**Course Competency**

**Competency 1:** The student will be able to respond to an incident involving assault and battery and determine the appropriate course of action and charges if necessary by:

1. Determining if the incident is an assault or battery by applying the elements of Florida Statutes.
2. Differentiating between an assault and battery according to the Florida Statutes.
3. Determining the statutory authority in which the officer can make a warrantless arrest in a battery situation.
4. Providing examples of possible statutory enhancements associated with assault and battery.
5. Choosing the type of information to provide the victim of assault or battery regarding options for problem resolution or possible course of action.

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<tr>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>• Critical thinking</td>
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<tr>
<td>• Information Literacy</td>
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**Competency 2:** The student will be able to respond to an incident involving stalking and determine the appropriate course of action and charges if necessary by:

1. Determining if the incident is stalking by applying the elements of the Florida Statutes.

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<tr>
<td>• Information Literacy</td>
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**Competency 3:** The student will be able to respond to an incident involving child abuse and determine the appropriate course of action and charges if necessary by:

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<thead>
<tr>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>• Communication</td>
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<td>• Information Literacy</td>
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**Course Description:**

The students will learn how to respond to an initial call for service, always preserve life first and then work to preserve the scene for investigation. This chapter will identify the key elements of crimes most frequently encountered during a shift to help you avoid some common mistakes made in the field. For School of Justice students only. (50 contact hrs.)
1. Determining if the incident is child abuse by applying the elements of the Florida Statutes.
2. Determining if the incident is aggravated child abuse by applying the elements of the Florida Statutes.
3. Determining if the incident is child neglect by applying the elements of the Florida Statutes.
4. Differentiating between child abandonment and surrendering a newborn when conducting an initial investigation and reporting these types of incidents.
5. Differentiating between the signs of child abuse, neglect, and abandonment when conducting an initial investigation and reporting these types of incidents.
6. Determining if the incident is contributing to the delinquency of a minor by applying the elements of the Florida Statutes.
7. Determining if the incident is sexual performance of a child by applying the elements of the Florida Statutes.
8. Determining if the incident is online solicitation of a child for unlawful sexual conduct by applying the elements of the Florida Statutes.
9. Determining when sexual battery of a child is child abuse by applying the elements of the Florida Statutes.
10. Determining if the victim is in imminent danger of abuse, neglect, or abandonment prior to removing the child from the home.
11. Communicating with the Department of Children and Families Child Protective Investigator when considering the safety of the victim for immediate or delayed removal of the child.
12. Separating the victim of child abuse or neglect from the suspected abuser to ensure the safety of the victim.
13. Interviewing the primary caregiver when conducting an initial investigation of child abuse, neglect, or abandonment.
14. Applying state and local judicial procedures regarding interviewing juveniles prior to
interviewing a victim of child abuse, neglect, or abandonment.
15. Determining if the facts and circumstances of the incident meet the statutory elements required when making an arrest for child abuse, neglect, or abandonment.
16. Documenting an incident of child abuse, neglect, and abandonment according to the Florida Statutes.
17. Gathering information related to an incident of child abuse, neglect, and abandonment by contacting the Department of Children and Families Child Protective Investigator.
18. Escorting a Department of Children and Families Child Protective Investigator safely by applying the background information of the primary caregiver.
19. Differentiating the role of the law enforcement officer and the Department of Children and Families Child Protective Investigator in response to a child abuse, neglect, or abandonment situation.

**Competency 4:** The student will be to respond to an incident involving abuse, neglect, and exploitation of elderly persons and disabled adults and determine the appropriate course of action and charges if necessary by:

1. Assessing for signs of disabled adult and elder abuse, neglect, and exploitation when conducting an initial investigation.
2. Communicating with the Department of Children and Families investigator when considering the safety of the victim and whether the removal of the adult is immediate or delayed.
3. Differentiating the role of the officer and the Department of Children and Families investigator in response to a disabled adult and elder abuse, neglect, and exploitation situation.
4. Determining if the victim is in imminent danger of abuse, neglect, or exploitation prior to removing the adult from the home.

- Communication
- Critical thinking

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5. Developing a plan of action to remove the threat to the disabled adult or elderly person immediately based upon the circumstances of the abuse or neglect.

6. Interviewing the primary caregiver when conducting an initial investigation of disabled adult and elder abuse, neglect, and exploitation.

7. Determining if the facts and circumstances of the incident meet the statutory elements required when making an arrest for a disabled adult and elder abuse, neglect, and exploitation.

8. Documenting incidents of disabled adult and elder abuse, neglect, and exploitation according to the Florida Statutes.

**Course Competency 5:** The student will be able to respond to an incident involving interference with custody, luring and enticing of a child, false imprisonment, and kidnapping and determine the appropriate course of action and charges if necessary by:

1. Prioritizing notification of command staff during the initial investigation, based upon the circumstances of the false imprisonment, kidnapping, interference with custody, or luring and enticing of a child incident.

2. Determining any additional resources required during the initial investigation based upon the circumstances of the false imprisonment, kidnapping, interference with custody, or luring and enticing of a child incident.

3. Researching the existence of an injunction or child custody court order in an interference with custody incident.

4. Differentiating between interference with custody and luring or enticing a child according to the Florida Statutes.

5. Differentiating between kidnapping and false imprisonment according to the Florida Statutes.

6. Determining if the facts and circumstances of the incident meet the statutory elements required when making an arrest for false imprisonment, kidnapping, interference with custody, or luring and enticing of a child.
**Course Competency 6:** The student will be able to respond to an incident involving sexual offenses and determine the appropriate course of action and charges if necessary by:

1. Determining if the facts and circumstances of the incident meet the statutory elements required when making an arrest for voyeurism.
2. Determining if the facts and circumstances of the incident meet the statutory elements required when making an arrest for video voyeurism.
3. Determining if the facts and circumstances of the incident meet the statutory elements required when making an arrest for a lewd, lascivious, or indecent act.
4. Determining if the facts and circumstances of the incident meet the statutory elements required when making an arrest for a sexual battery.
5. Determining the need to arrange for or provide transportation of the victim of a sexual offense to an appropriate medical facility according to the Florida Statutes.
6. Initiating the victim advocate process when conducting an initial investigation for a sexual offense incident according to the Florida Statutes.
7. Recognizing the unique types of possible evidence and the importance of preserving it appropriately during the initial investigation of a sexual offense.
8. Using specific interview techniques appropriate to the alleged victim during the initial investigation of a sexual offense incident.
9. Determining the need for additional resources specific to a sexual offense.
10. Asking medical personnel to provide information specific to the sexual offense based on the circumstances of the incident during the initial investigation.
11. Documenting incidents of sexual offense to include a victim review according to the Florida Statutes.

- Communication
- Information Literacy
12. Defining the term juvenile sex offender, according to the Florida Statutes, when determining the suspect of a sexual offense.

**Course Competency 7:** The student will be able to respond to an incident involving human trafficking and determine the appropriate course of action and charges if necessary by:

- Communication
- Information Literacy

1. Recognizing a victim of domestic minor sex trafficking when conducting an initial investigation of a possible human trafficking situation.
2. Differentiating between human trafficking and smuggling according to the Florida Statutes.
3. Recognizing the nature and scope of the human trafficking problem within Florida and the United States.
4. Applying the typology of a human trafficker when conducting an initial investigation of a possible human trafficking situation.
5. Applying the Trafficking Victims Protection Reauthorization Act (TVPRA) when conducting an initial investigation of a possible human trafficking situation.
6. Determining if the facts and circumstances of the incident meet the statutory elements required when making an arrest for human trafficking.
7. Recognizing the immigration issues of human trafficking victims when conducting an initial investigation.
8. Recognizing the differences between indicators of domestic servitude, labor trafficking, and sex trafficking that can be present in a human trafficking situation.
9. Using specific interview techniques appropriate to the alleged victim of human trafficking.
10. Gathering key information during the initial interview with the alleged victim of human trafficking.
11. Documenting a human trafficking situation related to reporting child abuse according to the Florida Statutes.
12. Recognizing the importance of building relationships within the community to detect human trafficking.

Updated Spring 2021
**Course Competency 8:** The student will be able to respond to an incident involving robbery and determine the appropriate course of action and charges if necessary by:

- Information Literacy

1. Describing the types, facts, and circumstances of an incident that meets the statutory elements required when making an arrest for a robbery.
2. Determining the type of response by obtaining information from dispatch regarding the status of the robbery.
3. Identifying possible evidence of a robbery by securing the scene and processing any evidence.
4. Determining the facts of the robbery by gathering information through interviews.
5. Notifying appropriate agency personnel for follow-up to an initial investigation of a robbery, if applicable.

**Course Competency 9:** The student will be able to respond to an incident involving death and homicide and determine the appropriate course of action and charges if necessary by:

- Information Literacy

1. Determining if the death resulted from criminal or natural causes by conducting an initial assessment of the body.
2. Preserving any evidence of and around a dead body by applying crime scene procedures.
3. Documenting the incident to include known medical history and medications of the deceased person according to agency policies and procedures.
4. Changing investigative procedures after determining the death resulted from criminal causes.
5. Identifying the deceased person by examining the body and possessions on the scene.
6. Determining when to notify the Medical Examiner’s Office when responding to a death, if applicable.
7. Determining how to contact the attending physician of the deceased person for signature of the death certificate, if appropriate.
8. Coordinating the release of the deceased person to the appropriate entity.
9. Listing some of the causes of Sudden Unexplained Infant Death (SUID) to consider during the preliminary investigation of an infant death.
10. Describing how to conduct the preliminary investigation of a SUID.
11. Identifying how the cultural background and beliefs of family members, witnesses, or officers may affect their response to a SUID.
12. Describing how to manage the stress of investigating a death.

**Course Competency 10:** The student will be able to respond to an incident involving a missing and endangered person and determine the appropriate course of action and charges if necessary by:

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<tr>
<td>1.</td>
<td>Describing the process for gathering sufficient information regarding a missing and endangered person to initiate an Amber Alert or a Silver Alert in a timely manner.</td>
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<td>2.</td>
<td>Describing the law enforcement response to an endangered runaway child that is at significant risk or in danger.</td>
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<td>3.</td>
<td>Describing the role of the Child Abduction Response Team (CART) when responding to an abducted child or other missing and endangered child incident.</td>
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<td>4.</td>
<td>Describing the five conditions or criteria the officer must meet to activate the Florida AMBER Plan.</td>
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<td>5.</td>
<td>Describing the role of the National Center for Missing and Exploited Children (NCMEC).</td>
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<td>6.</td>
<td>Describing the role of A Child Is Missing, Inc. when a missing person’s incident does not meet the criteria to issue an AMBER Alert.</td>
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<td>7.</td>
<td>Describing the standardized criteria the officer must meet to activate the Florida Silver Alert.</td>
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<td>8.</td>
<td>Describing the role of Florida Department of Elder Affairs and Project Life Saver when a missing person is suffering from Alzheimer’s disease and related disorders.</td>
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</table>
9. Describing the role of the officer to assist with furthering the investigation of a missing or endangered person.
10. Describing the role of the Blue Alert in notifying the public of critical information regarding an officer down or missing and an at-large suspect.

**Course Competency 11:** The student will be able to respond to an incident involving domestic violence and determine the appropriate course of action and charges if necessary by:

- Critical thinking
- Information Literacy

1. Determining when an incident meets the criteria for domestic violence according to the Florida Statutes.
2. Determining if the facts and circumstances meet the elements required when making an arrest for a domestic violence qualifying offense.
3. Applying investigative findings to determine the primary aggressor in a domestic violence incident.
4. Describing a possible course of action the officer can suggest in a domestic violence incident in which an arrest is not a viable option.
5. Documenting a domestic violence incident according to the Florida Statutes and agency policies and procedures.
6. Determining if a domestic violence incident meets the requirements for an emergency injunction to protect a victim.
7. Assisting a victim of domestic violence by providing a victim’s rights and remedies brochure and/or arranging for transportation to a shelter.

**Course Competency 12:** The student will be able to respond to an incident involving a hate crime and determine the appropriate course of action and charges if necessary by:

- Information Literacy

1. Defining a hate crime according to the Florida Statutes when investigating a criminal offense.
2. Listing the types of prejudices that determine if a crime meets the criteria of a hate crime according to the Florida Statutes.
3. Documenting an incident involving a hate crime according to the Florida Statutes and agency policies and procedures.

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<th>Course Competency 13: The student will be able to respond to an incident involving a breach of the peace and determine the appropriate course of action and charges if necessary by:</th>
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<tbody>
<tr>
<td>1. Defining loitering or prowling according to the Florida Statutes.</td>
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<td>2. Defining disorderly conduct according to the Florida Statutes.</td>
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<tr>
<td>3. Defining disorderly intoxication according to the Florida Statutes.</td>
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<tr>
<td>4. Defining disorderly conduct on the premises of a licensed establishment according to Florida Statutes.</td>
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<td>5. Defining open house party according to the Florida Statutes.</td>
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<td>6. Determining if the incident is a breach of peace by applying the elements of the Florida Statutes.</td>
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<th>Course Competency 14: The student will be able to respond to an incident involving illicit drugs or vice crimes and determine the appropriate course of action and charges if necessary by:</th>
<th>Information Literacy</th>
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<tbody>
<tr>
<td>1. Determining if the incident is possession of an illicit drug by applying the elements of the Florida Statutes.</td>
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<td>2. Differentiating between the types of vice crimes that can be present when responding to an incident.</td>
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<td>3. Describing the association between organized crime and vice crimes.</td>
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<th>Course Competency 15: The student will be able to respond to an incident involving trespassing or burglary and determine the appropriate course of action and charges if necessary by:</th>
<th>Information Literacy</th>
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<tbody>
<tr>
<td>1. Determining if the incident is trespassing by applying the elements of the Florida Statutes.</td>
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<tr>
<td>2. Providing examples of possible statutory enhancements associated with trespassing.</td>
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3. Describing the procedures for responding to an incident involving a violation of an archeological site.
4. Determining if the incident is burglary by applying the elements of the Florida Statutes.
5. Providing examples of possible statutory enhancements associated with burglary.
6. Differentiating between a trespassing incident and a burglary according to the Florida Statutes.
7. Identifying all points of egress during the initial survey of a scene when responding to a burglary.
8. Assisting a victim of burglary by providing a victim rights brochure to include case number and agency contact information.
9. Recognizing the types of tools a suspect may use to assist in committing a burglary according to the Florida Statutes.

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<th>Course Competency 16: The student will be able to respond to an incident involving criminal mischief and determine the appropriate course of action and charges if necessary by:</th>
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<tbody>
<tr>
<td>1. Determining if the incident is criminal mischief by applying the elements of the Florida Statutes.</td>
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<tr>
<td>2. Differentiating between misdemeanor and felony criminal mischief according to the Florida Statutes.</td>
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<tr>
<td>3. Providing examples of possible statutory enhancements associated with a criminal mischief incident.</td>
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<th>Course Competency 17: The student will be able to respond to an incident involving theft and determine the appropriate course of action and charges if necessary by:</th>
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<tbody>
<tr>
<td>1. Differentiating between retail, petit, grand, and motor vehicle theft according to the Florida Statutes.</td>
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<tr>
<td>2. Determining if the incident is theft by applying the elements of the Florida Statutes.</td>
</tr>
<tr>
<td>3. Recognizing the elements of dealing in stolen property according to the Florida Statutes.</td>
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<tr>
<td>4. Recognizing the elements of defrauding an innkeeper according to the Florida Statutes.</td>
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</tbody>
</table>
5. Assisting a victim of theft by providing a victim rights brochure to include case number and agency contact information.

**Course Competency 18:** The student will be able to respond to an incident involving lost, stolen, or found property and determine the appropriate course of action and charges if necessary by:

1. Determining if lost, stolen, or found property has identifying information by examining it thoroughly.
2. Determining if someone reported the property lost or stolen by conducting data searches using identifying information.
3. Processing lost or stolen property according to agency policies and procedures.
4. Returning stolen property to the owner if appropriate and according to agency policies and procedures.
5. Processing found property according to agency policies and procedures.

**Course Competency 19:** The student will be able to respond to an incident involving a fire-related crime and determine the appropriate course of action and charges if necessary by:

1. Explaining the limited role of law enforcement associated with a fire-related crime.
2. Determining if the elements of a false alarm offense are present when conducting an initial investigation for a fire-related crime.
3. Providing examples of possible statutory enhancements associated with a false alarm of a fire.
4. Determining if the incident is a fire-related crime by applying the elements of the Florida Statutes.

**Course Competency 20:** The student will be able to respond to an incident involving white-collar crime and determine the appropriate course of action and charges if necessary by:

- Information Literacy

Updated Spring 2021
| 1. Differentiating between the types of white-collar crimes that can be present when responding to any incident. |
| 2. Defining credit card fraud according to the Florida Statutes. |
| 3. Differentiating between forgeries and uttering according to the Florida Statutes. |
| 4. Defining check fraud according to the Florida Statutes. |
| 5. Describing the professions that are likely to commit embezzlement and the officer’s role in investigating these types of crimes. |
| 6. Defining computer crime according to the Florida Statutes. |
| 7. Defining identity theft according to the Florida Statutes. |