

LOS ANGELES POLICE DEPARTMENT
Internal Affairs Investigation
1850-32100
Expanded Course Outline

Instructional Goal: This course is focused on experienced supervisors who are beginning an assignment at internal affairs, or as a complaint investigator at a divisional level for the LAPD or any other California agency. The course is designed to prepare internal affairs investigators and station or agency personnel complaint investigators to work successfully in the complaint investigation environment.

Performance Objectives:

- Administrative law for personnel complaints
- Preliminary investigations
- Investigative strategies
- Interview techniques
- Report writing format and style
- Racial Bias Policing
- And familiarize the students with the latest “best practices” thinking in matters of:
- PSB Orientation
- Review and Evaluation Overview
- Adjudication insight

Day 1

I. Orientation and Introduction

(1 Hour.)

- A. Introduction
 - 1. Orientation to class environment
- B. Overview of the course
 - 1. Review course schedule and learning blocks
- C. Misconduct
 - 1. Provide a definition and discuss how it comes the Department’s attention
- D. Criminal and Administrative Investigations
 - 1. Discuss the differences in approach
- E. Investigative Responsibilities
 - 1. Discuss the cases that IAD investigates when fully staffed
- F. Units Within Internal Affairs
 - 1. Criminal Complaint Unit (CCU)
 - 2. Workplace Investigations Section (WIS)
 - 3. Review and Evaluation Unit (R&E)
 - 4. Advocates
 - 5. Special Operations Division (SOD)
- G. Annual complaint statistics for LAPD
 - 1. Identify the most common complaints

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II. Administrative Law and Policy (1 Hour)

Taught as a Power Point presentation combined with an interactive discussion of the material and job aids (handouts).

- A. Government Code 3300-3313
 - 1. California Peace Officer's Bill of Rights
- B. California and U.S. Administrative case law for personnel investigations
 - 1. Lybarger v. Los Angeles and Garrity v. New Jersey
- C. Los Angeles City Charter Section 1070
 - 1. L. A. City agencies
- D. Department complaint policy
 - 1. LAPD Manual Section 1/220.05 In the Academy, officers are trained on the authorized uses of the beanbag shotgun. Every two years, officers receive additional training on the Use of Force policy in general. Every use of the Beanbag Shotgun is reported on a Use of Force Report or (in the case of no hits) on an Employee's Report. Both reports are reviewed by the officer's chain of command to ensure proper use. If an officer's use is shown to be out of policy, then the officer is subject to disciplinary action. The disciplinary action for misuse could range from an Official Reprimand to termination. and Section 3/810.05

III. Student Case Introduction (1 Hour)

A. During this hour, the students are given their case studies, which consist of a personnel complaint face sheet and some supporting documentation. These represent preliminary investigations completed by inexperienced field sergeants and are purposely left vague or incomplete. This is to simulate a certain reality and to raise more questions than answers, thus requiring a thorough re-investigation by the group. They are instructed to read their cases and discuss among themselves the issues that are raised within the face sheet. Their student worksheets prompt them on questions to ask and issues to consider and instruct them to prepare for an oral presentation to the class. Covering a generic set of questions to answer for the class.

- 1. Quid-pro-quo on a traffic citation
- 2. An excessive force complaint from a robbery arrest
- 3. Positive test for marijuana on a random drug test
- 4. Domestic violence arrest of an officer
- 5. Civilian employee accused of sexual harassment and retaliation
- 6. Excessive force complaint at the end of a vehicle and foot pursuit.

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IV. Preliminary Investigations (2Hours)

A. This class is a video stop-action presentation with frequent pauses to discuss and develop the ideas covered in the video. It first covers a very basic case, followed by a more complicated case with a higher degree of investigation required.

1. The "Golden Hour"
2. The importance of thorough, complete investigations
3. Maintaining objectivity
4. Actions to take upon arriving on scene
5. Initial statements – officers, complainants and witnesses
6. Interviewing complainants and witnesses
7. Tape recording procedures and technicalities
8. Identifying and preserving evidence
9. Canvassing and identifying witnesses
10. Medical treatment procedures and techniques
11. Photos of the scene and injuries
12. The importance of chronological logs
13. Assembling and submitting the investigation

V. Complaint Strategies and Procedures (2 Hours)

A. This class follows on from preliminary investigations and is a complete, step-by-step study on how to complete an investigation. It uses a combination of power point, open discussion and review of exemplars.

1. Review of a completed preliminary investigation from the prior hour's complaint
2. Critical analysis – developing strategies – how to start – where to start
3. Setting goals and establishing priorities
4. Complaint policy – who handles what and why
5. Where to go – how to find out – who does what
6. Computer research aids to investigation
7. Re-canvassing the scene – why and how
8. Expansion of medical treatment procedures
9. Photos as evidence and photo line ups
10. Re-emphasis: the importance of chronological logs
11. Review and proper use of investigative forms

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VI. Student Case Presentations (1 Hour)

A. Each group table gives a short presentation to the class about their case, what it is about, what strategies they intend to employ to investigate it and what their thoughts are about what they expect to find after completing their investigation. Each group fields questions about their case by the other students in the class. The instructors guide the discussion to make sure certain points are brought out.

1. Student Presentation

Day 2

VII. Interview Techniques (4 Hours)

A. This class is a four-hour combination of power point, discussion, role-playing and video presentation. It includes a live demonstration of a complainant interview using investigators and actors from within Professional Standards Bureau.

1. Definition of a witness
 2. Problems with witnesses
 3. Preparation tactics, equipment and supplies needed
 4. Interviewing non-employees, employees, and the accused employee
 5. Interview techniques: pitfalls, and problems
 6. Overview, Timeline, and T-funneling interview techniques
 7. Witness and accused officer credibility
 8. Role of the partner Investigating Officer
 9. Use of evidence to refresh memory
- Dealing with defense representatives and attorneys

VIII. Complainant and Witness Interview Preparation (1 Hour)

A. This hour is set aside as a group activity for each table to prepare questions for the interviews of complainants and witnesses coming up in the next three hours. This is the first time that they will meet their assigned investigator supervisors from PSB. The supervisors will discuss with them regarding what has transpired so far, give advice where necessary, and guide them toward effective questioning of the interviewees.

1. Table top exercise.

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IX. Complainant and Witness Interviews (3 Hours)

A. During this period of instruction, each table will divide themselves into two pairs of investigators, one of which will interview their case complainant. The second pair will interview a witness in their case. At the end of the day, each group will have interviewed two to three people, depending on the scenario, and everyone in the room will have participated as an investigator or as a partner officer.

1. The role players (interviewees) are all members of PSB, either investigators or civilians, trained in the roles they are playing. All the interviews are overseen, guided and critiqued by their assigned PSB investigator supervisors.

Day 3

X. Workplace Discrimination Investigations (2 Hours)

A. During this hour, an experts in the area of workplace employee grievances and complaints from the Workplace Investigations Unit discusses the special considerations and issues surrounding sexual harassment, retaliation and discrimination complaints involving police personnel.

1. Panel discussion

XI. PSB Overview & Insight (1 Hour)

A. This class is an explanation of PSB procedures. It essentially “de-mystifies” PSB and gives the student valuable information about where to go or who to call at PSB headquarters building to get what they need.

1. Overview of PSB functions
2. New complaints – ARS and Classifications
3. Complaint review – R&E procedures
4. Tracking your complaint through the system
5. Concepts of adjudication policy and military endorsements
6. List of the Top Ten technical problems found in recently completed reports

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XII. Adjudication Insight

(2 Hours)

A. This hour addresses how an adjudicator looks at the subject of discipline. The focus of this hour is that the investigator produces a 'product' for the captain who is the 'customer.' Also addressed is the work product that the captain will ultimately sign his/her name to.

1. Staff insight on the administration of discipline
2. How adjudication decisions are made
3. Adjudicator headaches – what are they and how you can avoid them
4. Biased vs. impartial investigations
5. Decisions regarding guilt vs. decisions regarding penalty
6. The penalty guide and mitigation of penalties
7. Applying tests of "heart vs. head mistakes"
8. Balancing needs of Department, employee and citizens

XIII. Report Writing Format & Style

(3 Hours)

A. This class makes extensive use of exemplars that are analyzed for content, clarity and thoroughness, with an added emphasis on writing style, grammar and spelling.

1. Discussion and analysis of formal (Category I) complaints
2. Discussion and analysis of semi-formal (Category II) complaints
3. Class exercise: Analysis of a poorly written complaint followed by discussion
4. Developing the summary and complaint sections
5. Framing allegations and a practical exercise
6. Paraphrasing interviews: A study of do's and don'ts, using exemplars
7. Investigating officer's notes and witness lists
8. Assembling the addenda and other evidence
9. Completing the Statistical sheet and the chronological log
10. Finishing and submitting the investigation

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Day 4

XIV. Witness and Accused Interviews (4 Hours)

A. During this period of instruction, one team of two from each table will interview a witness or the accused officer's partner. The second team will interview the accused officer in their case. At the end of the day, each group will have interviewed two to three people, depending on the scenario, and everyone in the room will have participated as an investigator or as a partner officer.

1. The role players (interviewees) are all members of PSB, either investigators or civilians, trained in the roles they are playing. All the interviews are overseen, guided and critiqued by the PSB senior investigator supervisors.

XV. Report Writing Exercise (4 Hours)

A. This four-hour block of instruction is "free time" which allows the students to write their investigations, while being guided through the process by their senior investigator supervisors. They will cooperate toward paraphrasing all the statements they have gathered during the week, develop a common structure for the introductory sections of the report, and then properly document, reference and assemble addenda and evidence items for inclusion. After proof reading and corrections, a final report is printed out and submitted to the course coordinators by each group.

1. This exercise takes the students through the complete process from beginning to end and prepares them to properly complete personnel complaint investigation reports in the future.

Day 5

XVI. Case Review and Evaluation (1 Hour)

A. This block allows the students to review their completed investigations with their assigned PSB instructors and to make last minute corrections.

1. Students will also utilize this time to finish any instructor evaluations that they may have not completed.

XVII. Racial Bias Policing (2 Hours)

This block of instruction uses a combination of video presentations, power point, open discussion and review of exemplars.

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- A. This two-hour block of instruction focuses upon:
1. The impact of racial profiling on law enforcement and the community
 2. The definition of and recognizing the significance of racial profiling
 3. The student's understanding of racial profiling and their ability to recognize racial profiling incidents
- The students understanding of the Department's policies, procedures, law and Consent Decree requirements regarding racial profiling investigations.

XVIII. Final Student Case Presentations (2 Hours)

- A. During this two-hour period, the students present their case to the class, using a pre-established format from their worksheets to frame their presentations. The worksheet asks them sixteen questions designed to emphasize what was unusual about their case that the rest of the class needs to know.
1. Each presentation lasts approximately 15 minutes and allows the group to explain to the class the procedures they used to complete their case and the pitfalls they may have encountered during their investigation.

XIX. Final Examination and Graduation (3 Hours)

- A. Each student turns in their completed investigation, which is reviewed by the course coordinators. The completed investigation serves as the student's final exam.
1. Exam