

**LOS ANGELES POLICE DEPARTMENT**  
**Criminal Investigation Core Course (ICI)**  
**Expanded Course Outline**  
**1850-26000**

**Statement of Purpose:** The Robert Presley Institute of Criminal Investigation (ICI) Core Course is the prerequisite for all subsequent ICI Foundation Specialty Courses within this program. It is designed to enhance the effectiveness of the individual criminal investigator's skills in performing the multi-disciplined, multi-leveled tasks necessary to successfully conduct comprehensive criminal investigations. Instruction in this course is provided through a coordinated, experience-based adult learning approach which addresses crime scene management, interviewing and interrogation skills, search and seizure issues, search warrant preparation, surveillance techniques, case reporting, informant management, and courtroom testimony. Students will engage in practical application exercises throughout this course and be required to satisfactorily complete case work and a search warrant.

**I. Course Administration & Introduction** **0700-0900 (120 Min)**

A. Learning Goals

1. Students will understand the value of and requirements for earning an ICI Certificate
2. Students will understand requirements for completing the ICI Core Course
3. Students will understand the content and sequencing of content within the ICI Core Course.
4. Students will understand how principled policing (procedural justice and implicit bias) applies to and enhances investigations and community relations.

B. Warm Welcome

1. Introduction of Class Administrator (CA)
2. CA Contact Information
3. ICI Core Course Presenter
4. Other ICI Courses Offered by Presenter
5. Students Complete Student Profile Questionnaire
6. Distribution of USB drives (incl. full course binder) to students
7. Facility / Area Overview

C. Administrative Tasks

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1. POST Roster
  2. Networking Roster
  3. Verify students have completed the POST Search Warrant Fundamentals Course.
  4. Collect Student Profiles from Students
  5. Distribute and Explain Course Evaluation Forms
  6. Distribute Other Presenter Administrative Forms
- D. ICI History
1. ICI Program Development, 1988 – Present
  2. ICI Course Goals
  3. ICI Information on POST Website
  4. ICI Program Manager at POST (include contact Info)
- E. ICI Certificate
1. Requirements to earn an ICI certificate
  2. Foundation specialty courses
  3. Elective course criteria
  4. How to apply for an ICI certificate
  5. How to earn more than one ICI certificate
  6. Use of foundation specialty courses as electives
- F. Student Introductions
1. Name / Agency
  2. Current assignment
  3. How long doing follow-up investigations?
  4. Something unique about you
  5. What do you want to learn in this course?

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- G. Course Overview
  - 1. Class schedule
  - 2. Ground Rules (Our Expectations of Students)
- H. Four Key Investigative Skills
  - 1. Accessing
  - 2. Analyzing
  - 3. Documenting
  - 4. Communicating .... Information
- I. ICI Core Course Learning Goals – We Expect Students Will:
  - 1. Demonstrate the effective use of the 4 Key Investigative Skills
  - 2. Apply new investigative tools, techniques and skills to their work
  - 3. Solve problems by networking with other agencies
  - 4. Successfully complete practical's
- J. Principled Policing
  - 1. Students will understand how principled policing (procedural justice and implicit bias) relates to and enhances investigations and community relations.
    - a. Voice (Listen)
    - b. Neutrality (Be fair)
    - c. Respect (Be respectful)
    - d. Trustworthiness (Doing what's best for the people)
  - 2. Implicit Bias
  - 3. What's in it for me
    - a. Career longevity
    - b. Testimony in court

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**K. Attendance**

1. POST 10% rule
2. Required to successfully participate in and complete all practical's
3. Who to call/email/text when you know you will be absent

**L. Assignments**

1. Table / Case 100
2. Table / Case 200
3. Table / Case 300
4. Table / Case 400
5. Table / Case 500
6. Optional Case 600

**M. Case Investigations**

1. Class Administrator (CA) explains how cases were developed
2. CA explains process for getting information about cases

**N. Student Assignments**

1. Search Warrant and Affidavit
2. Case Report (OPTIONAL)
3. Case presentation and court testimony practical

**II. Crime Scene Management 0900-1600 Day 1 & 0700-0900 Day 2 (480 Min)**

**A. Learning Goals**

1. Students will understand how to manage and process a crime scene
2. Students will understand what the available forensic resources are

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3. Students will understand the role of forensic science/physical evidence in criminal investigations
- B. Managing the crime scene
  1. Securing the crime scene
  2. Establishing the chain of command
  3. Safety and personal protective equipment
  4. Resource needs, notification, and priorities/timing
  5. Respecting people's property
  6. Critical Thinking
- C. Processing the crime scene
  1. Identify relevant evidence
  2. Document evidence
  3. Collect Evidence
  4. Preserve Evidence
- D. Request for analysis
  1. Know your agency's policies
  2. Prioritization
  3. Databases – NIBIN, CODIS, AFIS
- E. Forensic resources/outourcing
  1. Private laboratories – mitochondrial, Y-STR
  2. Familial testing
  3. Genealogy testing

**III. Case Management and Investigative Strategies**

**0900-1500 (300 Min)**

- A. Learning Goals
  1. Students will develop strategies for investigating a fictitious criminal case.
  2. Students will learn how to organize a case file and manage time efficiently.

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3. Students will learn what legal issues to consider when managing a case load.
  4. Students will learn how to organize a case file.
  5. Students will understand how principled policing (procedural justice and implicit bias) applies to and enhances investigations and community relations.
- B. Principled Policing
1. Voice (Listen)
  2. Neutrality (Be fair)
  3. Respect (Be respectful)
  4. Trustworthiness (Doing what's best for the people)
  5. Implicit Bias
  6. What's in it for me
    - a. Career longevity
    - b. Testimony in court
- C. Priorities
1. Crime, did crime occur? Are elements of each crime for each suspect satisfied?
  2. Identify Outstanding Suspects
  3. Resource Management and Task Delegation – Divide tasks to personnel on scene and enroute (no need for all personnel to come to one location- send them where they are needed)
  4. Modus Operandi
  5. What Are Your Investigative Needs?
  6. Creative Investigative Strategies
- D. Definition of Case Management
1. It is a process
  2. Prioritizing

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3. Managing
  4. Documenting
  5. Based on available resources
  6. Filing deadlines
- E. Prioritization
1. Process for prioritizing patrol calls
  2. Prioritization changes based on new information, same process
- F. Time in a Workday
1. Limited amount of time each workday
  2. Many ways to spend available time
- G. Time Control
1. Things an investigator can control
  2. Things an investigator cannot control
- H. People involved in a case
1. Suspects
  2. Witnesses
  3. Victims
  4. Other Stakeholders
  5. Law Enforcement Resources
  6. Media– Strategies in working with the media to further the investigation
- I. Places Connected with a Case
1. Crime scenes
  2. Vehicles
  3. Suspect locations
  4. Victim locations
  5. Witness locations

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J. Managing Components of a Case

1. Evidence
2. Case files

**IV. Search and Seizure Wrap-up 1500-1600 Day 2 & 0700-1000 Day 3 (240 Min)**

A. Knock/Notice

1. Overview
2. Case Studies

B. Search Warrant Exceptions

1. Exigency + P/C (e.g., vehicle, Protective Sweep, Fish & Game)
2. Forfeiture (e.g., consent, probation, parole)
3. Inventory – Community Caretaking

C. Anticipatory/Contingency Warrants

1. U.S. v. Grubbs (2006) 547 U.S. 90
2. P v. Sousa (1993) 18 Cal. App. 4th 549
3. Partial Compliance with Triggering Conditions

D. Detaining at Search Warrant Scene

1. Probable Cause v. Reasonable Suspicion
2. Case Studies
3. Testimony

E. Brady

1. Brady v Maryland 373 U.S. 83 (1963)
2. County Brady Index Criteria

F. Protective Sweeps

1. Maryland v. Buie 494 U.S. 325 (1990)
2. P v. Sanders 84 Cal. App 4th 1211 (2000)



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**V. Search Warrants** **1000-1600 Day 3 & 0700-1100 Day 4 (540 Min)**

- A. Overview
  - 1. U.S. Rule of Law
- B. Fourth Amendment Mandate
  - 1. History -Revolutionary War; Writs of Assistance [3]
  - 2. Fourth Amendment Objective/Founders' Intent [4]
- C. SEARCH WARRANT ADVANTAGES
  - 1. Presumption of Legality
  - 2. Exclusionary Rule [5]
  - 3. Search Warrant Flexibility
  - 4. Legal Burden [6]
  - 5. Standing
  - 6. Informant Protection
  - 7. 1538.5(b) PC
  - 8. Ethics/Liability [7]
  - 9. Professionalism
- D. STATUTORY PROCEDURES (PC 1523 – 1537, & 1546 et seq.)
  - 1. PC 1523
  - 2. PC 1524
  - 3. PC 1525
  - 4. PC 1526
  - 5. PC 1528
  - 6. PC 1530
  - 7. PC 1533
  - 8. PC 1534
  - 9. PC 1535

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10. PC 1536
11. PC 1537
12. Miscellaneous Statutes
13. California Electronic Communications Privacy Act [17]

**E. PROBABLE CAUSE PRESENTATION**

1. PC History [18]
2. Aguilar-Spinelli “Two-Prong” Test
3. Illinois v. Gates “Totality of the Circumstances” [19]
4. Informant Definition [20]

**F. INFORMANT CONFIDENTIALITY**

1. EC 1040 – 1042(d)
2. Sealing re: Hobbs [21]
3. S/W vs. Non-S/W Informant Protection issues [22]

**VI. Interrogation Law**

**1100-1500 (180 Min)**

**A. Learning Goals**

1. Students will review and understand constitutional issues which impact investigative work
2. Students will understand what constitutes custody when interviewing suspects
3. Students will understand when to give Miranda rights and when they can use Beheler admonition

**B. Constitutional Issues**

1. 4th Amendment – Search and Seizure
2. 5th Amendment – Miranda
3. 6th Amendment – Right to Counsel
4. 14th Amendment – Voluntariness

**C. 4th Amendment – Search and Seizure**

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1. Unlawful seizure affects admissibility of a statement
  2. Miranda does not remedy a 4th Amendment violation
- D. 5th Amendment – Miranda
1. Custody and Interrogation – Both must exist at the same time.
  2. Miranda waivers – knowing, intelligent, voluntary and timely
  3. Subject must know interrogator is a government actor/agent
  4. Express vs. implied
  5. Equivocal invocations – U.S. v. Davis (silence vs. counsel)
  6. Miranda waiver (silence vs. counsel)
  7. Scrupulously honoring invocations
  8. Conditional statements – not invocations
  9. Invocation of Counsel – 14-day rule re: police-initiated contact (Maryland v. Shatzer)
  10. Miranda exceptions – Rescue doctrine, public safety, etc.
  11. Non-coerced Miranda violation – Impeachment vs. Case in Chief
  12. Juveniles: 625 WIC (625.6 January 2021) vs. Miranda
  13. Juveniles and Adults: 825 PC vs. Miranda
- E. Beheler Admonition
1. Non-custodial interrogation
  2. Free to leave (objectively reasonable innocent person standard)
  3. Officer’s state of mind or intent to arrest is irrelevant
  4. “Focus” on suspect is irrelevant
  5. Ensure no actions or statements by law enforcement modify non-custodial status
  6. Example: “You’re not under arrest, you’re free to go at any time and you don’t have to answer questions you don’t want to answer. Do you understand?”

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- F. Interrogation Defined
  - 1. Any questions or conduct (basically anything)
  - 2. Reasonably likely to elicit an incriminating response
- G. Miranda Custody Defined
  - 1. Investigative/temporary detention is NOT Miranda custody
  - 2. Restraints associated with arrest
  - 3. Handcuffing issue
  - 4. Cage car issue
  - 5. Transporting away from the scene
  - 6. Detaining at a police station
- H. 6th Amendment – Right to Counsel
  - 1. Custody is irrelevant
  - 2. Crime specific
  - 3. Attaches at “first adversarial” proceedings (arraignment, indictment, arrest warrant)
  - 4. 6th Amendment right waiver – *Montejo v. Louisiana* (May 26, 2009); 129 U.S. 2079
- I. 14th Amendment
  - 1. Voluntary vs. Involuntary Statements – Involuntary inadmissible for any purpose
  - 2. Promises of leniency or threats
  - 3. Coercion
  - 4. Totality of circumstances – Voluntariness factors
  - 5. Ruses and lies
- J. Other issues
  - 1. POBRA
  - 2. CALCRIM Jury Instructions

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**VII. Interview and Interrogation 1500-1600 Day 4 & 0700-1600 Day 5 & 0700-1600 Day 6 & 0700-1000 Day 7 (1200 Min)**

*(4 hours Cognitive Interview, 6 hours Cognitive Practical, 4 hours Behavior-based Interrogation, 6 hours Behavior-based Interrogation Practical)*

- A. Learning Goals
  - 1. Students will learn the Cognitive Interview and Behavior Based Interrogation methods.
  - 2. Students will understand when to use these methods
  - 3. Students will understand who developed these methods and why they were developed
  - 4. Each student will practice the use of a Cognitive Interview and Behavior Based Interrogation and will be evaluated.
- B. Principled Policing applied to I&I
  - 1. Voice (Listen)
  - 2. Neutrality (Be fair)
  - 3. Respect (Be respectful)
  - 4. Trustworthiness (Doing what's best for the people)
  - 5. Implicit Bias
  - 6. What's in it for me?
- C. Interview and Interrogation Module Overview – Interview Techniques
  - 1. Free Format Interview
  - 2. Cognitive Interview
  - 3. Behavior Based Interrogation
- D. Performance Objectives
  - 1. The student will define the steps of the Cognitive Interview and Behavior Based Interrogation methods through learning activities.

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2. Conduct a Cognitive Interview and a Behavior Based Interrogation through practical exercises related to their assigned case, scoring a minimum of 3.0 points on the exercise evaluation rubrics.
- E. Communication
1. Verbal
  2. Non-verbal
- F. I&I Preparation
1. Audio/Video
  2. Differences
  3. Disabilities
  4. Personal information
  5. Legal issues
  6. Proxemics
  7. Closing
  8. Clothing
  9. Knowledge lists
- G. The Cognitive Interview – Background
1. History
  2. Cognitive Interview Technique Research
  3. Memory Retrieval
- H. The Cognitive Interview Technique Overview– Steps:
1. Build Rapport
  2. Reconstruct Circumstances
  3. Be Complete
  4. Reverse Direction / Recall the events in a different order.
- I. Uses for the Cognitive Interview
1. In-depth interviews

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2. Photo line ups
  3. Composite drawings
  4. Long period of time since incident
  5. Extreme trauma
  6. Multiple crimes over time or multiple suspects
- J. BUILD RAPPORT
1. What should an investigator do to build rapport with a victim, witness or suspect?
  2. In order to get the information necessary to properly investigate a crime, the detective must establish rapport with the victim, witness or suspect.
  3. The purpose of building rapport is to put the interview subject at ease to develop trust.
- K. RECONSTRUCT THE CIRCUMSTANCES
1. Ask the victim or witness to reconstruct the circumstances of the incident in their mind.
  2. Project their body back to the scene.
  3. Ask the victim or witness to visualize what the surroundings looked like.
  4. Direct the victim or witness to use all their senses.
- L. BE COMPLETE (Report Everything)
1. Witness and victims generally do not know what is important in a criminal investigation.
  2. They tend to leave details out of the narrative that they feel are unimportant.
  3. These details may be vital to the investigation.
  4. The investigator should point out to the victim or witness that some people hold back information because they are not sure that it is important.
  5. Tell the victim or witness not to edit anything out of their report, even things that are not important.

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6. Now let the victim or witness tell his/her account of the incident.
  7. When they are done, continue with the following segments.
  8. Tell victim/witness where to start and stop.
- M. REVERSE DIRECTION (Recall the Events in a Different Order)
1. After the victim or witness has related the events from beginning to end, have them relate the events in reverse order.
  2. This makes them think harder and causes different brain functions to occur.
  3. Tell victim/witness where to start and stop.
  4. Do not interrupt
- N. Memory Retrieval
1. Follow-up questions are asked following the narrative phase to expand and clarify.
  2. Specific Association Techniques
- O. Cognitive Interview Practical
1. Students interview a victim or witness (actor) related to their case.
  2. A facilitator evaluates the students using the Cognitive Interview Technique Evaluation rubric.
  3. Debrief with entire class
- P. Behavioral Based Interrogation/Behavioral Analysis Interview
1. Greeting/rapport
  2. Personal history questionnaire-PHQ (handout)
  3. Legal issues Miranda vs. Beheler
  4. Elimination/evaluation questions (handout)
  5. Watch for deception in body
  6. Commit to a "story"
  7. Establish F-L-A-T



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8. Accept as fact
9. Do not challenge story before bait question

Q. Bait Question

1. Suggests possible existence of evidence
2. General questions used to detect deception, evoke behavior and challenge them to change their story
3. Means nothing to the innocent – will not change their story
4. If they are guilty, the question will have meaning and may change their story
5. Can start a confession process
6. Examples: “Is there any reason why...?”
7. Save for the very last question before the BREAK
8. Is the last deception detection technique, only move to Behavior Based Interrogation if deception detected during Bait Question or Elimination Questions
9. Make decision to move on to interrogation phase only when deception detected during Behavior Analysis interview and/or bait question.

R. Behavior Based Interrogation

1. Psychological advantages break and props
2. Confrontation Statement
3. Handling Denials
4. Transition
5. Theme Development
6. Overcoming Objections
7. Negative Alternative Question
8. Clarifying the confession
9. Written confession / letter of apology

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- S. Post confession questionnaire
  - 1. Prevents defenses
  - 2. Protects against “False Confession” claims
  - 3. Locates physical evidence
  - 4. Finds who to talk to for further information
- T. Behavior Based Interrogation Practical
  - 1. Students interview a victim or witness (actor) related to their case.
  - 2. A facilitator evaluates the students using the Behavior Based Interrogation Evaluation rubric.
  - 3. Debrief with entire class

**VIII. Working with Victims and Witnesses**

**1000-1100 (60 Min)**

- A. Learning Goals
  - 1. Students will increase their awareness of victim & witness dynamics and needs resulting from crime
  - 2. Students will learn strategies to overcome challenges that may impede investigation and/or prosecution
  - 3. Students will understand resources available to victims and witnesses
  - 4. Students will understand investigative responsibilities and legal obligations
- B. Principled Policing
  - 1. Voice (Listen)
  - 2. Neutrality (Be fair)
  - 3. Respect (Be respectful)
  - 4. Trustworthiness (Doing what’s best for the people)
  - 5. Implicit Bias
  - 6. How principled policing concepts relate to working with victims and witnesses

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- C. Mandated Victim Service Programs/Penal Code 13835.5
  - 1. Crisis intervention
  - 2. Emergency assistance
  - 3. Resource and referral
  - 4. Notification of family/friends
  - 5. Employer intervention
  - 6. Follow-up counseling
  - 7. Orientation to criminal justice system
  - 8. Case status
  - 9. Court accompaniment
  - 10. Restitution
  - 11. Property return
  - 12. Application assistance
  
- D. Victim's Rights
  - 1. Federal Victims' Bill of Rights -> Penal Code 13835
  - 2. Marsy's Law/ CA Victims' Bill of Rights Act Confidential Victim Advocates/Penal Codes 679.04 and 679.05 Right to Police Report  
AIDS/HIV Testing
  
- E. Investigative Responsibilities
  - 1. Marsy's Card
  - 2. Notification – Change in Custody Status/ VINE Link
  - 3. Duty to warn – Case law (Wallace v City of LA/Carpenter v City of LA)
  - 4. Domestic Violence Card/Penal Code 13701
  - 5. Sexual Assault Card/Penal Code 680.2
  - 6. Prison Rape Elimination Act (PREA) Card (Optional)
  - 7. Notification – Right to a Victim Advocate and/or Support Person

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- 8. Court Preparation for Investigator
- F. Impact of Trauma
  - 1. Common Reactions
  - 2. Counterintuitive Behaviors
  - 3. Impact on the Investigation
- G. Strategies Working with Victims
  - 1. Address Safety
  - 2. Provide Crisis Intervention
  - 3. Build Trust
  - 4. Effective Listening
  - 5. Involving the Victim Advocate

**IX. Surveillance Techniques 1200-1600 Day 7 & 0700-1100 Day 8 (480 Min)**

- A. Learning Goals
  - 1. To give students an understanding of how to plan for a surveillance.
  - 2. To provide students with an operational understanding of how to conduct a surveillance and what to avoid doing during a surveillance
- B. Vehicle Equipment
  - 1. Make sure your car has a full tank
  - 2. Check tires and other basic equipment
  - 3. Check vehicle lights
  - 4. Sanitize the interior for PD items
  - 5. Road test it if it is not your regular vehicle
- C. Personal equipment
  - 1. Food and water
  - 2. County map (Thomas Guide)
  - 3. Extra clothing

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4. Fresh batteries for your radio and a spare
  5. Tactical gear
  6. Cover shirt
  7. List of teammates' cell phone numbers
  8. Cellphone battery charger
  9. Note pad
  10. Large cup
- D. Team Equipment
1. Binoculars
  2. Breaching equipment
  3. Photography equipment
  4. Credit cards (gas, hotel, etc.)
  5. Laptop / MDT
- E. Briefing Components
1. Goal of operation
  2. Warrant type
  3. Intel on target location/suspect(s)/location(s)
  4. Photos of suspects/target locations/associates
  5. Team assignments
  6. Diagram of house and neighborhood
  7. "Play it back"
  8. Contingencies
- F. "Play it back"
1. Have everyone repeat their assignment
  2. Ensures that all understand assignments
  3. It lets you know if you properly conveyed info

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4. It ensures that the team members have taken notes
- G. Radio Traffic Transmissions
1. Clear, Concise Communication
  2. Plain language
- H. Rules and Procedures
1. All must direct traffic to a specific person (point)
  2. Always answer and always wait for acknowledgement
  3. Don't answer if you weren't called
  4. Give the unit that was called a chance to answer
  5. Don't answer a transmission not specifically directed to someone
  6. Keep the air clear for point
- I. Function of point person – Fixed point
1. Gather intel about location based on mission objective
  2. Eyes and ears for remainder of team
  3. Facilitate smooth transition from fixed to moving
  4. Officer safety
  5. May stay on fixed location or go mobile with team
- J. Location of point vehicle
1. Consider visibility first
  2. Wide field of view is best
  3. Be creative
- K. Positioning
1. Use as much distance as possible
  2. Use mirrors if a car is being used
  3. Try to fit in (streets, parking lots, etc.)
  4. Consider the passenger seat

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5. Drive the van in
  6. Contact neighbors if you use their driveway (make up reason you are there)
  7. Make sure target can't turn off before he will pass your location
  8. Avoid sitting on the same street
  9. Pick a side street where you will blend in
  10. Don't back into parking spaces
  11. Don't park "police" style if you are in plain view
- L. Personnel
1. Double up each compass if you have enough people
  2. Five people (point included) is the minimum
  3. If limited by numbers, pick two likely routes
  4. Sometimes one person can cover two directions
- M. Re-setting point
1. This is used if you follow to a new place
  2. The car that lands the target takes point
  3. Another car takes the vacated compass point
  4. Everyone should go to new assigned compass points
  5. Point change should be done quickly
  6. New point person verbally confirms all are set.
- N. Next unit up
1. Know who the next unit behind you is
  2. Ask "Next unit up, identify" as soon as you take point
  3. Know to whom you are passing off point
  4. What to do if no one is in position to take point
  5. Traffic conditions, time of day, counter surveillance efforts will dictate

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how often units need to clean up.

6. Pay attention to surroundings and circumstances
  7. Let the suspect make the move and clean up for you
  8. Don't unnecessarily turn off and burn out cars
- O. The number of turns you make depends on:
1. The number of cars that you have for cover
  2. Conditions such as night vs. day, heavy traffic vs. light, etc.
  3. You may be able to make many turns, sometimes no more than one
- P. Neighborhoods
1. This is where cleaning up is most effective and important
  2. Distance is important because traffic is light in most neighborhoods
  3. Two turns are usually the rule, especially in neighborhoods familiar to the target
  4. Everyone must tighten up and be prepared to be the next unit up
  5. Paralleling
- Q. Foot Surveillance – Getting out when the target
1. The operator who lands the target gets out on foot with the target
  2. If that unit tries to guide in another unit, the target will likely be out of sight
  3. Point puts out location and goes with target
  4. Point establishes phone contact with "Next Unit Up"
  5. Point can call for additional operators if needed
  6. A good rule of thumb is to have two foot operators
  7. Have a story ready if you need to explain what you are doing
  8. The "next Unit Up" takes point on target vehicle
  9. Re-set point as quickly as possible
  10. Designate additional foot operators as needed



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11. Remainder of team goes to compass points
12. Any units with far or unassigned compass points must fill in where needed

**X. Warrant Service Planning & Tactics**

**1200-1600 (240 Min)**

- A. Learning Goals
  1. Understanding why it is important to plan before serving a warrant
  2. Knowing what and how to plan
  3. Understanding why it is important to debrief after serving a warrant and what factors to consider
- B. General consideration
  1. Department policy
  2. Tactics
  3. Being prepared is the key
- C. Types of warrant service
  1. Non-dynamic entry
  2. Dynamic entry
  3. Risk categories
- D. Legal Requirements
  1. 844 PC
  2. 1531 PC
  3. 1533 PC
- E. Planning
  1. Writing the warrant
  2. Background information on suspect(s) or location
- F. Recon of location
  1. Photos (air/ground)

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2. Children, elderly, handicapped, dogs
3. Lighting
4. Traffic to location
5. Background info on the area
6. Map(s)
7. Suspect vehicle(s)
- G. Date/time of warrant
  1. Arrest warrants
  2. Search warrants
  3. Warrant return
- H. Staging – strategic concerns
  1. Knock/Notice requirements
  2. Forcible entry
  3. Protective sweep prior to service
  4. Scope of search
  5. Warrant receipt to occupant
  6. Resources required
- I. Briefing time/location
  1. Contemporaneous with the time of warrant service
  2. Safe and covert location
- J. Personnel
  1. Responsibilities/assignments
  2. Training and tactical experience
  3. Equipment and skills to use it
- K. Operations Plan Components
  1. Warrant type, date, time, etc.

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2. Intel on suspect/associates
  3. Notifications
  4. Mission objectives
  5. Communications
  6. Nearest trauma center
  7. Equipment
  8. Hazards
  9. Roster and specific assignments
  10. Entry locations/secondary entry location(s)
  11. Surveillance point location
  12. Specific perimeter locations / assignments
  13. Other information
- L. Service of the warrant
1. Briefing
  2. Initiation of warrant
- M. De-Briefing
1. Held at pre-designated location
  2. ASAP after warrant service
  3. Include everyone in de-brief
  4. All problems/positives encountered during warrant service
  5. Be open to feedback – Check egos at door

**XI. Informant Management**

**0700-1100 (240 Min)**

- A. Learning goals
1. To understand the advantages of working with informants

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2. To know the definition of an informant and what types of informants there are
  3. To know what to document and return in your records
  4. To identify the criteria used in selecting an informant
  5. To understand how to use an informant
  6. Ethics and professionalism when working with an informant
- B. Advantages in working with Informants
1. Obtain real time information
  2. Perform crime analysis
  3. Expedite investigations
  4. Lead to additional evidence
  5. Be proactive
  6. Prevent pending crimes
  7. Obtain evidence
  8. Reduce false leads
  9. Obtain insight into motivation for the crime
- C. Informant types
1. Citizen
  2. Law Enforcement
  3. Defendant
  4. Confidential Reliable
  5. Juvenile
  6. Jailhouse informant
  7. Paid
  8. Anonymous
  9. Unwitting

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- D. How to sign up an informant
  - 1. Your agency procedures - follow your Department's Policy & Procedure manual
  - 2. District Attorney procedures for a Defendant Informant - work in cooperation with District Attorney's Office
  - 3. Proffer
  - 4. Use immunity agreement
  - 5. Informant contract
- E. Informant files
  - 1. Identification of file contents
  - 2. Documenting compensation / benefits
- F. Confidentiality
  - 1. Claim the Privilege - 1040 through 1042 Evidence Code
  - 2. Court Case - People v Hobbs (1994) 7 Cal. 4th 948
  - 3. Luttenberger Motion
  - 4. Skelton Hearing
  - 5. How to testify in court about your CI's identity
  - 6. CAL WRAP
- G. Percentage Risks Percentage
  - 1. Prosecutors (all cases in all jurisdictions; experience; discretion; cooperation)
  - 2. CI Handler (experience, workload, cooperation, communication)
  - 3. Judges (all cases in all jurisdiction, experience, discretion cooperation)
  - 4. Agency supervisors (experience, authorization)
  - 5. Probation /Parole /Jail (impacted cases right /need to know; experience; discretion)
  - 6. Current victims (PC 1191.5) (right to know vs EC 1040 needs).

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7. Potential victims (during /after cooperation/benefits)
  8. CI (history, handling, control, predictable/avoidable danger)
  9. Defense Attorney's (experience, cooperation, discretion, conflicts)
  10. Co-defendants (case impact via Def CI and 1040 needs)
- H. Percentage risk considerations
1. Nature of investigation
  2. Realistic
  3. Handle commitment
  4. Handler commitment
  5. Logistical support
  6. CI Safety
- I. Informed practices when working with informants
1. Best practices
  2. Ethics and professionalism
  3. Safety considerations for all parties involved
  4. Professional and personal boundaries
  5. Principled policing values in working with informants
- J. Investigatory ways to use informants
1. Connections
  2. Access
  3. Intelligence gathering
  4. Safety considerations
- XII. Electronic Investigations 1200-1600 Day 9 & 0700-0900 Day 10 (360 Min)**
- A. Learning Goals
1. Students will learn about IoT devices and how they affect the investigations

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2. Students will learn about vehicle forensic and how to use in investigations
  3. Students will learn about OSINT and how it can be used in investigations
  4. Students will learn how to find and obtain information from social networking sites.
  5. Students will learn how to track and obtain information from cell phones
  6. Students will identify and understand laws governing investigation of cell phones and social networking sites
  7. Students will learn where to go for help in tracking and investigating cell phones and social networking sites.
  8. Students will learn how the Dark web works and how it useful in investigations
- B. Internet of Things
1. What is the Internet of things (IoT)
  2. Understand what an IoT device does
  3. Digital Witness in an investigation
  4. What information can be obtained for IoT devices?
  5. How to obtain information the device
  6. How do you obtain information from a search warrant
  7. IoT devices will exceed 80 billion by the end of 2025
  8. Ethical Considerations
- C. Vehicle Forensics
1. The importance of vehicle forensics in an investigation
  2. What information can be obtained in a Vehicle Forensic investigation
  3. Introduction to BERLA
  4. Identity the vehicle in question
  5. Determine if vehicle is supported by forensic tools such as BERLA
  6. Contacting BERLA for a search warrant

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7. Using a Forensic Investigator for BERLA forensics.
  8. Analyze data from Vehicle forensics
  9. What information can be obtained such as door opening, gear shifts, Bluetooth devices (etc.)
- D. Electronic License plates
1. What is an electronic license plate
  2. Bi-stable monochromatic display
  3. Contains a computer inside the unit
  4. For the investigation
- E. Seizure considerations for IoT devices
1. Cloud keys
  2. Account Details
  3. SMS
  4. Geolocation
  5. Setting
  6. Internet Data
  7. Network details
  8. Device Communication
  9. Faraday bag for actual seizing device
- F. OSINT (Open Source) and Social Media Investigations
1. What is OSINT
  2. Where to obtain OSINT information
  3. Benefits of OSINT
  4. How to search Google
  5. OSINT considerations
- G. Social Networks



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1. Exponential advancements
  2. Exponential use
  3. The social web visualized
  4. Social media evidence – must verify/corroborate
  5. Apps, programs, social media sites that can alter metadata
  6. Fake GPS
  7. Photo Me
  8. Do not use phone for research or rely on someone else to do the activities
  9. Walk away list
  10. Social media sites' common components
  11. General search tools
  12. Major social network sites
  13. Blogging sites
  14. Microblogging sites
  15. Bookmarking sites
  16. Media sharing sites
  17. Mobile-based conversation apps
  18. Geosocial apps
  19. Geosocial Search Tools
  20. Community sites
  21. Social media investigator
- H. Mobile Device Basics
1. A cellular phone
  2. Basic components of a wireless network
  3. Information available on a cell phone

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4. Seizing a cell phone as a piece of evidence
  5. Information available from a wireless carrier
  6. What is metadata?
  7. Third party apps
  8. Requesting information from a wireless carrier
  9. Call detail records – Information you should request
  10. Specialized carrier records
  11. Tower Dump
  12. Update information “What’s New?”
  13. Review and reinforce material covered in the module’s
  14. Kip Loving web site
- I. Dark Web
1. What is the dark web
  2. What it is used for
  3. Accessibility
  4. Resources available (HIDTA, Fusion Centers...etc.)
- J. Seizure of Computers
1. Intelligence gathering
  2. Publisher
  3. Privacy Protection Act 42 USC 2000aa
  4. Intelligence Gathering
  5. Tech Warrant Box and Tools
  6. Officer safety issues
  7. Survey the scene
  8. Securing the scene

**XIII. Case Preparation and Courtroom Testimony**

**0900-1500 (300 Min)**

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- A. Learning Goals
  - 1. Students will develop skills to become a credible, persuasive witness
  - 2. Students will understand basic legal concepts regarding judicial proceedings
  - 3. Students will learn how to identify and prepare for standard defense strategies
  - 4. Students will understand why case preparation is important
  - 5. Students will understand the importance of transparent cooperation between law enforcement and the DA's office in preparing and presenting cases
  - 6. Students will enhance their understanding of the justice process
  
- B. Case Preparation
  - 1. Burden of Proof
  - 2. Intent
  - 3. Types of evidence
  - 4. Admissions and confessions
  - 5. Evidence of other crimes
  - 6. Suspect interviews
  - 7. Accomplice liability
  - 8. Proving identification
  - 9. Defenses
  - 10. Presenting your case to the DA
  - 11. Charging and plea bargaining
  - 12. Sentencing
  - 13. Brady issues
  - 14. Discovery
  - 15. Privileges

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C. Courtroom Testimony Preparation

1. Meeting with the DA
2. Types of hearings
3. Roles of the players in the courtroom
4. Testimony and Examination procedures
5. Rules of evidence
6. Court house demeanor
7. Common defense tactics
8. The court reporter's record

D. Case Presentation and Courtroom Testimony/Panel Discussion

*(The presenter will develop an Expanded Course Outline that will address how they will present either case presentation, court room testimony, or a panel discussion with members of the court process (DA, Defense Attorney, Judge) or any combination of the three)*

1. Q&A with Defense Attorney a District Attorney, a Judge or any combination of the three
2. Presentation of Cases by Investigative Teams
3. Search Warrant evaluation using a rubric to provide individual feedback

**XIV. Course Evaluation, Closing Comments and Certificate Presentation; 1500-1600 (60 Min)**

- A. Course Review
- B. Course Evaluation