

GE-LO:

Year assessed or anticipated year of assessment: 2015

2. Identify the crime laboratories procedures and capabilities.

Measure: written exam, skills demonstration

PLO:

ILO: 2,3

GE-LO:

Year assessed or anticipated year of assessment: 2015

3. Identify the Sexual Assault Laws & Courtroom Related Issues.

Measure: exam, skills demonstration

PLO:

ILO: 2,3

GE-LO:

Year assessed or anticipated year of assessment: 2015

4. Describe the elements of sexual assault laws to provide officers with working knowledge crimes and defenses.

Measure: exam, skills demonstration

PLO:

ILO: 2,3

GE-LO:

Year assessed or anticipated year of assessment: 2015

5. Review related laws & discuss case facts impacting investigation and prosecution of sexual assault crimes.

Measure: skills demonstration

PLO:

ILO: 1,2,3

GE-LO:

Year assessed or anticipated year of assessment: 2015

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 03/09/2015

I. Course Introduction Time: 1 hour

A. Overview of SART Model

1. Collaborative Model – set the tone for teamwork

2. SART Definition

3. Members of SART

4. Mission of SART

C. Importance of Relationship Building

D. Ethical behavior in Investigations (20 min)

E. Learning Activity - Ethics

F. Classroom Discussion

Student Performance Objectives (SPOs): Students will become familiar with SART and its mission.

Outside Assignment: Review SART definition and notes from class.

II. Legal Aspects Time: 5 hours

A. Introduction

1. Instructor Introduction
2. Review Segment Goals and Objectives
3. General Opening Questions
4. Learning Activity #1 or something similar

B. Adult Sex Abuse Law

1. 261(a)(2) Rape
2. Important Definitions

C. Evidence Code Sections Need to Know

1. Evidence Code 1103(c)(1)
2. Evidence Code 1108
3. Evidence Code 1240
4. Fresh Complaint Doctrine
5. Rape Trauma Syndrome

D. Defenses

1. Honest and Reasonable Belief that Victim Consented is a defense
2. False Report
3. No Physical Evidence
4. Insufficient or inept investigation
5. Identification – not me
6. Mistake of age – only for “unlawful sex” crimes
7. Suggestive Interview
8. Learning Activity 4: List

E. Courtroom Presentation

1. Direct Testimony
2. Top Ten Testifying Tips for Investigators
3. Cross Examination
4. Cross Examination Pitfalls
5. Learning Activity 5: Option A or Option B

F. Statute of Limitations

1. General Provisions
2. Special Sections for Child Sex Crimes

G. Child Exploitation Law

1. Definition of Sexual Conduct
2. 311.11(a) Possession of Child Pornography
3. 311.1(a) Distribution of Child Porn – No commercial purpose, Felony or Misdemeanor (wobbler)
4. 311.2(b) Distribution with Commercial Purpose, Felony
5. 311.2(c) Possession and Intent to Distribute to Adults, Felony
6. 311.4(c) Pose Child for Porn, Felony
7. 311.4(b) Pose Child for Porn with Commercial purposes, Felony
8. 311.2(d) Import or Possess with Intent to Distribute to Children, Felony

H. Investigations a DA Loves vs. Investigations that make a DA cry

1. To make the DA happy
2. Things that make the DA cry

3. Learning Activity #6: List

Student Performance Objectives (SPOs): Students will familiarize themselves with courtroom proceedings and common defense tactics regarding a Child Exploitation case.

Outside Assignment: Review Evidence Codes as well as Child Exploitation Laws.

III. Medical & Forensic Exam Time: 2 hours

A. The Forensic Medical Examination

1. State Requirements
2. Local Medical Examinations sites
3. Initiating local SART Protocol
4. Examination Sequence

B. Common Medical Findings in Sexual Assault

1. Blunt Force Injury
2. Medical Conditions that interfere with interpretation of findings
3. Optional Learning Activity

C. Suspect Examinations

D. Complications with Exams in a hospital

1. HIPPA – Health Insurance Portability and Accountability Act
2. Obtaining Medical Reports

E. Learning Activity 1: List

Student Performance Objectives (SPOs): Students will develop an understanding of Forensic Medical Examinations and common medical findings regarding sexual assault.

Outside Assignment: Review notes from In-class learning activity.

IV. Victim Dynamics and Advocacy Time: 4 hours

A. Introduction and Overview

1. Brief Instructor Background
2. Goals of Module

B. Dynamics of Sexual Assault

1. Learning Activity 1
2. Common Myths and Facts
3. Disclaimer
4. General Statistics
5. Optional Learning Activity: The Undetected Rapist

C. Biases in Law Enforcement

1. Background
2. Learning Activity 2: Biases
3. Alcohol and Sexual Assault
4. False Allegations – Provide formal definitions
5. Unfounded (Unsubstantiated) Cases
6. False Allegation
7. Common “red flags”
8. Inadvertently creating a “false” report
9. How to recover from a bad first impression
10. Other Biases in Law Enforcement
11. Delayed reporting

D. The Impact of Sexual Assault

1. Learning Activity 3: Impact of Crime
2. Unique Factors to Sexual Assault
3. Working with sexual assault victims

4. Empathy as an Investigative Tool
5. Trauma and Stress Responses
6. Learning Activity: Case Study Video

E. Victim Advocacy

1. Historical Background and Challenges
2. What is a Victim Advocate?
3. Learning Activity: Victim Advocacy
4. What law enforcement needs to know about advocacy
5. Marsy's Law
6. Privileged Communications

F. Special Populations

1. Learning Activity
2. Additional Considerations

G. Additional resources

1. Additional resources for Investigators
2. Questions

Student Performance Objectives (SPOs): Students will develop the skills to avoid biases including recovering from bad first impressions and accurately and efficiently reporting the crime.

Outside Assignment: Review notes from in-class learning activity on the Impact of Crime.

V. Computer Forensics Time: 4 hours

A. Recognizing potential digital evidence

1. Case examples
2. Fruit of the Crime
3. Instrumentalities
4. Repositories of crime
5. Corroborating Evidence

C. Search and Seizure of digital evidence

1. 4th amendment, Cyberspace, and Digital evidence
2. Seizing and securing evidence

D. Cyberchild Exploitation: Computer forensic response and child rescue

1. Introduction to sexual predators in the digital world
2. Profile of the computer sexual offender
3. Varying offenses related to sexual predators in the digital world
4. Computer Forensic Analysis Procedures to recover artifacts
5. Rescuing children from on-going contact offenses
6. Project Safe Childhood introduction
7. Prosecution routes

E. Sexual Predators Online – Lab Portion

1. Provide a local case example
2. Internet terminology review
3. Internet service connections and capabilities
4. Learning Activity #3: Tracking Online Sexual Predators
5. Tracking Online Sexual Predators
6. Internet resources
7. Networking with other law enforcement

Student Performance Objectives (SPOs): Students will be taught to identify characteristics of the computer sexual offender in a child exploitation case by looking at past cases.

Outside Assignment: Review search and seizure laws regarding digital evidence.

VI. Sexual Offender Typology & Interrogation Techniques with Practical Time: 6 hours

A. Typology

2. Learning Activity 1

B. Offenders

1. Stereotypes of Sexual Offenders
2. Learning Activity 2: Who are the Offenders?
3. Offender Motivations
4. Profiling Sexual Offenders

C. Rapist Typology

1. Power Reassurances/Pseudo-Unselfish
2. Power Assertive/Selfish
3. Pseudo-Assertive/Pseudo-Unselfish/Selfish
4. Anger Retaliatory/Selfish/Oppportunistic
5. Anger Excitation/Selfish

D. Multiple Offender/Gang Rape

1. Optional Learning Activity

2. Definition

3. Parties to a crime
4. Active vs. Passive participants
5. Obstacles

E. Preparation for Interrogation Practical

1. Overview
2. Recommendations

F. Interrogation Practical

Student Performance Objectives (SPOs): Students will learn to profile sexual offenders by using stereotypes, looking at possible motivations, and rapist typologies.

Outside Assignment: Review notes from Interrogation Practical.

VII. Investigator Wellness Time: 2 hours

A. Introduction

B. Role of the Investigator

1. Personal Impacts
2. The Challenge
3. Defense Mechanisms
4. Learning Activity 1

C. Stress and Burnout

1. Definitions
2. Managing Stress
3. Learning Activity 2
4. Disruption of Family Activities
5. Overprotection
6. Family Safety Issues
7. Learning Activity 3

D. Strategies for Healthy Coping

1. Current Techniques used to manage stress
2. New stress management techniques
3. Other Resources
4. Optional Learning Activity

Student Performance Objectives (SPOs): Students will learn healthy methods to reduce and eliminate stress.

Outside Assignment: Practice stress relieving techniques.

VIII. Evidence and Crime Scene Activity Time: 8 hours

A. Physical Evidence in Sex Crimes

1. Physical Evidence
2. Identifying the most probative evidence
3. What physical evidence can provide
4. Prioritizing evidence for submission to lab
5. Crime Lab Services
6. Learning Activity 1

B. Evidence Considerations with respect to the Victim, Suspect and Crime Scene

1. Locard Exchange Principle
2. Victim
3. Scene
4. Suspect

C. Drug Facilitated Sexual Assaults

1. Commonly used drugs (street names)
 2. Effects of commonly used drugs
 3. Collection of Samples for Lab and Detection Time Frames of Drugs
 4. Crime Scene and Suspect Considerations for Evidence

D. Collection and Packaging of Physical Evidence

1. General Considerations
2. Fingerprints vs. Contact DNA
3. Evidence Stains
4. Alternate Light Source (ALS)

E. Combined DNA Index System (CODIS)

1. Structure of the Database and profiles maintained in each
2. Requirements for what profiles can and cannot be entered into CODIS
3. Timelines for entry, upload and hit notification
4. CODIS Hits / Requirement for Investigator following a Hit to an Offender
5. Special Considerations
6. Learning Activity 5

F. Evidence Conclusion and Transition to Crime Scene Learning Activity

Student Performance Objectives (SPOs): Students will learn to identify and prioritize physical evidence in a sexual assault case including but not limited to fingerprints, contact DNA, and stains.

Outside Assignment: Review requirements for use on the Combined DNA Index System otherwise known as CODIS.

IX. Case Management & Investigative Techniques Time: 8 hours

A. Class Opening

1. Learning Activity: Riding on the Bus

B. Case Management

1. Evaluating Cases
2. Preliminary Investigative To Do List

C. Planning Investigation

1. Coordinating Follow up Logistics

D. Executing Investigative Plan

1. Documentation

- 2. Organize and Prepare Discovery for Prosecution
- E. Learning Activity 2: Case Management
- F. Sexual Assault Issues
 - 1. Learning Activity 3
 - 2. Unique Difficulties of Sexual Assault Investigations
- 3. Investigator Qualifications
 - 4. Unique Evidence Issues
- G. Case Preparation
 - 1. Learning Activity 4: Case Preparation
 - 2. Investigative Plan
 - 3. Investigative Tools and Techniques
 - 4. Anticipated Suspect Defenses
 - 5. Corroborating victim's account of events
 - 6. Proving and disproving suspect's account of events
 - 7. Miscellaneous
 - 8. Investigative Techniques and Strategies
 - 9. Lineups
 - 10. Complex Cases
- H. Sexual Assault Search Warrants
 - 1. Brief review of search warrant basics
 - 2. Resources and Case Law Updates
 - 3. POST Search Warrant Writing Tool
 - 4. Optional Learning Activity - search warrants
 - 5. Sealing all or portions of the search warrant
- I. Learning Activity 7: Developing an Investigative Plan
- J. Pretext Phone Calls
 - 1. Introduction to Pretext Calls
 - 2. Penal Code
 - 3. Learning Activity 8: Pretext Phone Calls
 - 4. Investigator Preparation
 - 5. Victim Preparation
 - 6. Equipment
 - 7. The call and after
 - 8. Pretext Call Examples

Student Performance Objectives (SPOs): Students will become familiar with the process of preparing and executing an investigation.

Outside Assignment: Review Penal Code regarding pretext phone calls.

METHODS OF INSTRUCTION:

Lecture, film, video-tapes, slides, discussion, simulated situations, role-play.

Students will be evaluated on a POST (California Commission on Peace Officers Standards and Training) approved rating form during role-playing situations.

METHODS OF EVALUATION:

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 20 % to 35 %

Reading Reports

CATEGORY 2 -The problem-solving assignments required:

Percent range of total grade: 25 % to 30 %

Lab Reports

Quizzes

Other: case law and police reports

CATEGORY 3 -The types of skill demonstrations required:

Percent range of total grade: 30 % to 40 %

Class Performance/s

CATEGORY 4 - The types of objective examinations used in the course:

Percent range of total grade: 20 % to 35 %

Multiple Choice

True/False

REPRESENTATIVE TEXTBOOKS:

Required:

Robert R. Hazelwood, Ann Wolbert Burges. Practical Aspects of Rape Investigation. CRC Press, 2008. Or other appropriate college level text.

Reading level of text, Grade: 12 Verified by: Doug Achterman

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 199750

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: JLE

CSU Crosswalk Course Number: 112

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: Y

Occupational Course: B

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000525808

Sports/Physical Education Course: N

Taxonomy of Program: 210500