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

**Program Manager Note:** The ICI Core Course is 80 hours in total; however, the minimum number of hours for required topics is 68. Each presenter may devote the remaining discretionary 12 hours to one or more required topics and/or, with the ICI POST Program Manager's approval, develop an Expanded Course Outline (ECO) for a stand-alone topic. The intent of this discretionary time is to provide flexibility for regional training needs.

**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**

                              **2 Hours Minimum       Presenter Hours  2**

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

     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?

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

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**        **8 Hours Minimum**    **Presenter Hours__8__**

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

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/outsourcing

1.   Private laboratories – mitochondrial, Y-STR

2.   Familial testing

3.   Genealogy testing

III.     **Case Management and Investigative Strategies**

**Minimum hours 2     Presenter Hours__2__**

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.

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

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

J.      Managing Components of a Case

     1.      Evidence

     2.      Case files

**IV.**      **Search and Seizure Wrap-up**      **4 Hours Minimum**      **Presenter Hours   4**

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)

**V.   Search Warrants**                    **8 Hours Minimum      Presenter Hours  8  **

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

    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**          **4 Hours Minimum**    **Presenter Hours_4__**

  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

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?"

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


**VII. Science-Based Interviewing**      **20 hours Minimum**    **Presenter Hours_ 20_**

A. Introduction to SBI

1. What is SBI? – General overview

2. What are the Phases?

B. Planning & Analysis

1. Data Assessment (Boards)

a. PLATCOM

b. Facts (verifiable)

c. Information (unverified)

d. Inferences (what we think about it)

i. Competing inferences

ii. Confirmation bias

2. Context Management: Logistics

a. Determine interviewer(s)

b. Interview location

c. Room set-up

d. Proxemics

e. First contact planning

f. Interviewee needs

3. Impression Management

   a. Cognitive biases

      i. Implicit

      ii. Explicit

   b. Brand identification and development

      i. Law enforcement brand

      ii. Investigator brand

   c. Stereotype content model

      i. Warmth

      ii. Competence

4. First Lines and Predictable Dialogue

   a. Forecasting the first conversation

      i. Cooperation

      ii. Resistance

      iii. Identifying and addressing the interviewee's concerns

   b. Developing a plan before the interview

      i. Explanation of the purpose of the interview

      ii. Identify group rules and expectations

5. Questioning Strategies

   a. Framing questions

      i. Constructing productive questions

         a) Open-ended questions: Tell, Explain, Describe, Show me (TEDS)

         b) Appropriate closed-ended questions (probing)

      ii. Non-productive questioning types

         a) Leading or suggestive

         b) Inappropriate closed-ended questions

         c) Compound

        d) Multiple-choice

        e) Opinion-statement

        f) Forced choice

    iii. Importance of preparation and word choice

        a) Reduce contamination

        b) Minimize police jargon

        c) What you may reveal initially

  b. Funnel Metaphor

    i. Open-ended questions and gradually narrow your focus

    ii. Observers can track points for further clarification

C. The Interview

  1. Active listening

    a. Immediacy behaviors

    b. Minimal encouragers

    c. Speech (rate, tone, inflection)

    d. Silence

    e. Summarizing/Paraphrasing

    f. Reflective statements

    g. Reframing

    h. Emotional labeling

    i. Affirmations

  2. Motivational Interviewing – ORBIT ©

    a. Autonomy

    b. Acceptance

    c. Adaptation

    d. Empathy

    e. Evocation

3. Building Rapport

    a. Definition

        i. Operational Accord: Shared understanding of roles, expectations and desire outcome

        ii. Mutual attention

        iii. Trust

        iv. Positivity/Respect

        v. Being "in-sync"

    b. Allowing the suspect to develop a sense of autonomy

    c. Solicits cooperation and trust and refrains from judgment

    d. Immediacy behaviors

        i. Leaning forward

        ii. Orienting one's body toward the sources

        iii. Reducing distance

        iv. Eye contact (cultural)

    e. Self-disclosure: Telling something about yourself

    f. Active listening

    g. Common ground

        i. Shared values, history, culture

        ii. Liking

4. Cognitive Interview

    a. Explain the ground rules and expectations

        i. Reason for the interview

        ii. Transfer of control

        iii. Encourage active participation

        iv. Volunteer information

        v. Do not edit your thoughts

        vi. No guessing

      vii.   Multiple retrieval attempts

      viii.   Focused concentration

   b.   Eye closure instructions

   c.   Context reinstatement: Mentally return to the event, using senses

      i.   Sight

      ii.   Sound

      iii.   Smell

      iv.   Touch

      v.   Taste

      vi.   Feelings

      vii.   Thinking (cognition)

   d.   Request a free narrative, uninterrupted

   e.   Model statement

   f.   Probing by asking questions

   g.   Alternative memory retrieval attempts

      i.   Asking for a sketch plan

      ii.   Reverse order recall

      iii.   Focused sensory recall

5.   Closing

   a.   Review information

   b.   Reaffirm rapport

   c.   Targeted message

   d.   Summary

D.   Victim Interviewing Evaluated Practical

E.   Credibility Assessment

   1.   Non-Verbal cues are not a statistically reliable method to detect deception

2. Statement-evidence inconsistences is one of the more accurate methods to determine credibility

3. Goals and objectives

    a. Truthteller

    b. Liars

4. Verbal cues of a truthteller

    a. Inclusion of quotations

    b. Complications

    c. Verifiable details

    d. Spontaneous corrections

    e. Use of core vs. peripheral details

    f. Structured. Vs. unstructured recall

5. A deceptive person will have difficulty because require significant cognitive resources

6. Asking for an initial and second narrative to compare

    a. "Tell me more about that"

    b. Model Statement

    c. Directions to provide verifiable detail

    d. Reverse order

7. Sketching while answering questions – A truthful person may reveal more information during the task

8. Unanticipated questions that increase cognitive load

    a. Unexpected questions

    b. Process and planning questions

    c. Spatial questions

F. Strategic Use of Evidence (SUE)

    1. Apply funnel approach to SUE

        a. Free recall prompt

    b.  Broad, open, and then closed questions

    c.  Zeroing in on the evidence without disclosing it

    d.  Note inconsistent statements made by the person

    e.  Exhaust all plausible explanations for the evidence

  2.  Evidence Framing Matrix

    a.  Low specificity and imprecise source

    b.  Low specificity and precise source

    c.  High specificity and precise source

  G.  Suspect Interviewing Evaluated Practical

**VIII.**    **Working with Victims and Witnesses**    **1 Hour Minimum**    **Presenter Hours_2__**

  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

  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

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**                    **2 Hours Minimum      Presenter Hours_8_**

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

   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

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

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 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

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**         **3 Hours Minimum**     **Presenter Hours_4__**

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)

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.

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**           **3 Hours Minimum**    **Presenter Hours_4__**

   A.      Learning goals

      1.      To understand the advantages of working with informants

      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

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).

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**    **6 Hours Minimum**    **Presenter Hours  6**

A.    Learning Goals

    1.    Students will learn about IoT devices and how they affect the investigations

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

      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

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

C. Mobile Device Basics

1. A cellular phone

2. Basic components of a wireless network

3. Information available on a cell phone

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

F.     Dark Web

1.      What is the dark web

2.       What it is used for

3.       Accessibility

4.      Resources available (HIDTA, Fusion Centers…etc.)

G.     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   4 Hours Minimum      Presenter Hours_5_**

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

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

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**

**1 Hour Minimum,     Presenter Hours  3**

A.     Course Review

B.     Course Evaluation