



Ontario Police College Course Training Standard

Investigating Offences Against Children

Approved by _____

Signature and date

Rudy Gheysen, Director

This document replaces previous CTS dated: N/A

Irene Barath
Course Coordinator

Signature and date

**Policing Services Division
Ministry of Community Safety and Correctional Services**

2006

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January 2005
January 2006

Course Title	<i>Investigating Offences Against Children</i>
Revisions to be made:	<ul style="list-style-type: none"><i>New Course/ Replacing the previous Investigating Sexual Offences Against Children</i><i>Changes to schedule and content based on feedback from pilot courses in 2005</i>
Course Coordinator Endorsement:	Signature and Date
Financial Review by Administrator	Signature and Date
Deputy Director endorsement	Signature and Date
Director endorsement	Signature and Date



COURSE DESCRIPTION

The Investigating Offences Against Children course is designed for police officers whose area of responsibility includes the investigation of any offences against child victims.

For our purposes we will define a child as a person under the age of 18 years but we will be focusing much of the specialized interviewing and investigative processes on children who are under the age of 13 years.

[The Youth Criminal Justice Act, section 2 defines a child as under 12 years of age. A young person is between the ages of 12 and 17 years.

Section 172 (3) CC define as a child as under 18 years.

The Child and Family Services Act in section 3, defines a child as a person under the age of 18 years.]

The Policing Standards Manual (2000) LE-027 requires the Chief of Police to develop and maintain “a policy on investigations into the physical and sexual abuse of children”. In addition investigative protocols must be followed (sometimes joint protocols with the CAS) to minimize repeated traumatization of the victims and promote the best interests of the child in all regards.

The Guideline also suggests that the investigations, where threshold is met, comply with *Ontario’s Major Case Management Manual*.

This training will provide officers with the necessary knowledge, skills and abilities to adequately handle the complexities and demands of child abuse investigations of all types.

PREREQUISITES

1. Police officers who have completed General Investigative Training (GIT) or hold equivalent qualifications and skills approved by OPC
- and
2. Police officers who have completed the Sexual Assault Investigations Course as approved by OPC.

DURATION 10 days.

NOTE: Candidates are required to attend sessions that may be scheduled outside the normal classroom times.
(0830 to 1630h)

STANDARDS

Students must achieve a minimum mark of 75% on the written examination as evaluated by the course coordinator. This final exam will cover each of the subjects listed below.

NOTE: Any candidate missing more than four-90 minute classroom sessions during the 10 days of this course will be withdrawn.

SUBJECTS	Legal Issues Court Preparation for Child Witnesses Child Development Child Interviewing Dynamics of Child Abuse Child and Family Services Act Joint Investigative Protocols Amber Alert Manifestations of Physical Abuse [Burns, Breaks and Bruises] SIDS (Sudden Infant Death Syndrome) SUDS (Sudden Unexplained Death Syndrome) Death of Children Under 2 Shaken Baby Syndrome Abduction Abandonment Neglect, Fail to Provide Necessaries Drug Endangered Children Domestic Violence / Emotional Abuse Child Sexual Exploitation/ Prostitution Offences Sex Tourism Luring Child Pornography (Images of Child Sexual Abuse) Munchausen Syndrome by Proxy Self Care for Investigators Investigations Involving Teachers
DRESS	Court Attire or Uniform
OTHER DRESS OR EQUIPMENT REQUIRED	Current Criminal Code

SUBJECT INVESTIGATING OFFENCES AGAINST CHILDREN

TOPIC Orientation / Introductions

RATIONALE Adult learners need to know what they will be experiencing in their classroom sessions and what is expected of them. This session provides an introduction of the key facilitator and the participants, an overview of the course syllabus and an explanation of the evaluation process.

The course coordinator presents this session.

**LEARNING
OBJECTIVES and
EVALUATION
CRITERIA**

Given lecture and group discussion the participants will:

- Identify the facilitator and other participants
- Locate and organize the syllabus and student materials
- Be aware of general housekeeping rules: pagers, cell phones, absences, hours of sessions, expectations while at OPC (from the student handbook)
- Identify the assignments and exercises needed to successfully complete the course

DURATION 90 minutes

BIBLIOGRAPHY

- Ontario Police College General Investigation Training Course
- Crimes Against Persons Reference Manual
- Course Syllabus
- Ontario Police College Student Handbook

SUBJECT LEGAL ISSUES

TOPIC Offences and Defences Relating to Offences Against Children

Drug Endangered Children

RATIONALE The child abuse investigator must be familiar with the various offences, defences and evidentiary issues relating to the investigation of offences against children to ensure the law is being applied in a procedural and sanctioned manner.

A trainer with expertise in the area of criminal law and knowledgeable or recent case law decision affecting police investigation of child abuse presents this session.

**LEARNING
OBJECTIVES and
EVALUATION
CRITERIA**

Given classroom instruction and practical scenarios the learner will:

- Identify and classify the various offences related to the physical, sexual and emotional abuse of children
- Definitions of a child
- Explain the section 43 defences
- Identify who has the duty to report suspected abuse and the consequences for not reporting
- Identify the application of Criminal Negligence offences to child abuse investigations
- Identify issues related to Drug Endangered Children

DURATION 180 minutes

BIBLIOGRAPHY LEGISLATION

Criminal Code

Bill C-2 Amendments Nov 2005 and January 2006

Child and Family Services Act

Youth Criminal Justice Act

JURISPRUDENCE

The Canadian Foundation for Children, Youth and the Law v. The Attorney General of Canada, [2004] S.C.J. No.6.

SECONDARY MATERIALS

Crimes Against Children Prosecution and Defence, Anna Maleszyk

Wilson on Children and the Law, Jeffery Wilson

Sexual Offences in Canadian Law, Hamish Stewart

Green Tide Task Force

SUBJECT LEGAL ISSUES

TOPIC Court Preparation of Child Witnesses

RATIONALE The child abuse investigator must be aware of how stressful a court appearance can be on a child witness. In order to make the presentation of evidence as effective and comfortable for the child as possible the investigator must be aware of the provisions for protecting child witnesses and how to implement these procedures.

A trainer with expertise in the area of criminal law and knowledgeable of recent case law decisions affecting police investigation of child abuse presents this session.

**LEARNING
OBJECTIVES and
EVALUATION
CRITERIA**

Given classroom instruction involving large group discussion the learner will be able to:

- Explain the application of the section 43 defence
- Explain the application of the law relating to Criminal Negligence
- Explain the value of a well prepared child witness who has had support systems in place prior to court
- Explain the use of videotaped evidence, Section 715.1 and 715.2 CC
- Explain the processes available to protect child witnesses, Section 486 CC
- Explain the applications for the Khan and KGB statement applications
- Section 16 of the Canada Evidence Act for witnesses under 14 years

DURATION 90 minutes

BIBLIOGRAPHY LEGISLATION

Criminal Code

Bill C-2 Amendments Nov 2005 and January 2006

JURISPRUDENCE

SECONDARY MATERIALS

SUBJECT FORENSIC IDENTIFICATION / CRIME SCENE ISSUES

TOPIC Forensic Identification Investigative Considerations

RATIONALE Child abuse investigators deal with many different offences and due to the age and capacity of the child victims [suspects] involved the evidence of a crime is not always readily apparent. Although investigators must be aware of sensitive victim issues relating to surviving parents the investigator cannot forget that the issues related to crime scene identification and preservation must be observed.

In this way the investigators can ensure they speak for the child victim's of abuse and neglect. This session is designed to acquaint the investigators with the considerations of a potential crime scene and what their forensic identification officer can do to assist with these investigations.

A facilitator with operational knowledge of the forensic identification field and its application to child abuse investigations presents this session.

**LEARNING
OBJECTIVES and
EVALUATION
CRITERIA**

Given classroom instruction, a case study practical and group discussion the learner will:

- Understand contamination issues as they relate to crime scenes.
- Understand cross contamination issues as they relate to the crime scenes.
- Understand the support role for forensic identification officers at crime scenes.
- Understand the complexities of crime scene management and evidence handling for child abuse investigations of all types.

DURATION 180 minutes

REFERENCES • Forensic Identification Manuals as provided by the facilitator.

SUBJECT CHILD DEVELOPMENT / CHILD INTERVIEWING

TOPIC Stages of Child Development

Day 1: Cognitive Development

Day 2: Language Development

Day 3: Suggestibility

RATIONALE Police officers who specialize in investigating offences against children must understand the stages of children's physical and mental development. It is relevant to whether or not the explanations for a child's injuries are credible and whether an investigator will be able to communicate with the child around what happened.

Despite the differences between children and how quickly they develop there are guidelines which present workable parameters for police officers. Knowledge of a child's memory functioning and ability to comprehend language and concepts allow an officer to speak with a child at the age appropriate level and maximizing the opportunity to determine what if anything happened to the child during the incident(s) under investigation.

A trainer/practitioner who has knowledge and experience in the cognitive development, language development, memory/ recall functioning and suggestibility of children presents this session.

**LEARNING
OBJECTIVES and
EVALUATION
CRITERIA**

Given lecture, group discussion and case study consideration the participants will be able to determine the best practise for speaking to child victims and witnesses based on their age and stage of development.

They will understand the process of physical and mental development of children, how they learn, how their memories work and how to elicit accurate information during an interview. Investigators will also be able to put into context actions that children of various ages are able to do and eliminate instances where injuries are explained as accidental but inconsistent with the child's developmental capabilities.

In this way accurate histories can be provided to medical personnel treating the victim to assist in conducting a complete and thorough multi-disciplinary investigation.

- Introduction to presenters
- Autobiographical memory
- Source monitoring
- Truth and lie understanding
- Fantasy-reality understanding
- Cognitive development and representational skills [time, measurement' relationships]
- Phonology
- Vocabulary
- Syntax
- Pragmatics
- Legalese
- Question types [open-ended, specific, misleading or suggestive]
- Question repetition
- Environment
- Special topics [repeated abuse, adolescents]
- Review of material covered and best practice techniques
- Preparation
- Rapport
- Ground rules
- Competency
- Practice event
- Substantive phase [getting the allegation]

DURATION Eight 90 minute periods (2 days)
BIBLIOGRAPHY LEGISLATION

JURISPRUDENCE

SECONDARY MATERIALS

SUBJECT CHILD INTERVIEWING

TOPIC Young Persons as Suspects

RATIONALE Child abuse investigators must respond to occurrences involving offenders who are young persons themselves and subject to the interviewing protocols in the Youth Criminal Justice Act. In order to obtain effective and court admissible interviews an officer must have an understanding of how young offenders must be handled.

With the increased diversity in our society it is beneficial to have an understanding of the law and practice around the use of interpreters during statements and interviews of children as victims or witnesses.

A trainer/investigator with knowledge of the Youth Criminal Justice Act and its application to child abuse investigations presents this session. The trainer will have experience in acquiring court admissible statements from young offenders.

**LEARNING
OBJECTIVES and
EVALUATION
CRITERIA**

Given a classroom presentations and group discussion the participant will:

- Identify factors in the Youth Criminal Justice Act which determine how young offenders are to be handled when being interviewed
- Identify the process and current case law applications for utilizing interpreters for child interviewing.
- Explain the processes which assist in obtaining effective court admissible statements from young person accused of child abuse offences
- Identify issues in relevant case law which affect the admissibility of confessions from young persons

DURATION 180 minutes

BIBLIOGRAPHY LEGISLATION

Criminal Code

JURISPRUDENCE

SECONDARY MATERIALS

SUBJECT **DYNAMICS OF CHILD ABUSE / OFFENDER CYCLE
NON-OFFENDING PARENTS**

TOPIC Offender Behaviour

Non-offending Parents

Offender Cycle

RATIONALE Child abuse investigators must respond to occurrences involving child victims. In order to do this effectively an officer must have an understanding of how offenders interact with their victims in a cycle of offending behaviour. They must also have strategies to deal with non-offending parent(s) who can be supportive or unsupportive of the child victims/witnesses.

A trainer/child care worker with knowledge of the offender cycle and the issues surrounding (non) supportive non-offending parents presents this session.

**LEARNING
OBJECTIVES and
EVALUATION
CRITERIA**

Given a classroom presentations, group discussion, and classroom exercises, the participant will:

- Understand the dynamics of sexual abuse
- Understand stages in the offender cycle
- Understand issues for dealing with non-offending parent(s)
- Understand alternative hypotheses

DURATION 180 minutes

BIBLIOGRAPHY LEGISLATION

Criminal Code

JURISPRUDENCE

SECONDARY MATERIALS

SUBJECT **JOINT INVESTIGATIVE PROTOCOLS**

TOPIC Rationale for Joint Investigations

Child Protection Worker Accountabilities

RATIONALE In all instances of crimes involving child victims the wellbeing and best interest of the child is the primary concern. Some situations do not allow for the police to lay charges but intervention strategies for the victim and the victim's family can be accessed through the Child and Family Services Act.

By using joint investigations between the police and child protection workers every possible intervention strategy can be utilized to identify and prosecute an offender as well as protect the victim and the victim's family. By understanding the authorities and responsibilities granted to police and child protection workers, police officers can effectively and efficiently do their job and hold to task those who, having a duty to report suspicious circumstances, don't do so.

A Child Protection Worker who possesses operational knowledge of the Child and Family Services Act and the Joint Investigative protocols that operate between the police and child protection workers presents this training session.

**LEARNING
OBJECTIVES and
EVALUATION
CRITERIA**

Given lecture, group discussion and case study consideration the participants will be able to state:

- The police authorities to act as defined in the Child and Family Services Act
- State three reasons why joint investigations are conducted
- Identify the time frame and reporting practices that require the child protection workers to consult with their administrative supervisors prior to taking action.

DURATION 180 minutes

BIBLIOGRAPHY LEGISLATION:

Criminal Code

Child and Family Services Act

Ministry of the Solicitor General Policing Standards Manual (2000)

JURISPRUDENCE

SUBJECT CHILD AND FAMILY SERVICES ACT (CFSA)
AMBER ALERT
OTHER PROVINCIAL STATUTES

TOPIC Amber Alerts/Use of the Media

Provincial Authorities Related to Child Protection Issues

Abduction Considerations

RATIONALE Child abuse investigators may be called upon to investigate the abduction of a child in either a parental or non-parental context. They need to understand best practice for initiating the investigation because the first few hours are critical in these types of investigations, especially where there is a stranger abduction of a child.

A trainer/investigator with knowledge about the organization and implementation of a search will present this session. The trainer must also have knowledge of the law around abduction investigations and operational understanding of how the Amber Alert system is initiated and the media utilized in child abduction investigations.

**LEARNING
OBJECTIVES and
EVALUATION
CRITERIA**

Given classroom instruction and group discussion the learners will:

- Explain the application and implementation of the Amber Alert System
- Identify uses for the media as an investigative tool in abduction situations
- Define abductions in parental and non-parental contexts

DURATION 90 minutes

BIBLIOGRAPHY LEGISLATION

Criminal Code

Child and Family Services Act

Rescuing Children from Sexual Exploitation Act

Mental Health Act

Family Law Act

Children's Law Reform Act

SECONDARY MATERIALS

Missing Children's Network Canada

Child Find (Canada)

Reunite (London, England)

Apeve (France)

Child Focus (Belgium)

National Centre for Missing and Exploited Children:

- Family Abduction Prevention and Response
- Missing and Abducted Children: A Law-Enforcement Guide to Case Investigation and Program Management
- An Analysis of Infant Abductions
- Child Molesters Who Abduct

Policing Standards Manual:

- LE-026 Missing Persons
- LE-040 Parental or Non-parental Abductions
- ER-007 Ground Search for Lost or Missing Persons

SUBJECT CHILD PORNOGRAPHY (Child Sexual Abuse Photos)

TOPIC Child Pornography Investigations

RATIONALE Sexual assault investigators must investigate occurrences involving child pornography. Every image of child pornography is evidence of a sexual offence against a child. Therefore they must understand the nature of child pornography, substantive law and the investigative procedures involved.

This presentation is conducted by a member of the Project 'P' Unit and familiarizes the participant with the functions of the Project "P" Unit of the Ontario Provincial Police and the services they can provide to other police services. The internet has created a private world for sex offenders to access information and media that is illegal and difficult to obtain outside the computer network.

A person on a computer can operate in private, virtually unknown to any family, friends or relatives, and can be committing criminal offences in the safety of their own home. Officers investigating sexual assaults and child abuse should be aware of the pervasiveness of this media, and know what to look for when conducting investigations, searches for pornography collections (storage mechanisms) and other collateral material. This information can be critical to the completion of a court defensible search warrant for images of child abuse and collateral material.

**LEARNING
OBJECTIVES and
EVALUATION
CRITERIA**

Given lecture and group discussion the learner will:

- Understand collateral evidence, collections, grooming material
- Understand the identification process
- Understand forensics computer searches
- Understand technical aspects of the investigation
- Understand internet sources- Email, websites, internet relay chat rooms
- Understand statistics involving child pornography
- Understand the process of a proactive luring investigation
- Identify the services provided by the project 'P' Unit of the Ontario Provincial Police
- Identify the mandate and function of the Project 'P' Unit
- State the difference between child pornography and child nudity
- Identify the categories of and definitions of child pornography
- Identify the criminal offences
- Understand the difference between pornography, nudity and no offence in sample of photographs
- Identify potential offences and describe the process of apprehending offenders using the Internet in their criminal activity
- Identify the specific offences related to luring and the case law surrounding no entrapment

DURATION 90 minutes

BIBLIOGRAPHY LEGISLATION

Criminal Code

JURISPRUDENCE

R. v. Sharpe, [2001] 1 S.C.R. 45,39 (C.R. (5th) 72, 150 C.C.C. (3d) 321

SECONDARY MATERIALS

Project "P" of Behavioural Sciences Unit, Ontario Provincial Police

Policing Standards Manual:

- LE-036 Child Pornography

SUBJECT LURING OFFENCES

TOPIC Proactive Luring Investigations

Crime prevention

Evidence Gathering

RATIONALE The proliferation of offences involving the use of electronic and other means of communication requires child abuse investigators to understand the ways in which these offences are committed. By identifying and apprehending offenders before they have a chance to offend against a child victim the police can prevent crimes from happening and perhaps identify past victims.

This presentation is conducted by a member of the Project 'P' Unit and familiarizes the participant with the on line luring investigative process. The internet has created a private world for sex offenders to access victims and this proactive investigative process protects young victims from being contacted/approached by offenders.

LEARNING OBJECTIVES and EVALUATION CRITERIA Given classroom presentation and group discussion the learners will:

- Identify the law around luring offences
- Explain the process for documenting the investigative process
- Identify the necessity to remain current in areas of interest to young persons to facilitate the investigative process

DURATION 90 minutes

BIBLIOGRAPHY LEGISLATION

Criminal Code

JURISPRUDENCE

SECONDARY MATERIALS

SUBJECT **EVIDENCE HANDLING IN COMPUTER BASED CRIMES AGAINST CHILDREN**

SEARCHES FOR COMPUTER EVIDENCE [Production Orders]

TOPIC Computer evidence handling by first responders /investigators

Introduction to new computer technology and storage devices

RATIONALE A child abuse investigator is often the first responder where computer evidence of a crime is present. The investigator must be able to recognize, collect, preserve, transport, and/or store electronic evidence. Electronic evidence is, by its very nature, fragile. It can be altered, damaged, or destroyed by improper handling or improper examination. For this reason, special precautions should be taken to document, collect, preserve, and examine this type of evidence. Failure to do so may render it unusable or lead to an inaccurate conclusion.¹

An investigator/trainer with the knowledge and experience of handling computer based evidence will present this session

**LEARNING
OBJECTIVES and
EVALUATION
CRITERIA**

Given classroom presentations, large group discussions and practical demonstrations the learner will:

- Identify concerns around the identification, collection, preservation and transporting of computer evidence
- Identify best practice for the first responder to deal with electronic evidence
- Identify issues relating to the disclosure process when dealing with on line investigations

DURATION 180 minutes

BIBLIOGRAPHY LEGISLATION

Criminal Code

JURISPRUDENCE

SECONDARY MATERIALS

Electronic Crime Scene Examination, A Guide for First Responders, U.S. Department of Justice, Washington, DC, 2001.

1

SUBJECT MANIFESTATIONS OF PHYSICAL ABUSE

TOPIC Burns

Breaks

Bruises

RATIONALE Child abuse investigators must possess a basic understanding of the nature of the force involved to create injuries in young children. The process of child development indicates that children are often physically incapable of doing things they are credited with. As a result it is often more beneficial, as an investigative approach, to disprove the explanation provided by the caregiver for the appearance of the injuries rather than trying to prove what did happen.

Investigators and medical professionals must work together in an environment of mutual trust and respect developed through the sharing of information to best serve the interest of the child victims.

A trained medical professional who deals with suspected cases of child abuse and neglect presents this training session.

**LEARNING
OBJECTIVES and
EVALUATION
CRITERIA**

Given classroom presentations and group discussions the learners will:

- Identify the steps in a general medical diagnostic process
 - Four step process
 - Four questions to consider
 - Underlying medical conditions
 - Diagnosis tools
- Identify the focus of the investigative process (what did happen/what could not have happened)
- Identify means of applying the diagnostic data to a criminal investigation
- Explain how medical professionals/medical documentation can be accessed and utilized through the court process
- Explain how previous contact between the victim and child protection workers/child care professionals can be applied to the investigation of child abuse allegations
- Develop an understanding of the significance of the amount of force that must be applied to have physical manifestations of injuries appear
- Legal defences to child physical abuse reinforced

DURATION 180 minutes

BIBLIOGRAPHY LEGISLATION

Criminal Code

JURISPRUDENCE

The Canadian Foundation for Children, Youth and the Law v. The Attorney General of Canada, [2004] S.C.J. No.6.

SECONDARY MATERIALS

SCAN Unit Presentation, Dr. M. Mian, Crown Law School, Western University, London, August 2003

Robert Parrish, Investigation and Prosecution of Serious Physical Child Abuse and Child Homicide, Niagara Police Conference, February 2004

SUBJECT SHAKEN BABY SYNDROME

TOPIC General Presentation

Medical Presentation

Investigative Process

RATIONALE When dealing with a situation where an injured child presents a cluster of symptoms, which may be Shaken Baby Syndrome, it is essential officers understand the nature of that diagnosis. The investigator must have an understanding of the general presentation of the child at the time of and prior to diagnosis, the medical presentation and the investigative process. If investigation reveals a child's injuries are the result of having been shaken, the investigator must then determine the most appropriate charge and gather the evidence required to identify the person(s) responsible and substantiate the allegation.

A trained medical profession who deals with suspected cases of child abuse and neglect presents this training session.

**LEARNING
OBJECTIVES and
EVALUATION
CRITERIA**

Given classroom presentations, group discussion, working in cooperation with medical practitioners and case study consideration the participants will

- Identify the general and medical presentation of child victims of shaking
- Identify the dynamics of force required to cause the injuries sustained.
- Identify and explain evidence considerations around the scenes of these crimes
- Identify relevant questions to ask of the care providers / other witnesses
- Identify and charge the appropriate criminal charge

DURATION 90 minutes

BIBLIOGRAPHY LEGISLATION:

Criminal Code:

- Assault
- Homicide

JURISPRUDENCE:

SECONDARY MATERIALS:

National Centre on Shaken Baby Syndrome – Investigators Guide Book
2001 (Rob Parrish, J.D.)

Joint Statement on Shaken Baby Syndrome 2001 (Government of
Canada)

Crimes Against Children, Prosecution and Defence, Anna Maleszyk,
Canada Law Book Inc., (Updated to October 2003)

SCAN Unit Presentation, Dr. M. Mian, Crown Law School, Western
University, London, August 2003

SUBJECT Sudden Infant Death Syndrome (SIDS) and Sudden Unexpected Death Syndrome (SUDS) / DEATH of CHILDREN UNDER 2

TOPIC SIDS/SUDS Investigative Process / Coroner's Protocol

Death Investigations of Children Under 2 Years of Age

Multi-disciplinary Investigation Teams

RATIONALE Child abuse investigator must have an awareness of the complexities involved in the investigation of SIDS/SUDS and deaths involving child victims under 2 years of age. The process of child development indicates that children are often physically incapable of doing things they are credited with. As a result it is often more beneficial, as an investigative approach, to disprove the explanation provided by the caregiver for the death of the child rather than trying to prove what did happen.

While maintaining a professional and empathetic demeanor with the caregivers of the victim it is important to maintain focus and gather physical evidence of what may turn out to be a criminal offence.

A trained medical profession who deals with suspected cases of SIDS/SUDS and death involving child victims under 2 presents this training session.

**LEARNING
OBJECTIVES and
EVALUATION
CRITERIA**

Given classroom presentations and group discussions the learners will:

- Define SIDS
- Define SUDS
- Identify the steps that must be taken as mandated by the Coroners Protocol for the Investigation of Death for Children Under 2 years.
- Identify the need for an investigative focus when dealing with SIDS/SUDS
- Identify the importance of dealing with family members in a professional manner keeping in mind that this may result in a criminal investigation where charges are laid
- Identify the value of crime scene evidence when dealing with SIDS/SUDS

DURATION 90 minutes

BIBLIOGRAPHY LEGISLATION

Criminal Code

JURISPRUDENCE

SECONDARY MATERIALS

Coroners Protocol for Dealing with the Death of Children Under 2

Policing Standards Manual:

- LE-037 Sudden Death and Found Human Remains

SUBJECT DOMESTIC VIOLENCE/EMOTIONAL ABUSE

TOPIC Emotional Abuse

Exposure to Violence

RATIONALE Investigators are becoming more aware of the effects of witnessing violence in the home has on the development and emotional health of children. Child abuse investigators must be aware of these potential long-term effects so they can assist families and protect children from violence in their homes. Statistics indicate the most dangerous place for women to be, in terms of the potential to be a victim of violence, is in their own home. Because there are children in these homes officers must be aware of their authorities and options to intervene and provide protection.

There are many ways to inflict injury on a child, and continual emotional abuse can be as harmful and result in long-term injury with the same significance, as physical or sexual abuse. It should also be recognized that the presence of one type of abuse does not mean that it operates to the exclusion of other forms of abuse.

This session is presented by a trainer/investigator with domestic violence intervention training who is familiar with the legislation, research and intervention strategies available to assist children.

**LEARNING
OBJECTIVES and
EVALUATION
CRITERIA**

Given classroom presentations and group discussions the learners will:

- Identify the effects that witnessing domestic violence can have on the emotional safety and development of children
- Identify the safety risks for children in a home where domestic violence occurs
- Explain strategies for assisting families, in particular children, who are involved in situations where domestic violence exists in the home
- Recognize the importance of intervention to protect children from the long-term effects of witnessing domestic violence in their home
- Recognize the prevalence of domestic violence in society and the significant impact it contributes to the emotional abuse of children
- Identify that physical and sexual abuse do not operate in isolation from each other and that emotional abuse and manipulation can be a way of maintaining secrecy and facilitating the perpetration of offences against child victims

DURATION 90 minutes

BIBLIOGRAPHY LEGISLATION

Criminal Code

Victims Bill of Rights

JURISPRUDENCE

SECONDARY MATERIALS

Policing Standards Manual:

- LE-024 Domestic Violence Occurrences

SUBJECT **MUNCHAUSEN SYNDROME by PROXY
(or Factitious Disorder by Proxy)**

TOPIC Munchausen Syndrome by Proxy Manifestations / Symptoms

Investigative Process / Offences

RATIONALE Although the incidents of Munchausen Syndrome by Proxy are relatively rare, Toronto Sick Children's Hospital sees approximately 5-6 cases per year, they are not insignificant and can be fatal for the child involved. Police officers involved in the investigation of incidents where Munchausen Syndrome by Proxy is suspected should at the very least have an understanding of the syndrome and best practise for conducting the investigations.

This session is presented by a trainer/medical professional with the expertise to discuss the symptoms of this dysfunction and what police can do to assist once a diagnosis has been made.

**LEARNING
OBJECTIVES and
EVALUATION
CRITERIA**

Given lecture, group discussion and case study consideration the participants will state the definition and apply it to the situation with the caregiver, which could indicate Munchausen Syndrome by Proxy. Working in cooperation with medical practitioners investigators will be able to explain:

- Definition: When an adult does something, fails to do something or says something causing a child to be ill or impaired
- The dynamics required to create the symptoms of illness observed.
- This is not a psychiatric illness: deliberate behaviour with getting attention as the purpose
- Can get the child used to the attention and being treated as ill, children can even start to stage the illness for themselves.
- Causation Factors: abuse, ignorance, secondary gain [parents want drugs], enmeshment [parents want to keep children dependent], anxiety [naive or over anxious parent], direction [parents want to determine the child's care].

Investigators will be able to identify important evidence considerations around the scenes of these crimes, ask relevant questions of the care providers and medical professionals and where appropriate lay the right criminal charge.

DURATION 45 minutes

BIBLIOGRAPHY LEGISLATION:

Criminal Code

- Administer noxious substance
- Fail to provide necessities
- Attempted Murder

JURISPRUDENCE:

SECONDARY MATERIALS:

SCAN Unit Presentation, Dr. M. Mian, Crown Law School, Western University, London, August 2003

SUBJECT INVESTIGATIONS INVOLVING TEACHERS

TOPIC Teachers and Child Abuse

Child Care Providers and Child Abuse

RATIONALE Persons in a position of trust and authority are in a unique situation where the law provides them some protection in how they care for and instruct children.

It is helpful to know what resources are available to assist investigators in dealing with investigations of child abuse where institutional processes can create systemic obstacles or provide information that would not otherwise be available.

This session is to be facilitated by a trainer/investigator who possesses the knowledge skills and abilities to discuss specialized investigative resources relative to the topics.

**LEARNING
OBJECTIVES and
EVALUATION
CRITERIA**

Given classroom instruction and group discussion the learners will:

- Identify specific issues as they relate to institutional investigations involving teachers
- Identify legislation that restricts/provides access to information on persons who have trust and authority as conferred by an institution or professional status.
- Explain the usefulness of professional records as a means of facilitating an investigation

DURATION 90 minutes

BIBLIOGRAPHY LEGISLATION

Criminal Code

Education Act

JURISPRUDENCE

SECONDARY MATERIALS

Robins Report, May 1999 / Review into the incidents involving Kenneth DeLuca

SUBJECT CHILD CARE OFFENCES

TOPIC Failure to Provide Necessaries

Neglect

Abandonment

RATIONALE Child abuse investigations can involve the application of inappropriate treatment for a child victim but it can also include the withdrawal of or failure to provide the necessaries to sustain life. Child abuse investigators must be familiar with how this type of abuse manifests itself in the lack of care and provision for child victims.

With the emergence of marihuana grow houses and residential drug manufacturing operations more children are being found in these homes. There are significant areas of concern with the possibility of violence from competing drug manufacturers and from health risks associated with the physical environment (chemicals, mould, fertilizers, explosions, electrical fires) necessary to create the illegal product.

A trainer/investigator with the knowledge of these types of particular investigations will facilitate this training session.

**LEARNING
OBJECTIVES and
EVALUATION
CRITERIA**

Given classroom instruction, group discussion and case study work the learners will:

- Identify the legal issues for the criminal offences involved with
 - Fail to provide necessaries
 - Neglect
 - Abandonment
- Identify the dangers to children that exist in residential marihuana grow and drug manufacturing operations
- Explain some of the options available to assist child found ins where dangers to health and welfare and found
- Identify appropriate criminal charges that can be used to protect children found in dangerous situations where they are not being properly nurtured and cared for by their caregivers.

DURATION 90 minutes

BIBLIOGRAPHY LEGISLATION

Criminal Code

JURISPRUDENCE

SUBJECT EXPLOITATION OF CHILDREN

TOPIC Child Exploitation

Child Prostitution

Sex Tourism

RATIONALE Due to globalization in the context of world travel and communication person(s) who would victimize children have access to child victims both at home in Canada and abroad. Child abuse investigators should be aware of the proliferation of physical and sexual abuse crimes committed against children in the name of sexual gratification for offenders.

This training is intended to shift the paradigm of investigators from looking at information and offenders from a neighbourhood perspective to a global perspective and provide them with tools to investigate persons who travel to exploit children.

An investigator/trainer with operational knowledge as skills in the area of this type of specialized investigation will facilitate this training session.

**LEARNING
OBJECTIVES and
EVALUATION
CRITERIA**

Given classroom presentations and group discussion the learners will:

- Identify legal issues relating to the investigation of the previously indicated offences
- Explain means of accessing investigative information on an international level relating to exploitation offences involving children.
- Identify the global nature of exploitation offences and the means by which offenders travel and communicate to facilitate the commission of their offences

DURATION 90 minutes

BIBLIOGRAPHY LEGISLATION

Criminal Code

Bill C-15A

JURISPRUDENCE

SECONDARY MATERIALS

National Association of Missing and Exploited Children:

- Prostitution of Children and Child-Sex Tourism: An analysis of Domestic and International Responses
- Children Traumatized in Sex Rings
- Female Juvenile Prostitution: Problem and Response

Andrews, Sara K., *COMMENTS/U.S. Domestic Prosecution of the American International Sex Tourist: Efforts to Protect Children from Sexual Exploitation*, *The Journal of Law and Criminology*, Volume 94, No.2, Western University School of Law, 2004.

SUBJECT SELF CARE FOR INVESTIGATORS

TOPIC Career Management / Stress Management

RATIONALE Child abuse investigators are involved in occurrences that are likely to cause a level of emotional strain over and above that of other types of investigations, so they should have strategies to identify the signs of stress, and the strategies to deal with it.

They need to know where to find resources to assist them in finding positive ways to deal with stress as a result of doing their assigned tasks and from organizational operations.

A trainer with the knowledge of stress management techniques and their application to the investigators of serious person injury offences (crimes against persons) will present this session.

**LEARNING
OBJECTIVES and
EVALUATION
CRITERIA**

Given classroom presentations and group discussion upon completion of this session, learners will be able to:

- Identify the types of stress
- Identify signs of critical incident stress and how to recognize signs of stress with others
- Describe the debriefing and defusing process
- Understand that defusing and debriefing processes can be mandatory
- Identify strategies to deal with stress successfully
- Identify strategies to assist in reducing stress
- Identify strategies to assist in treating critical incident stress
- Understand how the investigator's behaviour can influence and affect the family
- Understand how stress can have physical/psychological consequences and what those consequences are
- Verbalize strategies which can be utilized to prevent stress
- Verbalize strategies to assist family and friends to deal with issues of stress
- Understand the importance of career planning
- Identify resources available to develop their own strategies to deal with stress

DURATION 90 minutes

- REFERENCES**
- Dr. Kevin Gilmartin, *Emotional Survival For Law Enforcement*, (Arizona, USA: EZ Press, 2002)
 - Stephen Covey, *Seven Habits of Highly Effective People*, (New York, USA: Fireside Books, 1990)
 - Edited by Violanti, John M. and Patton, Douglas, *Police Trauma: Psychological Aftermath of Civilian Combat*, Charles C. Thomas Publisher, Illinois, USA, 1999
 - Patricia M. Fisher, Ph.D., *The Manager's Guide To Stress Burnout and Trauma in Law Enforcement*, Spectrum Press, Victoria, B.C., Canada, 2001.
 - Ellen Kirschman, Ph.D, *I Love A Cop*, (New York, USA: The Guilford Press, 1997)
 - Lawrence Blum, Ph.D, *Force Under Pressure, How Cops Live and Why They Die*, (New York, USA: Lantern Books, 2000)

SUBJECT CLOSE TO HOME [Video]

TOPIC Child Abuse from Victims' Perspectives

RATIONALE Child abuse investigators should be aware of the proliferation of physical and sexual abuse crimes committed against children in the name of sexual gratification for offenders. They should also be aware of the different way abuse manifests itself and the effect it can have on the victims from the perspective of the victim.

The offender perspective is also depicted in the video but to a lesser extent.

This training video is intended to provide this perspective.

LEARNING OBJECTIVES and EVALUATION CRITERIA Given classroom presentations and observation of the video the learners will:

- Identify the complex personal and social issues relating to the investigation of sexual offences against children.

DURATION 60 minutes

BIBLIOGRAPHY LEGISLATION