

Course Outline

COURSE: JLE 114 **DIVISION:** 50 **ALSO LISTED AS:**

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

SHORT TITLE: CHILD ABUSE INVESTIGATION

LONG TITLE: Child Abuse Investigation

<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:

An intensive study in causes, recognition, identification of abuse, neglect and sexual exploitation of children. Emphasis will be placed on laws, procedure of handling cases, effective interviewing/investigative techniques and action/referral. 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. Develop techniques to provide a controlled, comfortable, monitored setting to conduct child interviews.

Measure: Role playing, written exam

PLO:

ILO: 1, 2, 3

GE-LO:

Year assessed or anticipated year of assessment: 2015

2. Identify how the material/images from child abuse cases can lead to stress/vicarious trauma.

Measure: Role Play, Quiz PLO:

ILO: 2,3,6 GE-LO:

Year assessed or anticipated year of assessment: 2015

3. Demonstrate how to investigate a child abuse case including identifying physical abuse and neglect, types of abuse

Measure: Role Play PLO:

ILO: 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. Unique Factors of Child Abuse Investigations
 - A. Difficulties unique to CA investigations
 1. Child abuse myths and fallacies
 2. DV / CA nexus
 3. Non-communicative victims
 4. Victim/Suspect Relationship
 5. Family dynamics
 6. Socio-economic
 - B. Qualifications of the Investigator
 1. Work with other gov't and civilian agencies
 2. Patience with children
 3. Specialized interview and interrogation skills
 4. Integrity
 5. Well versed and trained
 6. Dispel preconceived notions and myths
 - C. Investigator Stress Factors
 1. Dealing with children
 2. Sympathy vs. Empathy
 3. System frustration
 4. Heavy caseload
 5. "In the Best Interests of the Child"
 6. Personal involvement vs. Impartiality
 - D. Unique Investigator Responsibilities
 1. Protection of the child
 2. Criminal Investigation
 3. Evidence gathering
 4. Apprehension of suspect
 5. Protection of society
 6. Protect investigation
 7. Search Warrants
 8. Interrogation

E. Reporting Requirements

1. Suspected Child Abuse Report (SCAR)
2. Child Abuse Summary Report
3. Fax Inquiry Ford BCIA 4084

4. Notification of Suspect Form

F. Multidisciplinary approach to child abuse investigations

1. Problems before MDT's
2. Improper delegation of investigative responsibilities
3. Developing resources: Interdisciplinary Sources
4. MIDT Investigative flow

G. Taking the Child into Custody

1. Welfare & Institutions Code

2. Penal Code

H. Important Case Laws

1. Officer Liability
2. Duty to investigate
3. School Grounds
4. Failures

I. Initial Case Preparation

1. Steps for Developing an Investigative Plan
2. Anticipating Defense Issues
3. Corroborating the Victim's Allegations
4. Proving or Disproving Suspect's account of events
5. Common Tools and Techniques

J. Investigative Techniques and Strategies

1. Timing of arrest
2. Lineups: Photo, live, voice, tools, tattoos
3. Complex Cases

K. Child Abuse Search Warrants

1. Brief review of search warrant basics

2. Resources and Case Law Updates

3. Instructional Activity

Student Performance Objectives (SPO): Students will become familiar with special difficulties specific to California investigations as well as the unique responsibilities of a child abuse investigator.

Out of Class Assignments: Review Penal codes regarding taking children into custody.

II. CHILD VICTIM DYNAMICS & INTERVIEWING (4 hours)

A. Introduction

1. Investigation objective
2. Emotions
3. Pre-judgment
4. Physical abuse cases vs. Sexual molest
5. Differences between child vs. adult victims

B. Victim Dynamics

1. Age
2. Gender
3. Culture
4. Relationship with family members

- 5. Relationship with the offender
- 6. Credibility issues
 - C. Purpose of an interview
 - 1. Objective fact-finding
 - D. Preparing for the interview: Child Victim/Witness
 - 1. Previously interviewed?
 - 2. Interviewer
 - 3. What do you know about the child initially?
 - E. Location of Interview
 - 1. On scene or away
- 2. Child's room
 - 3. Hospital
 - 4. School
 - 5. While in a protective custody facility
 - 6. Law enforcement facility or police vehicle

F. Proximity

- 1. Child's level
- 2. Sit with child
 - 3. Position self toward the child
 - 4. No physical barriers
 - 5. Limit distractions

6. Privacy

- G. Who is present at interview?
 - 1. You and the child
 - 2. Child advocate
 - 3. Interpreter

H. The Interview: Rapport building

- 1. Purpose
- 2. Dress code
- 3. Adapting to the child's language
- 4. Getting to know the child
- 5. Establish child's level of understanding

I. Information Gathering

- 1. Record all interviews
- 2. Continuum of questions

J. Closure

- 1. Is child concerned
- 2. Unrelated subjects

Student Performance Objectives (SPO): Students will learn how to properly conduct an interview with the victim and as well as the skills needed to analyze the information they receive.

Out of Class Assignments: Review procedures and etiquette for conducting a child abuse victim interview.

III. CHILD ABUSE & THE LAW (4 hours)

A. Introduction

- 1. Review segment goals and objectives

B. Child Sex Law

- 1. PC 288(a)
 - 2. PC 288 (b)(1)

3.PC 288(c)(1)

- 4.PC 288.2
- 5.PC 288.3
- 6.PC 288.4
- 7.PC 288.5
- 8. PC 288.7
- 9.PC 647.6
- 10. Teenagers, "Statutory Crimes"
- 11.Enhancements: 667.61

C. Specialized Evidence Concepts and Bias

- 1. Child Sexual Abuse Accommodation Syndrome
- 2.Fresh Complaint Doctrine
- 3.Evidence Code 1108
- 4.Rape Trauma Syndrome

D. Child Exploitation Law

- 1.Definition of Sexual Conduct
- 2. PC 311.11(a)
 - 3.PC 311.1(a)
 - 4.PC 311.2(b)
- 5. PC 311.2 (c)
- 6.PC 311.4(c)
- 7. PC 311.4(b)

8.PC 311.2(d)

E. Child Physical Abuse Law

- 1.PC 273a
- 2.PC 273a(b)
- 3.PC 273(a)(b)
- 4.PC 273d
- 5.PC 270

F. Statute of Limitations

- 1.General Provisions
- 2.Special sections for child sex

G. Marsy's Law

- 1.Proposition 9
- 2.Victim
- 3.Officer's Responsibilities

Student Performance Objectives (SPO): Students will become familiar with laws regarding the exploitation of children.

Out of Class Assignments: Review Penal Codes regarding Child Physical Abuse

IV.CHILD FORENSIC MEDICAL EXAMS (4 hours)

A. Forensic Medical Examination (SART)

- 1.State requirements
- 2.Forensic Medical Examination
- 3. Local medical examination sites

B. Child Sexualized Behavior

- 1.Normal
- 2.Concerning
- 3.Seek professional help

- C. SART Protocol
 - 1. Initiating local SART protocol
- D. Forensic Medical Examination
 - 1. Sequence
 - 2. Process
- E. Common Medical Findings in Child Sexual Abuse
 - 1. Normal Genital Anatomy
 - 2. Suspicious Finding
 - 3. Definitive Findings
- F. Coping with Trauma
 - 1. Parents/children
 - 2. Secondary Trauma
 - 3. Wellness

Student Performance Objectives (SPO): Students will become familiar with the sequence and process of a forensic medical examination.

Out of Class Assignments: Review state requirements regarding a forensic medical examination.

V. INVESTIGATION OF CHILD ABUSE: PHYSICAL ABUSE & NEGLECT (4 Hours)

- A. Introductions
- B. Preliminary Investigations
 - 1. Identify and explain clues to abuse
 - 2. Photography
- 3. Evidence

C. Types of Abuse

- 1. Neglect
- 2. Drug endangered children
- 3. Spanking & whipping
- 4. Assorted physical abuse
- 5. Shaken Baby vs. SUDS
- 6. Bite Marks

Student Performance Objectives (SPO): Students will be taught how to differentiate between several types of abuse.

Out of Class Assignments: Review types of abuse discussed in class.

VI. INVESTIGATION OF CHILD ABUSE: SUSPICIOUS BURNS, BITES & BRUISES (4 hours)

- A. Introductions
 - 1. Instructor and student introductions
 - 2. Instructor expectations
- 3. Student expectations

B. Investigating Suspicious Burn Injuries

- 1. Burns & temperatures defined
- 2. Immersion Burn Evidence Worksheet
- 3. Wet burns
- 4. Dry contact burns
- 5. Final exam

Student Performance Objectives (SPO): Students will be taught to identify different types of burns found on victims.

Out of Class Assignments: Review for Final Exam

VII. PHYSICAL EVIDENCE IN CHILD ABUSE CASES (4 hours)

- A. Introduction

1. Instructor background
 2. Topics Covered
 3. Physical Evidence.
 4. The Crime Lab
 - B. Child Abuse Case Scenario: Instructional Activity #1 – Evidence Recognition
 1. Assign group scenarios
 2. Give time to review and ID evidence
 3. Review each case
 - C. Processing the Scene of a Child Abuse and Handling Evidence
 1. General Sequence of events at a Crime
 2. Recording the Crime Scene and Documenting Evidence
 3. Recognizing Physical Evidence at the Scene
 4. Collection Packaging and Preserving Physical Evidence Specific To a Child Abuse Investigation
 - D. CODIS: How the Combined DNA Database Can Help Your Investigation
 1. Definition and Levels
 2. Requirements for what Profiles can and cannot be entered into
 3. Timelines for Entry, Upload and Hit Notification
 4. CODIS Hits / Requirement for Investigator following a Hit to an Offender
 5. Special Considerations
 - E. Final Review: Questions & Answers
- Student Performance Objectives (SPO): Students will learn how to use the DNA Database to aid in an investigation.

Out of Class Assignments: Review in-class Instructional Activity #1.

VIII. INVESTIGATION OF CHILD ABUSE: SEXUAL EXPLOITATION, ONLINE PORNOGRAPHY & COMPUTER FORENSICS (4 hours)

- A. Introduction
 1. Instructor Background
 2. Course Objectives
- B. Course
 1. Child predator
 2. Child molester
 3. History
 4. Why a child becomes a victim
 5. Definitions
- C. Pornography
 1. Types of pornography
 2. Child Pornography
 3. United States vs. Kurrey
 4. Stogner vs. California
 5. California vs. Spurlock
- D. Sexual Victimization
 1. Dynamics
 2. Problems with investigation
 3. Most often an adult male
- E. Developmental Stages of a Child
 1. Awareness
 2. Fantasies Start
 3. Stalking

- 4. Molestation
- F. Human Trafficking
 - 1. Why Trafficking Exists
 - 2. Who Are The Traffickers?
 - 3. The Victims
 - 4. Trafficking Victims Protection Act (TVPA) of
 - 5. Federal Anti-Trafficking Efforts

G. Investigative

- 1. Locate and Discover sources
- 2. Proactive vs. Reactive
- 3. Exchange background information
- 4. Scope of the crime
- 5. Evidence collection
- 6. Resources
- 7. Pitfalls and problems

Student Performance Objectives (SPO): Students will learn to identify child molester typologies.

Out of Class Assignments: Review cases regarding child pornography.

IX. SUSPECT DYNAMICS & INTERROGATION (5 hours)

A. Introduction

- 1. Instructor Background
- 2. Course Objectives
- 3. Overview-the research
- 4. Instructional Activity #1: Film
- 5. Optional Activities

B. Suspect Dynamics & Interrogation

- 1. Sexual abuse
- 2. Instructional Activity #2
- 3. Child Molester Typologies
- 4. Thinking Error and Theme Building
- 5. Instructional Activity #3: Typologies
- 6. Instructional Activity #4: Interview / Interrogation Planning
- 7. Rapport Building
- 8. Instructional Activity #5: Suspect Interview, Themes, Typology Identification

Student Performance Objectives (SPO): Students will be taught suspect interview and interrogation techniques through classroom activities.

Out of Class Assignments: Review classroom activity notes

X. INVESTIGATOR WELLNESS (1 hour)

A. Introduction

B. Blood Pressure Unit: Baseline Blood Pressure Measure

- 1. BP Cuffs
- 2. Baseline Measure
- 3. Blood Pressure Handout
- 4. Questions / Concerns

C. Child Abuse Images: Show images of child abuse

- 1. Processing reactions to the images
- 2. Investigator wellness

D. Blood Pressure Unit: Follow Up Measurement, Second Blood Pressure Measure

- 1. Discuss Blood Pressure Measurements

2. Stress/Vicarious Trauma.
- E. Vicarious Trauma Overview
 1. Defined
 2. Symptoms
 3. Changes that may take place in Investigators
 4. Compassion Fatigue

- F. Strategies for Healthy Coping
- G. Relaxation Exercise (optional)

1. Relaxation
2. Guided Imagery Exercise

Student Performance Objectives (SPO): Students will become aware of the possible stress/trauma that often comes with child abuse cases and how to cope in a healthy manner.

Out of Class Assignments: Review symptoms of vicarious trauma child abuse investigators may experience.

XI. PRETEXT PHONE CALLS (1.5 hours)

A. Introduction

B. Purpose

1. Elicit confession
2. Elicit admissions
3. Locks suspect into a story

C. Legal authority

1. PC 632
2. PC 633
3. PC 633.5

D. Basic Steps

1. Determining victim's ability
2. Victim Preparation
3. Current technology
4. Making the Call
5. Debriefing
6. Review call
7. Other Issues
8. 6th Amendment Considerations
9. 5th Amendment Considerations
10. Concealing recording equipment
11. Safety of victim
12. Suspect may initiate phone contact even when in custody
13. 136 PC possibilities
14. Pretext calls

Student Performance Objectives (SPO): Students will learn communication strategy for pretext phone call.

Out of Class Assignments: Review 5th and 6th Amendments

METHODS OF INSTRUCTION:

Lecture, film, video-tape simulation, discussion, role playing.

Evaluation will be made via an objective test.

METHODS OF EVALUATION:

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 25 % to 35 %

Written Homework

Reading Reports

CATEGORY 2 -The problem-solving assignments required:

Percent range of total grade: 20 % to 30 %

Homework Problems

Field Work

Lab Reports

Quizzes

CATEGORY 3 -The types of skill demonstrations required:

Percent range of total grade: 35 % to 65 %

Class Performance/s

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

Percent range of total grade: 25 % to 45 %

Multiple Choice

REPRESENTATIVE TEXTBOOKS:

Required:

Dave Pelzer. A Child Called It. HCI, 1995. 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: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: JLE

CSU Crosswalk Course Number: 114

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: CCC000456118

Sports/Physical Education Course: N

Taxonomy of Program: 210500