

Course Outline

COURSE: JLE 156 **DIVISION:** 50 **ALSO LISTED AS:**

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

SHORT TITLE: HOMICIDE INVESTIGA

LONG TITLE: Homicide Investigation

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
2	17.5	Lecture:	1	17.5
		Lab:	3.57	62.48
		Other:	0	0
		Total:	4.57	79.98

COURSE DESCRIPTION:

A course teaches students the highly specialized field of Homicide Investigation. It will cover the legal aspects of death investigation, homicide crime scene procedures, autopsy, psychological profiling, criminal psychology, laboratory work, gunshots, asphyxia, drowning, burning, cutting, and stabbing, and interviewing techniques. ADVISORY: JLE 100

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

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. Determine manner and mode of death (i.e., homicide, suicide, natural, accidental, unknown death) from autopsy.

Measure: skill performance, quiz

ILO: 2, 1, 3

2. Distinguish the role of the Medical Examiner/Coroner in a death investigation.

Measure: role playing

ILO: 1, 2

3. Recognize and have the ability to differentiate ways bodies can be identified.

Measure: skills demonstration

ILO: 2, 1

4. Compose an investigation report to include: different wound types, animal/insect, self-inflicted, the three characteristics of gunshots and the three types of sharp force wounds as well as the cause of death.

Measure: written report

ILO: 2, 7

5. Compare the factors in determining time of death to include loss of body heat, rigor mortis, postmortem lividity, liver temperature, and environmental factors.

Measure: demonstration, quiz

ILO: 2, 1, 3

6. Appraise, evaluate, compare and assess aspects of a crime scene.

Measure: skills demonstration, quiz

ILO: 2, 1

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

Curriculum Approval Date: 03/09/2015

.5 Hours

I. COURSE OVERVIEW

A. ICI Certificate Program Overview

1. History

2. ICI Certificate Requirements

3. How to Apply

4. POST ICI Program Manager

B. Class Schedule

1. Hours

2. Breaks/ Hotel/ Restroom/ Restaurants

3. Course Content

4. Instructors

5. Binders/ USB Drives

C. Ground Rules

1. Active Participation

2. Tool Box/ Open Mind

3. Misery is Optional

4. Respect: Electronic Devices, Absences

5. There are no Dumb Questions

6. Relaxed/Informal/ Supportive Environment

Student Performance Objectives (SPO): Student will learn what the course is offering, receive student handouts, and review class schedule.

Out of Class Assignments: Reading Assignment

3.5 Hours

II. INTRODUCTION TO HOMICIDE

A. Homicide Job Requirements

1. Eye Opening
2. The gravity of homicide investigations

B. Commitment

1. Life Style
2. Commitment Case Study Illustration (Alex Brown Case)
3. Training
4. Fight for your case

C. Investigative Shift

1. Thoroughness
2. Innovation
3. Objective Investigation

D. Communications

1. Law Enforcement
2. Not a personal attack
3. Power Struggle
4. Keeping a positive disposition
5. Rescuer
6. Begin with an end in mind
7. Outside Law Enforcement
8. Decedent's family
9. Fundamental Attribution Error
10. Remain Open- Minded

Student Performance Objectives (SPO): Students will develop the skills, mindset and lifestyle a career in Homicide requires.

Out of Class Assignments: Reading Assignment

4 Hours

III. CRIME SCENE AND CASE MANAGEMENT

A. Step One

1. Predetermined plan
2. Homicide unit operations manual

B. Step Two

1. Learning activity #1 "The Response Kit"

C. Step Three

1. Response

D. Step Four - Scene management

1. Documentation
2. Written documentation

E. Step Five

1. "LASD Homicide Crime Scene Video" Segment 4
2. Crime scene investigation
3. "LASD Homicide Crime Scene Video" Segment 3
4. Other investigative assignments

F. Step Six

1. Important issues to address in every homicide investigation

G. Step Seven

1. Case management

Student Performance Objectives (SPO): Students will learn the appropriate steps taken when investigating a homicide including promptness, documentation, and case management.

Out of Class Assignments: Reading Assignment

4 Hours

IV. TOUR OF CORONER'S FACILITY AND CRIME LAB

A. Purpose of Activity:

1. To give students an opportunity to participate in another learning style and challenge their knowledge of the coroner's function.
2. To provide the students an overview of a county crime lab, discuss the capabilities of the lab, and what type investigative information the lab can provide in a case.

B. Activity

1. One group goes to the crime lab and the other to the coroner's facility.
2. The groups switch.

C. Key Learning Points

1. Gain a better understanding of the inner workings of the crime lab
2. Better understand the what the lab results mean
3. Better understand the mechanism in which casework is examined in the crime lab
4. Gain knowledge of the capabilities of the crime lab in criminal investigations

Student Performance Objectives (SPO): Students will become familiar with the crime lab and the coroner's facility so to have a better understanding of the inner workings and capabilities of each of the facilities..

Out of Class Assignments: Reading Assignment

4 Hours

V. CRIME SCENE PRACTICAL

A. Overview of Practical by Class Administrator

1. Case assignments

B. Crime Scene Practical

Student Performance Objectives (SPO): Students will demonstrate the ability to collect and package evidence at a crime scene.

Out of Class Assignments: Reading Assignment

2.5 Hours

VI. ROLES OF THE FORENSIC SCIENTIST

A. Crime Scene Processing for Physical Evidence

1. Basic scene processing steps
2. Arrival and stabilization issues
3. Scene boundaries
4. Scene Documentation
5. Contamination issues
6. What to record and collect
7. Body processing for evidence at scene

B. Impression Evidence

1. Types in imprints
2. General recording
3. Latent development and chemical enhancements
4. Casting impressions
5. Vehicles

6. Learning Activity #4a "Recognition and Collection"

C. Blood and Biological Fluids

1. Types of evidence
2. Uses of evidence
3. Collection techniques
4. Chemical tests
5. DNA evidence
6. Contamination issues

D. Lecture on blood spatter reconstruction

1. The use of reconstruction
2. Overview of patterns from drop analysis and pattern recognition
3. How to record at the scene
4. Discussion of validation and presentation of blood spatter evidence
5. Gunshot Residue (GSR)
6. "Collection of Firearms Related Evidence from a Vehicle"

E. Firearms Evidence

1. Collection of firearms evidence
2. The firearm as evidence
3. Recognition of bullets strikes and holes
4. Firearms reconstruction evidence

Student Performance Objectives (SPO): Students will become familiar with forensic evidence such as blood, biological fluids, and firearms evidence.

Out of Class Assignments: Reading Assignment

4 Hours

VII. INTERACTION WITH VICTIM'S FAMILY

A. Interacting with the Victim's Family

1. Why it's important.
2. What you need to Know/Do.

B. Death Notifications.

1. A difficult task.
2. Approaching the relative/family.
3. Communication with Relative/Family.
4. Offer Support.

C. Presentation and Case Studies

1. Victim's Family Presentation (Murder of Linda Canady)
2. Case Study - Serial Murder Investigation (Grim Sleeper Victims).

D. Wrap-up summarizing key learning points.

Student Performance Objectives (SPO): Students will learn how to approach and interact with the victim's family .

Out of Class Assignments: Reading Assignment

8 Hours

VIII. HOMICIDE LAW

A. General Law

1. Causation
2. Definition of Murder (Malice Aforethought)
3. First Degree Murder
4. Manslaughter
5. Lawful Homicide

- 6. Felony Murder
- 7. Provocative Act Murder
- 8. Murder by Certain Means
- 9. Who Else is Liable for Murder
- B. Mental Defenses
 - 1. Competency
 - 2. Insanity
- C. Law of Special Circumstances
 - 1. Penalty
 - 2. Requirements
 - 3. Deciding to Seek Death
 - 4. Death Penalty Litigation
- D. Aranda Bruton Motion
 - 1. What it is
 - 2. How it evolved
 - 3. Where it applies
- E. Experts
 - 1. Who are they?
 - 2. When would you want to use them?
 - 3. Documenting expert reports
- F. Search Warrants
 - 1. Common Problems
 - 2. Learning Activity
- G. Cold Case Homicide
 - 1. Definition
 - 2. DNA Database
 - 3. Cold Case Strategies
 - 4. Legal Issues

Student Performance Objectives (SPO): Students will be able to differentiate between first degree murder and manslaughter as well as identify the penalty and requirements for special circumstances.

Out of Class Assignments: Reading Assignment

3 Hours

IX. FORENSIC ENTOMOLOGY

- A. Entomology and Botany roles in Homicide Investigations
 - 1. Introduction
 - 2. Definition of topic
 - 3. Insect identification Learning Activity #1
 - 4. Civil Cases: Examples
 - 5. Criminal Cases: Examples
- B. Death Investigations
 - 1. Historical
 - 2. Cold Cases
 - 3. Recent/Current Cases
- C. Data Interpretation
 - 1. Overview of how insect evidence is collected
 - 2. Review of insect life cycle
- D. Case studies Illustrations
 - 1. Myiasis

2. Potential child abuse
3. Injury interpretation (ants)
4. Accidental death
5. Homicide

E. Collection supplies and equipment

1. List of minimum supplies and equipment for insect collect/preservation
2. Access to literature and forensic entomologists

F. Forensic Botany

1. Trace botanical evidence can link an object or suspect to the scene of a crime, as well as rule out a suspect or support an alibi.
2. Ricin example

Student Performance Objectives (SPO): Students will be taught the roles entomology and botany play in a homicide investigation and how to collect botanical and insect evidence.

Out of Class Assignments: Reading Assignment

2 Hours

X. PIG PRACTICAL

A. Students to one of two teams

B. Purpose of the exercise

1. Demonstrate accepted methods for locating a potential burial site
2. Demonstrate how to excavate a body to preserve evidence
3. Demonstrate how to collect insect and other evidence on a body

C. After an initial briefing at the site, students look for buried body using a demonstrated method.

Student Performance Objectives (SPO): Students will learn how to locate a potential burial site and the proper procedure for excavating a body so as to preserve evidence.

Out of Class Assignments: Reading Assignment

3 Hours

XI. INTRODUCTION TO FORENSIC ANTHROPOLOGY AND ARCHAEOLOGY

A. Forensic anthropology

1. Defined as the “application of physical anthropology to the medico-legal system”

B. Forensic archaeology

1. Defined as the “application of archaeology to the medico-legal system”

C. Scope of forensic anthropology and archaeology

1. What do forensic anthropologists do?
2. Human skeletal analysis
3. Search, location, and excavation of human remains
4. Forensic context

D. Recovery of human remains

1. Planning stage
2. Search strategies
3. Site location strategies
4. Excavation methods

E. Human versus nonhuman bone identification

1. General differences
2. Specialized methods

F. The biological profile

1. Sex estimation
2. Age estimation
3. Ancestry estimation

- 4. Stature estimation
- G. The identification process
 - 1. Presumptive identification
 - 2. Positive identification
- H. Postmortem changes to human remains
 - 1. Decomposition
 - 2. Fresh
 - 3. Bloat
 - 4. Active decay
 - 5. Skeletal
- I. Factors that influence preservation
 - 1. Animal scavenging
 - 2. Sun bleaching
 - 3. Water transport
 - 4. Root etching
 - 5. Soil chemistry
- J. Skeletal trauma analysis
 - 1. Trauma determination
 - 2. Antemortem characteristics
 - 3. Perimortem characteristics
 - 4. Postmortem
- K. Categorization of trauma
 - 1. Blunt force trauma
 - 2. Sharp-force trauma
 - 3. Projectile trauma

Student Performance Objectives (SPO): Students will learn the capabilities of forensic archaeology including the biological profile of the victim, skeletal trauma analysis, and postmortem changes to human remains.

Out of Class Assignments: Reading Assignment

8 Hours

XII. HOMICIDE INTERVIEW AND INTERROGATION TECHNIQUES

- A. Interview and Interrogation
 - 1. Rapport Building
 - 2. Non-verbal communication
 - 3. Behavioral Analysis Interview
 - 4. Confrontational Interrogation
 - 5. Legal Issues
- C. Motives for homicide and corresponding themes
- D. Violent Personality Disorders and Cognitive Thought Patterns
 - 1. Violent Personality Disorder
 - 2. Common cognitive thought patterns
- E. Time factors in homicide interviews and interrogations
 - 1. Homicide interviews and interrogations
 - 2. Multiple interviews of same person
 - 3. Act on information immediately
 - 4. Where to start
- F. Audio/Video recording
 - 1. Recordings eliminate any challenge to your credibility
 - 2. Suspects words are more powerful when the jury can hear it

3. Confrontation in court as to why an interview was not recorded
4. Interview room
5. Two investigator interviewing
6. Interview monitoring
7. Interview coordination
- G. Concepts for homicide investigators

1. Anticipating Defenses
2. Cooperating Defendants
3. As Negotiation
4. Recognizing the investigators' communication as testimony
5. Lies can convict

H. False confessions

1. Risk factors
2. Investigator errors
3. Establishing true confessions

I. Keys to success

1. Proper mindset
2. Be ready for the long haul
3. Keep your ego out of it
4. Proper balance between being gullible and being paranoid
5. Ability to use different styles
6. Physical devices

J. Student Demonstrations - Practical Interview and Interrogation Exercise Evaluated

Student Performance Objectives (SPO): Students will learn interrogation and interview techniques as well as discuss the effectiveness of each.

Out of Class Assignments: Reading Assignment

4 Hours

XIII. OFFICER INVOLVED SHOOTINGS AND IN-CUSTODY DEATHS

A. Introduction

1. Review of resources
2. OIS Lessons Learned – Case Studies
3. Officer involved deaths
4. Purpose of investigation
5. Officer Involved Deaths - Video Learning Activity #1
6. Conflict of interest challenge – Video
7. Confidentiality

B. Legal Review

1. Deadly force authorized
2. Objective reasonableness
3. Shooting at vehicles
4. Mechanisms of death in custody

C. Physiological Considerations – Learning Activity #2

1. High arousal (fear) states
2. Errors in judgment
3. Errors in performance
4. Impact on memory
5. Impact on motor skills
6. Tunnel Vision (black and white vision)

7. Auditory exclusion/muffling/selective
8. Time distortion
- D. Identifying Stakeholders – Learning Activity #3
 1. Involved officers
 2. Witnesses
 3. Suspects
 4. Non-police victim
 5. Dispatcher
 6. First responders
 7. Field supervisor
 8. Evidence techs
 9. EMTs
 10. Fire
 11. Peer support/chaplain
 12. Criminal investigator
 13. Administrative investigator
 14. Chief/Sheriff
 15. PIO
 16. Commander
 17. DA Investigator
 18. Risk management
 19. County counsel/City attorney
 20. Public Oversight Official
- E. The Investigative Process – Learning Activity #4
 1. Definition of a “good” shooting
 2. Investigative Standard
 3. POBR issues
 4. Physical Evidence
 5. Scene Issues
 6. Scene Containment and Witness control
 7. Briefing
 8. Walk Through
 9. Public Outcry
 10. Legal Considerations
 11. Statements
 12. The involved officer
 13. Statements to a field officer
 14. Interviewing the involved officer
 15. Shooting Officer Information
 16. Assailant Information
 17. Intoxicant Testing
 18. Searches
 19. Compiling Investigation
 20. Reports
 21. Discovery
- F. Multi-Jurisdictional Investigations
 1. Duplicate criminal investigations
 2. Evidence handling

3. Sharing of other jurisdictional reports
 4. Interviews
 5. Discuss who has the lead
 6. Discuss who can attend
 7. Criminal investigating agency maintains control of investigation
 8. Discuss the role of outside agencies and techniques for controlling the interview
- Student Performance Objectives (SPO): Students will learn the different factors that could have resulted in an officer involved death including but not limited to: high arousal states, errors in judgment, and distorted depth perception.

Out of Class Assignments: Reading Assignment
6 Hours

XIV. ELECTRONIC INVESTIGATIONS

A. Cell Phone Analysis

1. Learning Objectives:
2. Authority
3. Court Orders
4. Problems Encountered
5. Differences Among Carriers?
6. Picture Mail
7. Managing Your Data:
8. Call Detail Records
9. Cell Phone Analysis:
10. Text Messages from phone download
11. Sprint Cell Tower
12. Text messages
13. Search Warrant Tower Dump
14. More Innovative Use of CDR's
15. Challenges dealing with multiple Cell phone records
16. Cell Phone Records
17. Excel Functions to receive and store data
18. Human Readable Tower Locations

B. Search warrant

1. Consent
2. Search incident to arrest
3. Automobile Exception
4. Abandoned property
5. Probation searches
6. Parole searches
7. Inventory searches
8. Emergency searches
9. Private searches / LE follow-up
10. Plain view

D. Search Warrants

1. Understanding what evidence is
2. Overview of search warrant template language

E. Primer of Forensics

F. Getting evidence from third party providers

1. ECPA and its statutory protections of information stored by third party providers

2. Search warrants and social networking sites
3. Search warrants and cell phone providers
4. Other issues
5. Open / Questions
- G. California case law guidelines
 1. Cellular device
- H. Scope
 1. Defining the scope of the search of the cellular device
- I. Facebook
 1. Legal Service Tips
 2. Consent to Search
 3. Downloading Information
- J. Legal Semantics
 1. Site terminology
- K. What information to ask for
 1. IP Logs
 2. Wall postings
 3. Pictures
 4. Exit data
 5. Chat history
- L. Legal Service
 1. Subpoenas
 2. Search Warrants
- M. Investigative Resources
 1. Multiple Useful Websites
- N. Twitter
 1. Tracking Apps

Student Performance Objectives (SPO): Students will learn the proper procedure to obtain a search warrant regarding technology and what information can be obtained from each form of technology.

Out of Class Assignments: Reading Assignment

2.5 Hours

XV. CHILD DEATH INVESTIGATIONS

A. Scope of Child Deaths

1. Homicide 2nd only to accidents as cause of death in children one to five years of age
2. Child abuse is the leading cause of traumatic death in children under one year

B. Categories of Child Deaths

1. Neonaticide
2. Infanticide
3. Battered Child Syndrome

C. Shaken/Impact Baby Syndrome (SBS)

1. Clinical presentation of SBS
2. Requires forceful shaking motion, not "games"
3. Gross pathology: lack of external trauma, "grasp bruises" on arms/torso
4. Subdural and/or subarachnoid hemorrhage, brain swelling
5. Retinal or optic nerve hemorrhage
6. How to conduct an SBS investigation
7. Learning Activity: "Thinking Outside the Box" Mysterious Infant Death
8. Resources in Conducting Child Death Investigations

9. Role of the investigator in child death investigations
10. Victimology
11. Sudden Infant Death Syndrome (SIDS) Investigations
12. Social Media and Child Death Investigations

Student Performance Objectives (SPO): Students will learn possible causes for child death such as Shaken Baby Syndrome, Battered Child Syndrome, Sudden Infant Death Syndrome, etc.

Out of Class Assignments: Reading Assignment

3 Hours

XVI. ELDER AND DISABLED ADULT DEATH INVESTIGATIONS

A. Industry Facts

1. Why the need to Investigate
2. Elderly population growth

B. Disabled Adults

1. Any person between 18 and 65 with limited ability to carry out daily functions
2. Increasing population growth
3. Disabled adult characteristics
4. Motives
5. Suspect defenses
6. Investigative Resources
7. Medical Resources
8. Interviewing Elderly/Disabled Adults
9. Interviewing the Suspect
10. Victimology Report
11. Crime scenes
12. Care Facility/Community Care Licensing Agency
13. Suspicious factors in Preliminary Investigation
14. Obstacles that Stop or Delay Prosecution

C. Case Study (Boarding House Killer Dorothea Puente or similar case)

1. The 1988 Sacramento, California "Boardinghouse" murders of nine elderly and disabled adults by single caregiver and infamous serial killer Dorothea Puente.
2. Key learning points

Student Performance Objectives (SPO): Students will learn how to investigate the death of elderly and disabled adults.

Out of Class Assignments: Reading Assignment

2.5 Hours

XVII. INTRODUCTION TO FIRE AND EXPLOSION-RELATED DEATHS

A. Determining the ignition source and progression of the fire from the origin

1. What started the fire
2. Ignition sequence

B. Fire/Death Classification

1. Accidental/Accidental
2. Accidental death may be caused by an accidental fire caused by

C. Incendiary/Homicide

1. Fire set to kill
2. Fire set to hide homicide

D. Incendiary/Suicide

1. Fire set to die in it
2. Homicide followed by suicide

E. Undetermined/Undetermined

F. Incendiary Fires

1. Common combustibles/open flames
2. Cigarette/match devices
3. Open flames against existing materials
4. Synthetic material

G. Fire started intentionally

1. Ignitable liquids a common incendiary fire setting mechanism
2. Evidence of fire cause must support the fire started intentionally
3. Evidence often under fire debris

H. Human or Animal Remains

1. Animals can have the same mass as humans and vice versa
2. Clothing
3. Bones

I. Victim Identification

1. Visual identification is not reliable
2. Swelling, skin shrinkage, color changes
3. Swollen face and protruding tongue
4. Permanent body markings
5. Prior fractures
6. Medical/surgical procedures
7. Joint replacements and implants, augmentations, prostheses, etc.
8. Tattoos
9. Jewelry

J. Victim's location in relationship to the fire

1. Most victims will not be totally destroyed by the fire
2. Even with a cremation, at 1800-2100 degrees F, two to four pounds of ash, bone fragments, and teeth remain
3. Identify any possible ignition sources adjacent to the victim
4. Smoking material-heating equipment-electrical/gas appliances
5. Victim actions during the fire

K. Victim Alive or Dead at Time of Fire

1. Evidence of Blood
2. Coagulum
3. Evidence of carbon monoxide (CO)
4. Effects of damage to the airway with heat and smoke penetration
5. "Burn Shock"
6. Suffocation

L. The Victim

1. Identification of victim
2. Dental
3. Personal items-jewelry
4. Bones

M. Effects of Fire on Victim

1. Consumption of the body
2. Skull
3. "Pugilistic attitude" (flexion)

4. Burns

N. Post-Mortem Examination of Fire Victims

1. Victim alive or dead before the fire established at post-mortem examination
2. Critical in proving the mechanism of death
3. Medical Examiner's/Coroner's investigation is required by the California Government and Health and Safety Codes
4. Consider full body X-rays when situations warrant
5. Dental x-rays
6. X-rays of anatomic features – Broken bones, wounds
7. Virtual autopsy
8. Autopsy

O. Toxicology

1. Carbon monoxide levels
2. Background levels in smokers can be as high as 10% so levels below 10% COHb cannot determine alive or dead at time of fire on COHb levels alone
3. Hydrogen cyanide
4. Hydrogen chloride

P. Fire/Heat Effects on Evidence

1. DNA
2. Fingerprints may remain
3. Evidence altered by fire yet may remain for testing

Q. Post-Mortem Examination of Explosion/Bombing Victims

1. Forensic Considerations

Student Performance Objectives (SPO): Students will learn to identify victims of fire or explosions as well as conduct a post-mortem examination of the victim.

Out of Class Assignments: Reading Assignment

4 Hours

XVIII. HOMICIDE CASE PRESENTATION AND COURT TESTIMONY

A. Students will have worked 5 different fictitious homicide cases in their investigative teams, including collection of evidence at the crime scene and conducting interviews and interrogations of witnesses and suspects. The team assignments related to this module are as follows:

1. Team Assignment – Interview and Interrogation Supplemental Reports:
2. Team Assignment – Case Presentation

B. Open dialog with expert panel of one or two DDA's, retired Judge and Defense Attorney

1. Anticipated defenses and defense strategies
2. Q&A with Defense Attorney
3. Q&A with retired Judge

C. Review of each group's supplemental reports from role play interviews/interrogations

Student Performance Objectives (SPO): Students will learn how to present a case and open dialog with panel of one of two DDA's.

Out of Class Assignments: Skills Practice

4 Hours

XIX. FORENSIC PATHOLOGY

A. Introductions

1. Instructor introduction
2. Students/instructors will introduce themselves, give the name of the agency they are from and state what type of death investigation system is used in their county.

B. Role of the Coroner's Office (or M.E.) Learning Activity #1

1. Legal mandates – Class discussion of the legal mandates and structure of Coroner/M.E systems throughout California and how they apply to homicide investigations

2. Types of death investigation systems
3. Role of the forensic pathologist – training required and duties they perform
4. Manners of death – mandated by state law and are required for the certification of death

C. Changes after death - Learning Activity #2

1. Rigor mortis
2. Liver mortis (Postmortem lividity)
3. Human Decomposition – decay of organic material
4. Identification of remains

D. Trauma Recognition - Learning Activity #3

1. Blunt Force Trauma
2. Sharp force injuries
3. Firearm injuries - Approximately two thirds of U.S. homicides involve firearms
4. Asphyxia deaths
5. Bodies in water
6. Burn injuries
7. Postmortem Mutilation – injuries inflicted on remains after death
8. Findings suspicious for neglect
9. Human bite marks

E. Homicide Investigation - Evaluated/Learning Activity #4

1.75 Hours

Student Performance Objectives (SPO): Students will be taught how to recognize and differentiate between the various forms of trauma on a victim's body.

Out of Class Assignments: Reading Assignment

XX. INVESTIGATOR WELLNESS

A. Introduction

1. Instructor Introduction
2. Review Goals and Objectives

B. Role of the Investigator

1. Personal Impacts
2. The Challenge
3. Defense Mechanisms

C. Stress and Burnout

1. Definitions
2. Managing Stress
3. Disruption of Family Activities
4. Overprotection
5. Family Safety Issues – fear of being victimized

D. Strategies for Healthy Coping

1. Current Techniques used to manage stress
2. New stress management techniques
3. Other Resources

Student Performance Objectives (SPO): Students will learn the role of an investigator and methods for managing stress in the investigator role.

Out of Class Assignments: Reading Assignment

0.25 Hours

XXI. COURSE CLOSING

- A. Student course evaluations collected
- B. Facilitated discussion

1. What did you like most about the course?

2. What would you change?

C. Reminder: ICI certificate application

D. Thanks for participating

1. We hope you are taking useful tools and information back to your work

2. We look forward to seeing you in class again.

E. Certificates of Completion awarded

Student Performance Objectives (SPO): Students will discuss the course regarding which information/activities were beneficial and which were not.

METHODS OF INSTRUCTION:

Lecture, role playing demonstrations and discussion with extensive use of slides and video reproductions.

METHODS OF EVALUATION:

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 8 % to 10 %

Reading Reports

Term or Other Papers

If this is a degree applicable course, but substantial writing assignments are not appropriate, indicate reason:

Course primarily involves skill demonstration or problem solving

CATEGORY 2 -The problem-solving assignments required:

Percent range of total grade: 10 % to 25 %

Field Work

CATEGORY 3 -The types of skill demonstrations required:

Percent range of total grade: 55 % to 65 %

Class Performance/s

Performance Exams

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

Percent range of total grade: 25 % to 35 %

Multiple Choice

True/False

REPRESENTATIVE TEXTBOOKS:

Required:

Vincent J.M. DiMaio, M.D., Suzanna E. Dana, M.D., Handbook of Forensic Pathology, Taylor & Francis, current

Reading level of text: 12th grade

Verified by: Yueng

Other textbooks or materials to be purchased by the student:
Instructor Handouts, or other appropriate college level text.

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:
CSU GE:
IGETC:
CSU TRANSFER:
Transferable CSU, effective 199970
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: 156
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: CCC000319816
Sports/Physical Education Course: N
Taxonomy of Program: 210500