

Course Outline

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

TERM EFFECTIVE: Spring 2021 **CURRICULUM APPROVAL DATE:** 11/10/2020

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	18	Lecture:	.5	9
		Lab:	1.78	32.04
		Other:	0	0
		Total:	2.28	41.04

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. **PREREQUISITE:** Basic Police Academy or equivalent; JLE 100

PREREQUISITES:

JLE 100

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:

By the end of this course, a student should:

1. Develop techniques to provide a controlled, comfortable, monitored setting to conduct child interviews.
2. Complete a preliminary investigations on a mock child abuse case and identify and explain clues to abuse including photography, evidence, type of abuse.

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

Curriculum Approval Date: 11/10/2020

LECTURE CONTENT:

I. COURSE OPENING (1 hour)

A. Orientation

1. Introductions
 2. Course Administrator
 3. Students
- B. Training Schedule: Review each module**
- C. Expectations**
1. Phones, PDA's, etc.
 2. Punctuality
 3. Courtesy & respect
 4. Open and willing to learn & change
 5. Complete all activities & assignments

D. Paperwork

1. Sign in/POST roster
2. Networking roster
- ?

II. ROLE OF THE CHILD ABUSE INVESTIGATOR/INVESTIGATIVE TECHNIQUES (4 hours)

A. Class Introduction

1. Brief instructor bio
2. Student introductions, class expectations, etc.

B. Unique Factors of Child Abuse Investigations

1. Difficulties unique to CA investigations
2. Qualifications of the Investigator
3. Investigator Stress Factors,
4. Unique Investigator Responsibilities
5. Reporting Requirements

C. Multidisciplinary approach to child abuse investigations

1. Problems before MDT's
2. Improper delegation of investigative responsibilities (e.g. McMartin)
3. Developing resources: Interdisciplinary Sources
4. MIDT Investigative flow
- D. Taking the Child into Custody - Overview of laws

1. Welfare & Institutions Code
2. Penal Code

E. Important Case Laws

1. Officer Liability: Keller v. City of Stockton
2. Duty to investigate: Alejo vs. Alhambra
3. Interviewing Child on School Grounds

4. Failures of the system - e.g. recent Los Angeles and Sacramento County child deaths:
Class discussion of recent cases?

F. Initial Case Preparation

1. Steps for Developing an Investigative Plan (Group 1)

- a. Identifying the Involved Parties
- b. Search for new victims
- c. Search for corroborating witnesses
- d. Consider potential of more offenders
- e. Prioritize the interview sequence
- f. Prioritize the search for evidence
- g. Pretext call (see below)
- h. Search warrant (see below)
- i. Trace evidence
- j. Corroborative evidence

2. Anticipating Defense Issues (Group 2)

- a. False Report
- b. Identification
- c. -It didn't happen that way?
- d. Child or mom lying
- e. Lack of Intent
- f. Mistake (age, conduct, etc.)
- g. Diminished Actuality
- h. Alibi

3. Corroborating the Victim's Allegations (Group 3)

- a. Corroboration
- b. Search for idiosyncratic detail
- c. Sexual knowledge beyond age/developmental level
- d. False Reports
- e. Victim's ability to testify

4. Proving or Disproving Suspect's account of events (Group 4)

- a. Verify alibi
- b. Signature trait(s)
- c. Evidence of consciousness of guilt
- d. Evidence of conscious course of conduct
- e. Evidence of sexual intent

5. Common Tools and Techniques (Group 5)

G. Investigative Techniques and Strategies

1. Timing of arrest
 - a. Consequences/benefits of premature arrest
 - b. 836 PC vs Ramey, Complaint Request
2. Lineups: Photo, live, voice, tools, tattoos
3. Complex Cases: Contamination issues/Investigative resources/time consumption

H. Child Abuse Search Warrants

1. Brief review of search warrant basics
2. Resources and Case Law Updates
3. Instructional Activity: Search Warrant Case Law

III. CHILD VICTIM DYNAMICS & INTERVIEWING (4 hours)

- A. Introduction
 - 1. Keeping the investigation objective
 - 2. Keeping your emotions from interfering
 - 3. Avoid pre-judging the child
 - 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. Who is doing the interview?
 - 3. What do you know about the child initially?
- E. Location of Interview
 - 1. On scene or away
 - 2. Child's room (may or may not be appropriate if room is crime scene)
 - 3. Hospital
 - 4. School (you have right as LEO to interview at school)
 - 5. While in a protective custody facility
 - 6. Law enforcement facility or police vehicle
- F. Proximity
 - 1. Getting on the child's level
 - 2. Sit with child in a chair, on floor, etc.
 - 3. Position self toward the child
 - 4. No physical barriers (table, desk between, etc.)
 - 5. Limit distractions
 - 6. Limit size of the space if possible for privacy
- G. Who is present at interview?
 - 1. You and the child
 - 2. Child advocate (child's choosing, teacher, school counselor, etc.)
 - 3. Interpreter (not family member)
- 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 (US DOJ Office of Juvenile Justice & Delinquency Prevention)
- J. Closure

1. Ask if child is concerned about anything
 2. Talk about unrelated subjects before leaving
- IV. CHILD ABUSE & THE LAW (4 hours)
- A. Introduction
 1. Instructor
 2. Review segment goals and objectives
 - B. Child Sex Law
 1. PC 288(a) Felony
 2. PC 288 (b)(1) Felony: As above plus force, violence, duress, menace and fear
 3. PC 288(c)(1) Felony or Misdemeanor
 4. PC 288.2 Felony or Misdemeanor (wobbler)
 5. PC 288.3 Felony
 6. PC 288.4 Misdemeanor
 7. PC 288.5 Felony
 8. PC 288.
 9. PC 647.6 Misdemeanor
 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 (propensity evidence)
 4. Rape Trauma Syndrome
 - D. Child Exploitation Law
 1. Definition of Sexual Conduct
 2. PC 311.11(a) Possession of Child Porn ? Felony or Misdemeanor (wobbler) ? if defendant has a prior, then 290 offense is a straight felony.
 3. PC 311.1(a) Distribution of Child Porn / No commercial purpose - Felony / Misdemeanor
 4. PC 311.2(b) Distribution with commercial purpose / Felony: Same as above but add commercial purpose
 5. PC 311.2 (c)
 6. PC 311.4(c) Pose child for, Felony
 7. PC 311.4(b) Pose Child for Porn with commercial purpose - Felony Same as above but add commercial purpose (\$ or trade)
 8. PC 311.2(d) Import or possess child porn with intent to distribute to child - Felony
 - 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: Reasons for Prop 9
 2. Victim
 - ?

- V. CHILD FORENSIC MEDICAL EXAMS (4 hours)
 - A. Forensic Medical Examination (SART) - Legal
 - 1. State requirements: PC 11382.5e
 - 2. Forensic Medical Examination - Training
 - 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
- VI. INVESTIGATION OF CHILD ABUSE: PHYSICAL ABUSE & NEGLECT (4 Hours)
 - A. Preliminary Investigations
 - 1. Identify and explain clues to abuse
 - 2. Photography
 - 3. Evidence
 - B. Types of Abuse
 - 1. Neglect
 - 2. Drug endangered children
 - 3. Spanking & whipping: abuse vs. discipline
 - 4. Assorted physical abuse
 - 5. Shaken Baby vs. SUDS
 - 6. Bite Marks (Forensic Odontology)
- VII. 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
- VIII. PHYSICAL EVIDENCE IN CHILD ABUSE CASES (4 hours)

- A. Introduction
 - 1. Instructor background
 - 2. Topics Covered
 - 3. Physical Evidence: The Big Picture - What it can do for the investigation.
 - 4. The Crime Lab: various sections and techniques that are utilized to provide information for investigators - specific to child abuse investigations: Criminal Paternity
- 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 Scene
 - 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 CODIS
 - 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

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

- A. Introduction
 - 1. Instructor Background
 - 2. Course Objectives
- B. Course Overview
 - 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 Predator
 - 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 2000 ? U.S. Victims
 5. Federal Anti-Trafficking Efforts
 - G. Investigative Steps
 1. Locate and Discover sources
 2. Proactive vs. Reactive: Respond to correspondence from suspect.
 3. Exchange background information
 4. Scope of the crime
 5. Evidence collection: Identifying all evidence
6. Resources
 7. Pitfalls and problems

- X. SUSPECT DYNAMICS & INTERROGATION (4 hours)
 - A. Introduction
 1. Instructor Background
 2. Course Objectives
 3. Overview-the research
 4. Instructional learning activity
 - 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. Optional Instructional Learning Activity
- XI. INVESTIGATOR WELLNESS (1 hour)
 - A. Introduction
 1. Instructor Introduction: Experience as it relates to child abuse
 2. Review Goals and Objectives
 3. ESSB overview
 - B. Blood Pressure Unit: Baseline Blood Pressure Measure
 1. Using BP cuffs assist class in getting a baseline measurement
 2. Review blood pressure handout
 3. Discussion/concerns
 - C. Child Abuse Images
 1. Assist in processing reactions to the images
 2. Discuss the impact of such images on investigator wellness
 - D. Blood Pressure Unit: Follow Up/Second Measurement
 1. Discuss measurements
2. Discuss how the material/images from abuse cases can lead to 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. Discuss options for relaxation
- XII. PRETEXT PHONE CALLS (1.5 hours)
- A. Purpose
 - 1. Elicit confession
 - 2. Elicit admissions
 - 3. Locks suspect into a story
 - B. Legal authority
 - 1. PC 632 ? Two party state- Private citizens may not be record without knowledge
 - 2. PC 633 ? Peace officers exempt when conducting investigation
 - 3. PC 633.5 ? Other exemptions (i.e. violent felony)
 - C. Basic Steps
 - 1. Determining victim?s ability
 - 2. Victim Preparation
- XIII. COURSE CLOSING (.5 hour)
- A. Final Questions and Comments
 - B. Course Evaluations

LAB CONTENT:

Lab and lecture are inter graded in this course.

- I. COURSE OPENING (1 hour)
 - A. Orientation
 - 1. Introductions
 - 2. Course Administrator
 - 3. Students
 - B. Training Schedule: Review each module
 - C. Expectations
 - 1. Phones, PDA's, etc.
 - 2. Punctuality
 - 3. Courtesy & respect
 - 4. Open and willing to learn & change
 - 5. Complete all activities & assignments
 - D. Paperwork
 - 1. Sign in/POST roster
 - 2. Networking roster
 - ?
- II. ROLE OF THE CHILD ABUSE INVESTIGATOR/INVESTIGATIVE TECHNIQUES (4 hours)
 - A. Class Introduction
 - 1. Brief instructor bio
 - 2. Student introductions, class expectations, etc.
 - B. Unique Factors of Child Abuse Investigations
 - 1. Difficulties unique to CA investigations

2. Qualifications of the Investigator
 3. Investigator Stress Factors,
 4. Unique Investigator Responsibilities
 5. Reporting Requirements
 - C. Multidisciplinary approach to child abuse investigations
 1. Problems before MDT's
 2. Improper delegation of investigative responsibilities (e.g. McMartin)
 3. Developing resources: Interdisciplinary Sources
 4. MIDT Investigative flow
 - D. Taking the Child into Custody ? Overview of laws
 1. Welfare & Institutions Code
 2. Penal Code
 - E. Important Case Laws
 1. Officer Liability: Keller v. City of Stockton
 2. Duty to investigate: Alejo vs. Alhambra
 3. Interviewing Child on School Grounds
 4. Failures of the system - e.g. recent Los Angeles and Sacramento County child deaths:
- Class discussion of recent cases?
- F. Initial Case Preparation
 1. Steps for Developing an Investigative Plan (Group 1)
 - a. Identifying the Involved Parties
 - b. Search for new victims
 - c. Search for corroborating witnesses
 - d. Consider potential of more offenders
 - e. Prioritize the interview sequence
 - f. Prioritize the search for evidence
 - g. Pretext call (see below)
 - h. Search warrant (see below)
 - i. Trace evidence
 - j. Corroborative evidence
 2. Anticipating Defense Issues (Group 2)
 - a. False Report
 - b. Identification
 - c. -It didn't happen that way?
 - d. Child or mom lying
 - e. Lack of Intent
 - f. Mistake (age, conduct, etc.)
 - g. Diminished Actuality
 - h. Alibi
 3. Corroborating the Victim's Allegations (Group 3)
 - a. Corroboration
 - b. Search for idiosyncratic detail
 - c. Sexual knowledge beyond age/developmental level
 - d. False Reports
 - e. Victim's ability to testify
 4. Proving or Disproving Suspect's account of events (Group 4)
 - a. Verify alibi
 - b. Signature trait(s)

- c. Evidence of consciousness of guilt
 - d. Evidence of conscious course of conduct
 - e. Evidence of sexual intent
 - 5. Common Tools and Techniques (Group 5)
 - G. Investigative Techniques and Strategies
 - 1. Timing of arrest
 - a. Consequences/benefits of premature arrest
 - b. 836 PC vs Ramey, Complaint Request
 - 2. Lineups: Photo, live, voice, tools, tattoos
 - 3. Complex Cases: Contamination issues/Investigative resources/time consumption
 - H. Child Abuse Search Warrants
 - 1. Brief review of search warrant basics
 - 2. Resources and Case Law Updates
 - 3. Instructional Activity: Search Warrant Case Law
- III. CHILD VICTIM DYNAMICS & INTERVIEWING (4 hours)
 - A. Introduction
 - 1. Keeping the investigation objective
 - 2. Keeping your emotions from interfering
 - 3. Avoid pre-judging the child
 - 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. Who is doing the interview?
 - 3. What do you know about the child initially?
 - E. Location of Interview
 - 1. On scene or away
 - 2. Child's room (may or may not be appropriate if room is crime scene)
 - 3. Hospital
 - 4. School (you have right as LEO to interview at school)
 - 5. While in a protective custody facility
 - 6. Law enforcement facility or police vehicle
 - F. Proximity
 - 1. Getting on the child's level
 - 2. Sit with child in a chair, on floor, etc.
 - 3. Position self toward the child
 - 4. No physical barriers (table, desk between, etc.)
 - 5. Limit distractions

- 6. Limit size of the space if possible for privacy
- G. Who is present at interview?
 - 1. You and the child
 - 2. Child advocate (child's choosing, teacher, school counselor, etc.)
 - 3. Interpreter (not family member)
- 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 (US DOJ Office of Juvenile Justice & Delinquency Prevention)
- J. Closure
 - 1. Ask if child is concerned about anything
 - 2. Talk about unrelated subjects before leaving
- IV. CHILD ABUSE & THE LAW (4 hours)
 - A. Introduction
 - 1. Instructor
 - 2. Review segment goals and objectives
 - B. Child Sex Law
 - 1. PC 288(a) Felony
 - 2. PC 288 (b)(1) Felony: As above plus force, violence, duress, menace and fear
 - 3. PC 288(c)(1) Felony or Misdemeanor
 - 4. PC 288.2 Felony or Misdemeanor (wobbler)
 - 5. PC 288.3 Felony
 - 6. PC 288.4 Misdemeanor
 - 7. PC 288.5 Felony
- 8. PC 288.
 - 9. PC 647.6 Misdemeanor
 - 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 (propensity evidence)
 - 4. Rape Trauma Syndrome
- D. Child Exploitation Law
 - 1. Definition of Sexual Conduct
 - 2. PC 311.11(a) Possession of Child Porn ? Felony or Misdemeanor (wobbler) ? if defendant has a prior, then 290 offense is a straight felony.
- 3. PC 311.1(a) Distribution of Child Porn / No commercial purpose - Felony / Misdemeanor
 - 4. PC 311.2(b) Distribution with commercial purpose / Felony: Same as above but add commercial purpose
- 5. PC 311.2 (c)
 - 6. PC 311.4(c) Pose child for, Felony

- 7. PC 311.4(b) Pose Child for Porn with commercial purpose - Felony Same as above but add commercial purpose (\$ or trade)
- 8. PC 311.2(d) Import or possess child porn with intent to distribute to child - Felony
 - 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: Reasons for Prop 9
- 2. Victim
- ?
- V. CHILD FORENSIC MEDICAL EXAMS (4 hours)
 - A. Forensic Medical Examination (SART) ? Legal
 - 1. State requirements: PC 11382.5e
 - 2. Forensic Medical Examination - Training
 - 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
- VI. INVESTIGATION OF CHILD ABUSE: PHYSICAL ABUSE & NEGLECT (4 Hours)
 - A. Preliminary Investigations
 - 1. Identify and explain clues to abuse
 - 2. Photography
 - 3. Evidence
 - B. Types of Abuse
 - 1. Neglect
 - 2. Drug endangered children
 - 3. Spanking & whipping: abuse vs. discipline
 - 4. Assorted physical abuse

5. Shaken Baby vs. SUDS
6. Bite Marks (Forensic Odontology)

VII. 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

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

- A. Introduction
 1. Instructor background
 2. Topics Covered
 3. Physical Evidence: The Big Picture - What it can do for the investigation.
 4. The Crime Lab: various sections and techniques that are utilized to provide information for investigators - specific to child abuse investigations: Criminal Paternity
- 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 Scene
 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 CODIS
 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

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

- A. Introduction
 1. Instructor Background
 2. Course Objectives
- B. Course Overview
 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 Predator
 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 2000 - U.S. Victims
 5. Federal Anti-Trafficking Efforts
 - G. Investigative Steps
 1. Locate and Discover sources
 2. Proactive vs. Reactive: Respond to correspondence from suspect.
 3. Exchange background information
 4. Scope of the crime
 5. Evidence collection: Identifying all evidence
6. Resources
 7. Pitfalls and problems
- X. SUSPECT DYNAMICS & INTERROGATION (4 hours)
 - A. Introduction
 1. Instructor Background
 2. Course Objectives
 3. Overview-the research
 4. Instructional learning activity
 - 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. Optional Instructional Learning Activity
- XI. INVESTIGATOR WELLNESS (1 hour)

- A. Introduction
 - 1. Instructor Introduction: Experience as it relates to child abuse
 - 2. Review Goals and Objectives
 - 3. ESSB overview
- B. Blood Pressure Unit: Baseline Blood Pressure Measure
 - 1. Using BP cuffs assist class in getting a baseline measurement
 - 2. Review blood pressure handout
 - 3. Discussion/concerns
- C. Child Abuse Images
 - 1. Assist in processing reactions to the images
 - 2. Discuss the impact of such images on investigator wellness
- D. Blood Pressure Unit: Follow Up/Second Measurement
 - 1. Discuss measurements
- 2. Discuss how the material/images from abuse cases can lead to 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. Discuss options for relaxation

- XII. PRETEXT PHONE CALLS (1.5 hours)
 - A. Purpose
 - 1. Elicit confession
 - 2. Elicit admissions
 - 3. Locks suspect into a story
 - B. Legal authority
 - 1. PC 632 ? Two party state- Private citizens may not be record without knowledge
 - 2. PC 633 ? Peace officers exempt when conducting investigation
 - 3. PC 633.5 ? Other exemptions (i.e. violent felony)
 - C. Basic Steps
 - 1. Determining victim's ability
 - 2. Victim Preparation

- XIII. COURSE CLOSING (.5 hour)
 - A. Final Questions and Comments
 - B. Course Evaluations

METHODS OF INSTRUCTION:

Lecture, film, video-tape simulation, discussion, role playing. Evaluation will be made via an objective test.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 9

Assignment Description:

Review Penal codes regarding taking children into custody and child abuse.

Required Outside Hours: 9

Assignment Description:

Review department procedures and etiquette for conducting a child abuse victim interview.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 25.00 %

Percent range of total grade: 25 % to 35 % Written Homework; Reading Reports

Problem-solving assignments

Percent of total grade: 25.00 %

Homework Problems; Field Work; Lab Reports; Quizzes

Skill demonstrations

Percent of total grade: 25.00 %

Class Performance/s

Objective examinations

Percent of total grade: 25.00 %

Percent range of total grade: 25 % to 45 % Multiple Choice

REPRESENTATIVE TEXTBOOKS:

Dave Pelzer . A child Called It: One Childs Courage to Survive . Deerfield Beach Florida: Health Communications, INC,1993.

Most Current Edition

ISBN: 1558743669

Reading Level of Text, Grade: 12

Kenneth V Lanning . Child Molesters: A Behavioral Analysis . US Department of Justice : Office of Juvenile Justice and Delinquency Prevention ,2010.

Most current edition

Reading Level of Text, Grade: 12

Toni Cavanagh Johnson . Understanding Children's Sexual Behaviors: What's Natural and Healthy Natural lab manual. Neari Press ,2015.

Most Current edition

ISBN: 9781882948246

Reading Level of Text, Grade: 12

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:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: B

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000564403

Sports/Physical Education Course: N

Taxonomy of Program: 210500