

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE
LEARNING DOMAIN 7
CRIMES AGAINST PERSONS/DEATH INVESTIGATION

I. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to injury, and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
 - 1. Battery
 - 2. Assault with a deadly weapon or by means of force
 - 3. Elder or dependent adult abuse
- B. Recognize the crime classification as a misdemeanor or felony
 - 1. 242 PC -Misd
 - 2. 243(b) PC -Misd
 - 3. 243(c) PC –Wobbler
 - 4. 243(d) PC –Wobbler
 - 5. 245 PC –Wobbler
 - 6. 244 PC –Felony
 - 7. 244.5 PC –Felony
 - 8. 203 PC -Felony
 - 9. 368 PC -Wobbler

II. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to kidnapping, and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
 - 1. Kidnapping
 - 2. False imprisonment
 - 3. Child abduction without custodial right
 - 4. Child abduction with custodial right
- B. Recognize the crime classification as a misdemeanor or felony
 - 1. 207 PC –Felony
 - 2. 236 PC –Wobbler
 - 3. 278 PC -Wobbler

4. 278.5 PC -Wobbler

III. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers need to know the elements required to arrest for robbery, and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Robbery
2. Carjacking

B. Recognize the crime classification as a felony

1. 211 PC – 1st / 2nd degrees
2. 215 PC
3. 212.5(a) PC

IV. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to homicide, and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for murder

1. Unlawful killing of a human being or fetus
2. With malice aforethought
3. Degrees

B. Recognize the crime elements, and classification for manslaughter crimes

1. Voluntary manslaughter
2. Involuntary manslaughter
3. Vehicular manslaughter

V. LEARNING NEED

Peace officers who are first to arrive at a scene involving a death must be aware of their responsibilities to assess the situation and take an appropriate course of action based on their preliminary investigation.

LEARNING OBJECTIVES

A. Identify information that should be obtained and documented when conducting an investigation involving the death of a child

1. Child's name, DOB, ethnicity & gender
2. Known medical conditions/problems/injuries/illnesses
3. Medications/vaccinations
4. History of falls/abuse

5. Medical history & Physician(s)
 6. Death scene location
 7. Position & appearance of child & scene
 8. Possible signs/indications of abuse
 9. Scene temperature
 10. Circumstances leading to discovery of child
 11. Exact time child was last seen alive/by whom
 12. Time child was found to be unresponsive/by whom/relationship
 13. If child was found in bed/crib, obtain time put to bed
 14. Resuscitation attempts – what, whom, and how long
 15. Name, address & contact information for parent(s) & caregiver(s)
 16. Behavior/ demeanor of individuals present
 17. Names/contact info for possible witnesses
- B. Identify indicators that a child’s death may be due to Sudden Infant Death Syndrome (SIDS)
1. Under 1 yr. old
 2. Appeared healthy prior to death
 3. Died during sleep
 4. No visible signs of trauma/injury
- C. Identify appropriate actions for responding officers interacting with parents or care givers involved in a SIDS Incident
1. Reassurance – no prediction or prevention for SIDS, not contagious, and death occurs quickly and quietly
 2. SIDS is not contagious to other children
 3. Process of death

VI. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 2.
- B. The POST-Constructed Comprehensive RBC Test 3.
- C. A scenario test, which requires the student to perform the tasks, required of an officer conducting a death investigation. The scenario shall minimally test the student’s ability to:
 1. Leadership – The practice of influencing people, while using ethical values and goals to produce an intended change
 2. Problem Solving/Decision-Making – Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation
 3. Legal Authority/Individual Rights – The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests
 4. Officer Safety – The demonstration of situational and tactical awareness and appropriate response
 5. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding
 6. Stress Tolerance and Emotional Regulation – Maintaining self-control and making timely, rational decisions in stressful situations

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

VII. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity regarding the actions which should be taken during a preliminary investigation of any crimes against persons, which includes a felonious assault on a victim(s). The activity shall address:
 - 1. Initial actions
 - 2. Sources of information
 - 3. Establishing the elements of the crime
 - 4. Physical evidence considerations
- B. The student will participate in a learning activity that identifies actions to be taken during a preliminary investigation of a SIDS death. The learning activity addresses:
 - 1. Initial actions
 - 2. Sources of information
 - 3. Indications that a SIDS death has occurred
 - 4. Identification of information and community resources that may assist parents and/or child care workers involved in the investigation
 - 5. Explanation of SIDS facts and required investigative tasks to parents and/or child care workers involved in the investigation
 - 6. Physical evidence considerations
- C. The student will participate in a learning activity to identify the types of information and community resources that may assist SIDS survivors. At a minimum, the activity must require the student to explain:
 - 1. SIDS facts to involved parties, as appropriate
 - 2. Required investigative tasks and need for a complete investigation
 - 3. Availability of local and regional SIDS survivor support groups
 - 4. How to make a referral to the county public health nurse
 - 5. Which State agencies are responsible for SIDS education, SIDS survivor counseling and support
 - 6. How to notify county coroner's office/medical examiner's office
- D. The student will participate in a facilitated learning activity identifying actions to be taken during a death investigation. The learning activity must address:
 - 1. Initial actions
 - 2. Sources of information
 - 3. Establishing the elements of the crime
 - 4. Physical evidence considerations

Description	Hours
POST Minimum Required Hours	<u>6</u>
Agency Specific Hours	<u>3</u>
Total Instructional Hours	<u>9</u>