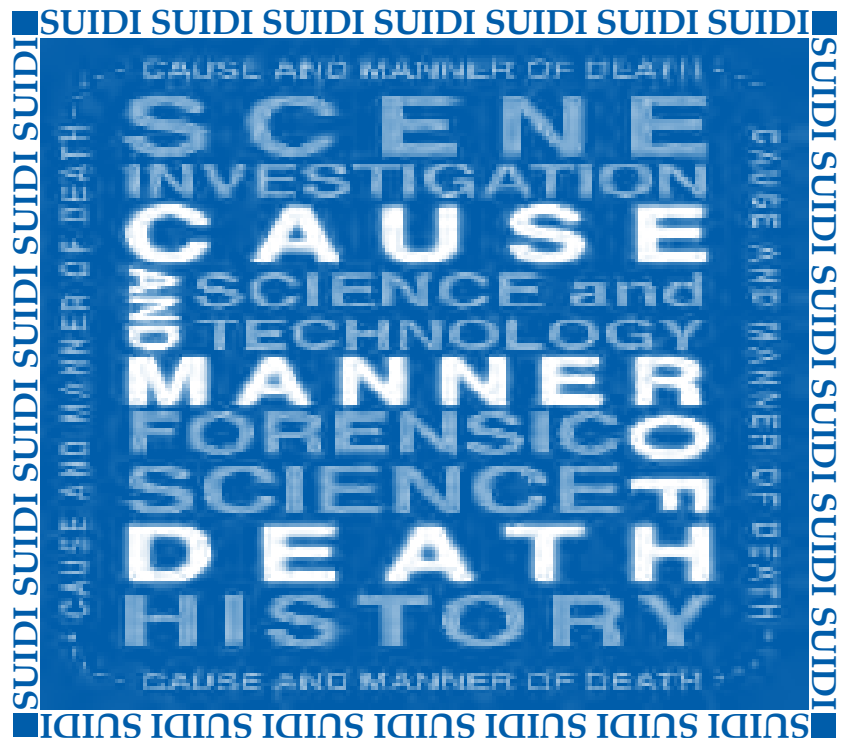


Sudden, Unexplained Infant Death Investigation



curriculum guide



DEPARTMENT OF HEALTH AND HUMAN SERVICES
Maternal and Infant Health Branch
Division of Reproductive Health
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Atlanta, Georgia 30333



Sudden, Unexplained Infant Death Investigation

Curriculum Guide

Sudden, Unexplained Infant Death Investigation

Curriculum Guide

Developed and Approved by the
National Steering Committee and Development Core Team for
Sudden, Unexplained Infant Death Investigation

March 2007

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Preface

This curriculum guide was prepared with the idea of improving teaching and evaluation techniques in medicolegal death investigator education and training programs. It provides instructional outlines and references designed to assist the instructor in the medicolegal education program. Covering only the topics delineated in the publication Sudden, Unexplained Infant Death Investigation, this guide is not intended to be an exhaustive treatment of the various professions represented within the multidisciplinary job title of Death Investigator or subspeciality of Infant Death Investigation Specialist. It should be sufficiently comprehensive, however, to assist subject matter experts in designing instructional plans for teaching the recommended investigative guidelines. In addition, the various performance objectives and criterion statements written for each task provide a consistent means of establishing evaluation standards for program completers.

The curriculum guide is representative of the occupational job duty categories, which list major activities and tasks performed by an entry-level death investigator. The curriculum guide contains a resource list and criteria statements that indicate the minimum standards of performance accepted as evidence of competence in completion of the task by participants in the field of infant death investigation. This is a performance-based curriculum guide, which helps the instructor develop a teaching style wherein students learn by doing. It is based on task analysis and reflects the skills, knowledge, and attitudes that employers expect incumbent investigators to possess.

It is the intent of all those involved in the development of this guide that it be used to provide relevant training or retraining for employment in the rapidly expanding field of medicolegal death investigation.

Introduction

The fact that an instructor is well qualified in his/her trade or occupation provides no assurance that he or she will be successful in attempting to teach the occupation to others. However valuable, occupational experience alone does not make one an instructor. In order to teach, it is first necessary to identify the expected outcomes of each training experience. Often, subject matter experts fail as instructors because they neglect skills they consider “common sense” to performance of the job. In other words, the skills that,

over time, become habit never appear on the lesson plans as knowledge to be mastered and applied in the field. This failure manifests itself in student confusion, frustration, and, ultimately, poor job performance. This curriculum guide is designed to enable the subject matter expert to develop instructional plans that emphasize the essentials of infant death investigation.

To succeed in the instruction of others, the teacher must organize and plan each lesson using sound instructional methodologies and realistic performance-based outcomes. This curriculum guide has been prepared to assist those wishing to teach introductory infant death investigation following Sudden, Unexplained Infant Death Investigation: A Systematic Training Program for the Professional Infant Death Investigation Specialists, released by the Centers for Disease Control and Prevention (CDC) in June 2006. This guide deals with the tasks each infant death investigator must learn to perform and apply if he or she is to have success in the field. The performance tasks in this guide are confined to those areas covered in the training text.

How This Guide Was Developed

The methodology selected for this occupational research required collection of data from a sample of current subject matter experts, practitioners from the field who perform daily within the occupation being investigated. This “criterion” was used to identify members of the various multidisciplinary groups that provided the data for this research. The National Steering Committee and Core Development Team were formed for the purpose of developing national guidelines for conducting sudden, unexplained infant death investigations (SUIDI).

National Steering Committee

The National Steering Committee members represent an independent multidisciplinary group of international, national, and state organizations whose constituents are responsible for some aspect of the infant death investigation and its outcomes. Each member of committee was selected by the CDC based on nominations made by various associations. The rationale for their involvement was twofold: (a) they represent the diversity of the profession nationally, and (b) their members are the key stakeholders in the outcomes of this research. Each organization has a role in conducting and/or following up infant death investigations and in implementing the guidelines.

Development Core Team

The Core Team was made up of representatives from various regions of the United States (i.e., Northeast, Southeast, Midwest, Southwest, West) and agencies typically involved in the investigation and follow-up of SUID nationally. These representatives were practitioners, having specific knowledge regarding the investigation of infant death, and had participated in the training of new investigators.

Research Method

The DACUM method was used for conducting both the occupational and task analysis necessary to determine the essential elements of the death investigator's job. The resulting task list, or job profile chart, was used to construct each lesson outline contained in this curriculum guide. The DACUM process is based on the following principles:

1. Expert workers are better able to describe/define their jobs than anyone else.
2. Any job can be effectively and sufficiently described in terms of the tasks that successful workers in that occupation perform.
3. All tasks have direct implications for the knowledge and attitudes that workers must have in order to perform the tasks correctly.

The Core Team made up the development committee, and the National Steering Committee made up the validation or administrative committee. Both committees over the course of approximately 14 months followed the procedural steps listed below:

1. Orient committee members to the development process.
2. Review job or occupational area under investigation.
3. Identify the general areas of responsibility.
4. Identify the specific tasks performed in each duty area.
5. Review and refine task and duty statements.
6. Sequence task and duty statements.
7. Entry-level criteria.
8. Training objectives for each task.

The tasks that were verified as essential became the research base for developing each task sheet contained within this guide. The information resulting from the task analysis and performance objective development is presented in each task sheet. The information on the task sheets can be incorporated into modules, learning guides, lesson plans, or other types of instructional materials for student and instructor use.

The development process used is particularly well suited for formal educational institutions as well as job-specific training program developers that are planning to implement competency-based education or training programs, since the first step in the development of any competency-based training program is the identification and verification of performance tasks upon which the instructional program is based. The performance tasks identified and delineated in this guide will assist the training program developer as well as the instructors in planning consistent, “real world” training programs. The addition of the performance objectives and assessment forms will enable the learner to acquire much-needed hands-on skills during the training period.

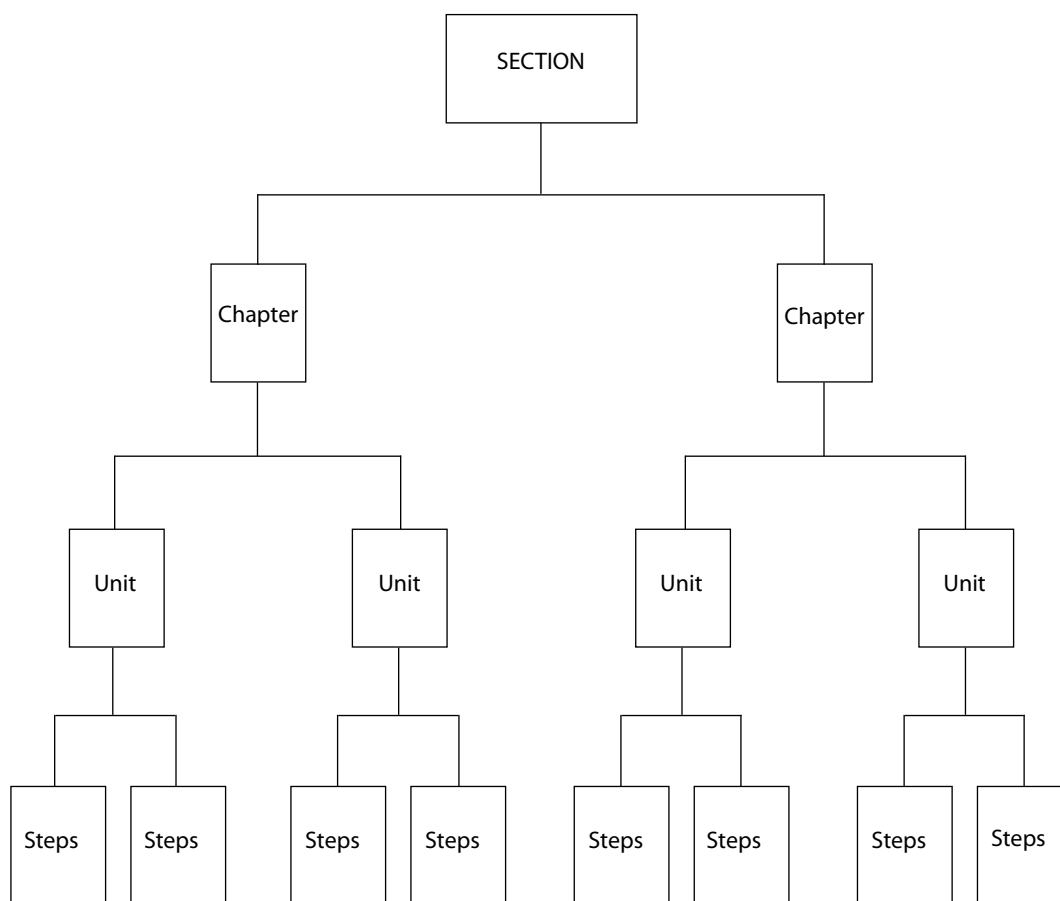


Fig. 1. The curriculum guide's structure.

How to Use This Guide

Although each jurisdiction may be considered “different,” it is the developers’ contention that sound death scene investigation begins with consistent behavior at each death scene, regardless of geographic location. This curriculum guide is divided into five sections, containing 13 chapters and 58 performance tasks or units of instruction, each with a set of steps/elements that, when completed, enable the learner to succeed at the unit. Each unit of instruction is considered essential to the death investigator’s job.

The organization or individual planning to train or retrain death investigators should review the *Sudden, Unexplained Infant Death Investigation: Guidelines for the Scene Investigator* before attempting to use this curriculum guide. In fact it is strongly recommended that each student enrolled in any death investigator basic course should receive a copy of that publication. Once the trainer has a clear understanding of the infant death investigation guide, he/she can begin using the instruction sheets presented in this curriculum guide. Additional materials and support personnel (subject matter experts) may be required to successfully conduct death investigator training following this guide.

The curriculum guide is divided into sections, chapters, units, and steps/elements. There are five sections, 13 chapters, 58 units of instruction, and more than 300 steps/elements. The users of this guide should be well versed in the skill required to investigate death. Because of the multidisciplinary approach that must be taken when selecting instructors for training death investigation, this guide is designed to allow for multi-instructor flexibility. There are three types of forms or sheets within this guide:

1. The Section Sheets.
2. The Chapter Sheets.
3. The Unit Sheets.

For quick reference, a Sheet ID Bar (Fig. 2) is located at the top of each sheet. This is used to locate specific section, chapter, and unit sheets within the guide.



Fig. 2. Sheet ID Bar.

The Section Sheets

The section sheets are used at the beginning of each Section and contain specific information regarding the instructional content of the section's duties. Each duty area covered within that section is listed along with the section's terminal performance objective. Instructors use section sheets to quickly identify or review training topics "at a glance." Below (Fig. 3) is a sample section sheet.

SECTION: 1	CHAPTERS: ALL	
SECTION: 1 Infant Death Investigation Fundational Skills		
CHAPTERS:		
1.	Sudden, Unexplained Infant Death	
2.	Infant Growth and Development	
3.	Interviewing Psychology	
TERMINAL PERFORMANCE OBJECTIVE:		
At the conclusion of this training, the trainee will be able to demonstrate and apply the necessary fundational skills for conducting a complete infant death investigation as outlined in the SUDI Training Text.		

Section title

Chapters within this section

Terminal Performance Objective

Fig. 3. A Section Sheet.

The Chapter Sheets

The chapter sheets are used at the beginning of each duty area and contain specific information regarding the instructional content of that chapter and units of instruction covered. Each unit covered within that chapter area is listed along with the performance criteria for the duty. In addition to the units, tools, equipment, and resources are listed to assist in preparing the instructor for training each unit. As with section sheets, instructors use chapter sheets to quickly identify or review the training units “at a glance.” Unit statements are much more specific than chapters and, in some cases, actually become the titles of individual training classes. Below (Fig. 4) is a sample chapter sheet.

SECTION:	CHAPTER:	UNITS:
1	Sudden, Unexplained Infant Death Investigation Skills	
1	Section: Unexplained Infant Deaths	
		1. Types of Sudden, Unexplained Infant Death 2. Data Collection and Reporting Tools
CRITERIA: Competence in the field will be recognized when the investigator correctly explains the various causes of sudden, unexplained infant death and the mechanics of the scene investigation (establishing cause of death, setting up scene, etc.) with clarity.		
TOOLS AND EQUIPMENT: SUIDI Reporting Forms (Various) General Scene Reporting Forms		RESOURCES: Crime Scene Kit SUIDI Training Tool NJ Death Scene Guidelines SUIDI Scene Guidelines

Listing of all Units covered within this chapter.

Criterion statement: Identifies the minimum level of performance for all tasks within this duty area.

Suggested training resources.

Suggested tools and equipment necessary for training these tasks.

Fig. 4. A Chapter Sheet.

The Unit Sheets

The unit sheets are designed to allow subject matter experts to construct specific lesson plans for actual use during classroom instruction. Each unit sheet contains the specific steps and/or elements required to perform the task. In addition to the steps/elements is an interim performance objective. This objective is written specifically for the performance of the training unit using this sheet. Both instructors and students may use these sheets; instructors use them to write lesson plans, and students use them to prepare for both classroom and performance instruction. Finally, there is a section for planning notes. This allows the skilled instructor to simply “teach” directly from the unit sheets, with the occasional “note” to remind them of specific details related to the unit at hand. Below (Fig. 5) is a sample unit sheet.

SECTION 1	CHAPTER 1	UNIT 1
SECTION: 1	Infant Death Investigation Skills	
CHAPTER: 1	Sudden, Unexplained Infant Deaths	
UNIT: 1	Types of Sudden, Unexplained Infant Death	
STEPS/ELEMENTS:		
1.1	Describe sudden infant death syndrome (SIDS)	
1.2	Describe types of epilepsy or seizure disorders	
1.3	Describe metabolic error deaths	
1.4	Describe death due to trauma or injury	
1.5	Describe deaths from unknown causes	
INTERIM PERFORMANCE OBJECTIVE:		
Given a SUID case presentation, the investigator will determine the type of SUID presented.		
PLANNING NOTES:		

Listing of all performance steps/elements required for the completion of this unit.

Interim performance objective provides a sample scenario to evaluate student performance of each step/element, and ultimately the unit itself.

Fig. 5. A Unit Sheet.

The Investigator Performance Assessment Forms (checklists)

The investigator performance assessment forms, or simply the performance checklists, are designed for consistent evaluation of students at the conclusion of each duty area. Each of the duty areas has a checklist associated with it, each containing the related task statements. After the student has performed the task, the instructor simply indicates the level of performance by checking one of the boxes to the right of the task statement. This allows for both lab and on-the-job training (OJT) and evaluation of skills. Students receiving a less than acceptable rating can continue to attempt the performance of the task until they achieve a check in one of the graded boxes (good or excellent).

The checklists provide both students and instructors with consistent documentation relative to the achievement of specific training goals. Below is a sample of a performance checklist.

INVESTIGATOR PERFORMANCE ASSESSMENT FORM
introduce and Identify Self and Role

Directions: Indicate the level of the investigator's accomplishment by placing an X in the appropriate box under LEVEL OF PERFORMANCE heading. If because of special circumstances a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____
Date _____
Performance Trainer _____

LEVEL OF PERFORMANCE

	N/A	None	Poor	Fair	Good	Excellent
The Investigator:						
1. documented date and time of call, person (and title) and agency (including phone number), and date and time of your arrival at scene.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. identified lead investigator at scene, presented identification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. determined the scene safety by asking (verify) appropriate official if the scene is safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4. explained your role in the investigation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5. identified essential officials that have entered the scene.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6. documented essential officials at scene.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7. identified first official responder to the scene.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8. identified any artifacts or contamination introduced to the death scene.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Comments: _____

Each student receives a personal checklist to track achievement.

Performance tasks

Performance rating scale

Comments section for trainers to document both positive observations as well as identify areas that may need improvement

Fig. 6. An Investigator Performance Assessment Form or Performance Checklist.

Lesson Plans

As a part of the train-the-trainer continuation grant, task-specific lesson plans will be developed and pilot-tested for implementation on a national level. These lesson plans will be designed for use by both traditional educational institutions seeking to upgrade their curriculum and state/locally sponsored training seminars seeking to upgrade active scene investigators. In addition, these plans will be practical enough for self-study.

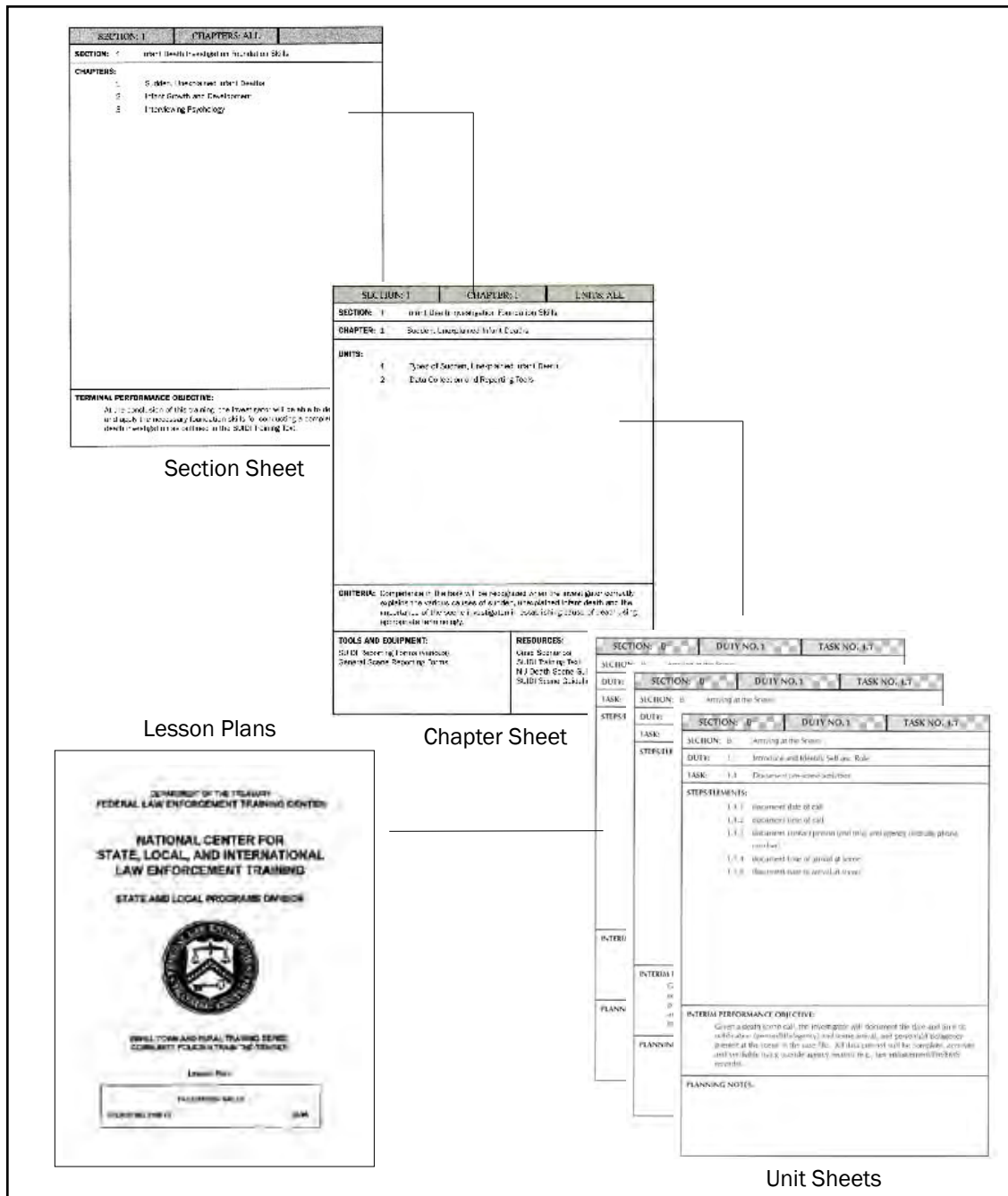


Fig. 7. The curriculum guide's structure and flow.

SECTION 1: Infant Death Investigation Foundation Skills

SECTION: 1	CHAPTERS: ALL	
SECTION: 1 Infant Death Investigation Foundation Skills		
CHAPTERS: 1 Sudden, Unexplained Infant Deaths 2 Infant Growth and Development 3 Interviewing Psychology		
TERMINAL PERFORMANCE OBJECTIVE: At the conclusion of this training, the investigator will be able to demonstrate and apply the necessary foundation skills for conducting a complete infant death investigation as outlined in the SUIDI Training Text.		

SECTION: 1	CHAPTER: 1	UNITS: ALL
<p>SECTION: 1 Infant Death Investigation Foundation Skills</p>		
<p>CHAPTER: 1 Sudden, Unexplained Infant Deaths</p>		
<p>UNITS:</p> <ul style="list-style-type: none"> 1 Types of Sudden, Unexplained Infant Death 2 Data Collection and Reporting Tools 		
<p>CRITERIA: Competence in the task will be recognized when the investigator correctly explains the various causes of sudden, unexplained infant death and the importance of the scene investigation in establishing cause of death using appropriate terminology.</p>		
<p>TOOLS AND EQUIPMENT:</p> <p>SUIDI Reporting Forms (various) General Scene Reporting Forms</p>	<p>RESOURCES:</p> <p>Case Scenarios SUIDI Training Text NIJ Death Scene Guidelines SUIDI Scene Guidelines</p>	

SECTION: 1	CHAPTER: 1	UNIT: 1
SECTION: 1 Infant Death Investigation Foundation Skills		
CHAPTER: 1 Sudden, Unexplained Infant Deaths		
UNIT: 1 Types of Sudden, Unexplained Infant Death		
<p>STEPS/ELEMENTS:</p> <ul style="list-style-type: none"> 1.1 Describe sudden infant death syndrome (SIDS) 1.2 Describe types of asphyxia or suffocation deaths 1.3 Describe metabolic error deaths 1.4 Describe death due to trauma or injury 1.5 Describe deaths from unknown causes 		
<p>INTERIM PERFORMANCE OBJECTIVE:</p> <p>Given a SUID scene scenario, the investigator will determine the type of SUID presented.</p>		
<p>PLANNING NOTES:</p>		

SECTION: 1	CHAPTER: 1	UNIT: 2
SECTION: 1	Infant Death Investigation Foundation Skills	
CHAPTER: 1	Sudden, Unexplained Infant Deaths	
UNIT: 2	Data Collection and Reporting Tools	
<p>STEPS/ELEMENTS:</p> <ul style="list-style-type: none"> 2.1 Describe the importance of the SUIDI 2.2 Describe SUIDI Reporting Form function 2.3 Describe SUIDI Reporting Form sections 2.4 Describe standardized pre-autopsy reporting 		
<p>INTERIM PERFORMANCE OBJECTIVE:</p> <p>Given a SUID scenario, the investigator will determine the investigative approach, describe necessary critical data to be collected at the scene, and report all critical data to the forensic pathologist. Competency will be recognized when all appropriate scene data is identified, documented, and reported to the pathologist before the autopsy.</p>		
<p>PLANNING NOTES:</p>		

SECTION: 1	CHAPTER: 2	UNITS: ALL
SECTION: 1 Infant Death Investigation Foundation Skills		
CHAPTER: 2 Infant Growth and Development		
UNITS: <ul style="list-style-type: none"> 3 Infant Growth 4 Infant Developmental Milestones 5 Infant Feeding, Diets, and Risks 		
CRITERIA: Competence in this chapter will be recognized when the investigator can apply all infant growth and development skills to various infant death case studies.		
TOOLS AND EQUIPMENT: <ul style="list-style-type: none"> SUIDI Reporting Forms Denver Developmental Growth Charts Ross Laboratories Growth Charts 	RESOURCES: <ul style="list-style-type: none"> Case Scenarios SUIDI Training Text SUIDI Scene Guidelines Denver Development Materials, Inc. Ross Laboratories Infant Growth Chart 	

SECTION: 1	CHAPTER: 2	UNIT: 3
SECTION:	1	Infant Death Investigation Foundation Skills
CHAPTER:	2	Infant Growth and Development
UNIT:	3	Infant Growth
STEPS/ELEMENTS:		
	3.1	Describe normal infant growth
	3.2	Describe infant growth concerns
	3.3	Define failure to thrive
	3.4	List causes of failure to thrive
	3.5	Describe infant growth charts
	3.6	Describe standard infant growth charts used in the United States
	3.7	Demonstrate how to use growth charts
INTERIM PERFORMANCE OBJECTIVE:		
	Given a case scenario, the investigator will determine whether or not the subject infant is within “normal” growth range and support the determination.	
PLANNING NOTES:		

SECTION: 1	CHAPTER: 2	UNIT: 4
SECTION:	1	Infant Death Investigation Foundation Skills
CHAPTER:	2	Infant Growth and Development
UNIT:	4	Infant Developmental Milestones
<p>STEPS/ELEMENTS:</p> <ul style="list-style-type: none"> 4.1 Describe gross motor skills, fine motor skills, infant social skills, and language skills 4.2 Describe unaccustomed prone sleep 4.3 Describe developmental screening tools 4.4 Describe monitoring process 4.5 Demonstrate application of Denver Development Screening Test II 4.6 Describe infant developmental milestone chronology 4.7 Describe one-month developmental milestones 4.8 Describe two-month developmental milestones 4.9 Describe three-month developmental milestones 4.10 Describe four to five-month developmental milestones 4.11 Describe six-month developmental milestones 4.12 Describe seven- to eight-month developmental milestones 4.13 Describe nine-month developmental milestones 4.14 Describe 10- to 12-month developmental milestones 		
<p>INTERIM PERFORMANCE OBJECTIVE:</p> <p>Given various infant ages, the investigator will identify each of the infant development milestones associated with the given age.</p>		
<p>PLANNING NOTES:</p>		

SECTION: 1	CHAPTER: 2	UNIT: 5
SECTION:	1	Infant Death Investigation Foundation Skills
CHAPTER:	2	Infant Growth and Development
UNIT:	5	Infant Feeding, Diet, and Risks
STEPS/ELEMENTS:		
	5.1	Describe typical feeding periods in the United States
	5.2	Describe dietary risk factors
INTERIM PERFORMANCE OBJECTIVE:		
Given infant data, the investigator will describe the feeding periods and any associated dietary risk factors.		
PLANNING NOTES:		

SECTION: 1	CHAPTER: 3	UNITS: ALL
SECTION:	1	Infant Death Investigation Foundation Skills
CHAPTER:	3	Interviewing Psychology
UNITS:	6	Interviewing Awareness
	7	Assessing Content and Behavior
	8	The Investigative Interview
CRITERIA: Competence in this chapter will be recognized when the investigator can apply all interviewing techniques presented with 80% accuracy.		
TOOLS AND EQUIPMENT: Notebook and Writing Instrument General Interview Questions Recording Device		RESOURCES: Case Scenarios Interviewing Partner SUIDI Training Text SUIDI Scene Guidelines

SECTION: 1	CHAPTER: 3	UNIT: 6
SECTION: 1	Infant Death Investigation Foundation Skills	
CHAPTER: 3	Interviewing Psychology	
UNIT: 6	Interviewing Awareness	
STEPS/ELEMENTS:		
6.1	Describe interviewing and interrogation	
6.2	Describe cross-cultural considerations	
6.3	Explain how to understand one’s own cultural lens	
6.4	Explain how to learn about other cultures	
6.5	Describe interviewing preschool children	
6.6	Describe interviewing school-aged children	
INTERIM PERFORMANCE OBJECTIVE:		
Given a case scenario, the investigator will identify each of the basic awareness features of the forensic interview.		
PLANNING NOTES:		

SECTION: 1	CHAPTER: 3	UNIT: 7
SECTION: 1 Infant Death Investigation Foundation Skills		
CHAPTER: 3 Interviewing Psychology		
UNIT: 7 Assessing Content and Behavior		
STEPS/ELEMENTS: <ul style="list-style-type: none">7.1 Assess verbal content7.2 Assess nonverbal behavior7.3 Describe how to assess the accuracy of witnesses' statements7.4 Explain the importance of using proxemics, body language, and cultural sensitivity		
INTERIM PERFORMANCE OBJECTIVE: <p>Shown a videotaped interview, the investigator will identify all phases of a witness interview.</p>		
PLANNING NOTES:		

SECTION: 1	CHAPTER: 3	UNIT: 8
SECTION: 1	Infant Death Investigation Foundation Skills	
CHAPTER: 3	Interviewing Psychology	
UNIT: 8	The Investigative Interview	
STEPS/ELEMENTS:		
8.1	Plan the interview	
8.2	Perform the interview's "entry" phase	
8.3	Perform the interview's "event" phase	
8.4	Perform the interview's "escape" phase	
INTERIM PERFORMANCE OBJECTIVE:		
Shown a videotaped interview, the investigator will identify each phase of the three-phase interview.		
PLANNING NOTES:		

SECTION 2: Case Interviews

SECTION: 2	CHAPTERS: ALL	
SECTION: 2 Case Interviews		
CHAPTERS: 4 Interviewing and Investigative Data Collection 5 Conducting Witness Interviews		
TERMINAL PERFORMANCE OBJECTIVE: At the conclusion of this training, the investigator will be able to demonstrate knowledge of the necessary interviewing skills as applied to conducting interviews of both professional and nonprofessional witnesses.		

SECTION: 2		CHAPTER: 4		UNITS: ALL	
SECTION:	2	Case Interviews			
CHAPTER:	4	Interviewing and Investigative Data Collection			
UNITS:					
	9	Initial Case and Witness Information Gathering			
	10	Recent Infant Activities and Behavior			
	11	Medical Information and Pregnancy History			
	12	Dietary and Feeding Information			
CRITERIA:	Competence in this chapter will be recognized when the investigator can conduct an interview of nonprofessional witnesses, completing the appropriate scene form(s) while demonstrating both cultural and language competency.				
TOOLS AND EQUIPMENT:	Scene Forms and Writing Instrument Clipboard General Interviewing Questions Recording Device		RESOURCES:	SUIDI Scene Guidelines Local Support Agency Brochure(s)	

SECTION: 2	CHAPTER: 4	UNIT: 9
SECTION: 2	Case Interviews	
CHAPTER: 4	Interviewing and Investigative Data Collection	
UNIT: 9	Initial Case and Witness Information Gathering	
<p>STEPS/ELEMENTS:</p> <ul style="list-style-type: none"> 9.1 Ensure scene safety 9.2 Identify and request additional resources 9.3 Manage the scene 9.4 Determine who stays and who goes 9.5 Evaluate the potential for a productive interview at this time 9.6 Determine information about the witnesses 9.7 Identify potential problems 9.8 Setup the interview 9.9 Document general investigation data 9.10 Document additional investigation data 9.11 Describe witness interview questions 9.12 Document recent contacts, activities, and behaviors 9.13 Identify questions for the placer/last known alive/finder 		
<p>INTERIM PERFORMANCE OBJECTIVE:</p> <p>Given an case scenario, the investigator will conduct a witness interview documenting all required information on the appropriate scene form(s).</p>		
<p>PLANNING NOTES:</p>		

SECTION: 2	CHAPTER: 4	UNIT: 10
SECTION: 2	Case Interviews	
CHAPTER: 4	Interviewing and Investigative Data Collection	
UNIT: 10	Recent Infant Activities and Behavior	
STEPS/ELEMENTS:		
10.1	Document changes in infant behavior and physical health within 72 hours of death	
10.2	Document injuries within 72 hours of death	
INTERIM PERFORMANCE OBJECTIVE:		
Given a case scenario, the investigator will identify and document all critical infant activities and behaviors occurring within 72 hours of death on the appropriate scene form(s).		
PLANNING NOTES:		

SECTION: 2	CHAPTER: 4	UNIT: 11
SECTION: 2 Case Interviews		
CHAPTER: 4 Interviewing and Investigative Data Collection		
UNIT: 11 Medical Information and Pregnancy History		
<p>STEPS/ELEMENTS:</p> <ul style="list-style-type: none"> 11.1 Document medical history 11.2 Document birth history 11.3 Document recent visits/contacts with healthcare providers 11.4 Document healthcare provider's information 11.5 Document pregnancy history 		
<p>INTERIM PERFORMANCE OBJECTIVE:</p> <p>Given a case scenario, the investigator will list all appropriate medical information and pregnancy history questions for the parent and/or caregiver witness(es).</p>		
<p>PLANNING NOTES:</p>		

SECTION: 2	CHAPTER: 4	UNIT: 12
SECTION: 2	Case Interviews	
CHAPTER: 4	Interviewing and Investigative Data Collection	
UNIT: 12	Dietary and Feeding Information	
STEPS/ELEMENTS:		
<p style="padding-left: 40px;">12.1 Identify foods and liquids fed to infant in 24 hours prior to death</p>		
INTERIM PERFORMANCE OBJECTIVE:		
<p style="padding-left: 40px;">Given a case scenario, the investigator will collect and document all foods and liquids fed to the infant within 24 hours of death.</p>		
PLANNING NOTES:		

SECTION: 2	CHAPTER: 5	UNITS: ALL
SECTION: 2 Case Interviews		
CHAPTER: 5 Conducting Witness Interviews		
UNITS: 13 Establish and Document EMS Involvement 14 Establish and Document Law Enforcement Involvement 15 Establish and Document Hospital Involvement		
CRITERIA: Competence in this chapter will be recognized when the investigator can conduct an interview of professional witnesses, completing the appropriate scene form(s) while demonstrating professional behavior.		
TOOLS AND EQUIPMENT: Scene Forms and Writing Instrument Clipboard Interviewing Questions Recording Device	RESOURCES: Case Scenarios SUIDI Training Text SUIDI Scene Guidelines	

SECTION: 2	CHAPTER: 5	UNIT: 13
SECTION: 2	Case Interviews	
CHAPTER: 5	Conducting Witness Interviews	
UNIT: 13	Establish and Document EMS Involvement	
STEPS/ELEMENTS:		
13.1	Understand EMS “system” design	
13.2	Verify EMS involvement	
13.3	Describe emergency medical treatments given	
13.4	Document EMS observations	
13.5	Conduct EMS follow-up interview	
INTERIM PERFORMANCE OBJECTIVE:		
Given a case scenario involving EMS, the investigator will conduct an interview and document all required information on the appropriate scene form(s).		
PLANNING NOTES:		

SECTION: 2	CHAPTER: 5	UNIT: 14
SECTION: 2	Case Interviews	
CHAPTER: 5	Conducting Witness Interviews	
UNIT: 14	Establish and Document Law Enforcement Involvement	
<p>STEPS/ELEMENTS:</p> <ul style="list-style-type: none"> 14.1 Understand essential law enforcement information 14.2 Verify law enforcement involvement 14.3 Document scene information from law enforcement 14.4 Describe on-scene law enforcement activities 14.5 Document law enforcement observations 14.6 Determine previous law enforcement investigations 14.7 Document disposition of infant, evidence, and property 14.8 Conduct law enforcement follow-up interview 		
<p>INTERIM PERFORMANCE OBJECTIVE:</p> <p>Given a case scenario involving law enforcement, the investigator will conduct an interview and document all required information on the appropriate scene form(s).</p>		
<p>PLANNING NOTES:</p>		

SECTION: 2	CHAPTER: 5	UNIT: 15
SECTION: 2	Case Interviews	
CHAPTER: 5	Conducting Witness Interviews	
UNIT: 15	Establish and Document Hospital Involvement	
STEPS/ELEMENTS:		
15.1	Verify hospital receiving information	
15.2	Document healthcare worker's observations	
15.3	Obtain records, evidence, and property	
15.4	Conduct hospital and social services follow-up interviews	
INTERIM PERFORMANCE OBJECTIVE:		
<p>Given a case scenario involving hospital personnel, the investigator will conduct an interview and document all required information on the appropriate scene form(s).</p>		
PLANNING NOTES:		

Section 3: Infant Scene Investigation

SECTION: 3	CHAPTERS: ALL	
SECTION: 3 Infant Scene Investigation		
CHAPTERS: 6 Conducting Scene Investigations 7 Conducting the Doll Reenactment		
TERMINAL PERFORMANCE OBJECTIVE: At the conclusion of this training, the investigator will be able to demonstrate the skills required to conduct a complete infant death investigation as outlined in the SUIDI training text.		

SECTION:	3 Infant Scene Investigation
CHAPTER:	6 Conducting Scene Investigations
UNITS:	<ul style="list-style-type: none"> 16 Document the Scene and Body 17 Document Items Removed from the Scene 18 Document Day Care/Babysitting Scene
CRITERIA:	Competence in this chapter will be recognized when the investigator can conduct an infant investigation, gathering all critical scene data and completing the appropriate scene form(s) while demonstrating both cultural and language competency.
TOOLS AND EQUIPMENT:	RESOURCES:
<ul style="list-style-type: none"> Scene Forms and Writing Instruments Investigative Notebook Personal Protection Equipment (gloves) Photographic Equipment Flashlight Communication Equipment (radio/cell phone) Measuring Tape 	<ul style="list-style-type: none"> Case Scenarios SUIDI Scene Guidelines SUIDI Training Text

SECTION: 2	CHAPTER: 6	UNIT: 16
SECTION: 3	Infant Scene Investigation	
CHAPTER: 6	Conducting Scene Investigations	
UNIT: 16	Document the Scene and Body	
STEPS/ELEMENTS:		
16.1	Document scene demographics	
16.2	Describe scene environment	
16.3	Photograph scene	
16.4	Describe scene activities	
16.5	Describe heating and cooling systems	
16.6	Collect data on scene temperature	
16.7	Describe room/area in which infant was found	
16.8	Create a “scaled” scene diagram	
16.9	Photograph the body	
16.10	Determine indications of asphyxia or trauma	
16.11	Assess rigor mortis	
16.12	Assess livor mortis	
16.13	Assess algor mortis	
16.14	Setup the body diagram	
INTERIM PERFORMANCE OBJECTIVE:		
Given a scene scenario, the investigator will describe the documentation procedure and items necessary to document within the micro (smaller—specific to infant) scene.		
PLANNING NOTES:		

SECTION: 3	CHAPTER: 6	UNIT: 17
SECTION: 3	Infant Scene Investigation	
CHAPTER: 6	Conducting Scene Investigations	
UNIT: 17	Document Items Removed from the Scene	
STEPS/ELEMENTS:		
17.1	Determine chain of custody	
17.2	Set up a materials log	
INTERIM PERFORMANCE OBJECTIVE:		
<p>Given a scene scenario and appropriate scene form (evidence log), the investigator will accurately document all items of evidence and property removed from the scene.</p>		
PLANNING NOTES:		

SECTION: 3	CHAPTER: 6	UNIT: 18
SECTION: 3	Infant Scene Investigation	
CHAPTER: 6	Conducting Scene Investigations	
UNIT: 18	Document Day Care/Babysitting Scene	
<p>STEPS/ELEMENTS:</p> <ul style="list-style-type: none"> 18.1 Identify level of care 18.2 Identify supervising adults 18.2 Learn details of building ownership and operation 18.3 Obtain official documentation for re-entry (search warrant) if necessary 18.4 End contact with persons, allowing for continuing contact 		
<p>INTERIM PERFORMANCE OBJECTIVE:</p> <p>Given a scene scenario and appropriate scene form(s), the investigator will describe the procedures necessary to accurately document a day care/babysitting scene and document all required data on the appropriate scene form(s).</p>		
<p>PLANNING NOTES:</p>		

SECTION: 3		CHAPTER: 7		UNIT: ALL	
SECTION: 3 Infant Scene Investigation					
CHAPTER: 7 Conducting the Doll Reenactment					
UNITS:					
19		Explain Reenactment to Family Member/Caregiver			
20		Have Placer/Finder Demonstrate Infant Positions			
21		Photograph Reenactment			
22		Debrief Family Member/Caregiver			
CRITERIA: Competence in this chapter will be recognized when the investigator can conduct and document a doll reenactment showing both placed and found positions while demonstrating both cultural and language competency.					
TOOLS AND EQUIPMENT:			RESOURCES:		
Doll			Case Scenarios		
Writing Instruments			Local Support Agency Brochure(s)		
Scene Forms					
Photographic Equipment					
Tape Measure					
Communication Equipment (radio/cell phone)					

SECTION: 3	CHAPTER: 7	UNIT: 19
SECTION: 3	Infant Scene Investigation	
CHAPTER: 7	Conducting the Doll Reenactment	
UNIT: 19	Explain Reenactment to Family Member/Caregiver	
<p>STEPS/ELEMENTS:</p> <ul style="list-style-type: none"> 19.1 Review reenactment goals 19.2 Explain importance of visualization by forensic pathologist 19.3 Show the reenactment doll to the family member/caregiver 19.4 Describe the reenactment procedure to the family member/caregiver 		
<p>INTERIM PERFORMANCE OBJECTIVE:</p> <p>Given a case scenario the investigator will describe the investigative importance of the doll reenactment and the procedure followed to perform the reenactment.</p>		
<p>PLANNING NOTES:</p>		

SECTION: 3	CHAPTER: 7	UNIT: 21
SECTION: 3	Infant Scene Investigation	
CHAPTER: 7	Conducting the Doll Reenactment	
UNIT: 21	Photograph Reenactment	
<p>STEPS/ELEMENTS:</p> <ul style="list-style-type: none"> 21.1 Photograph doll in positions 21.2 Photograph bed and bedding 21.3 Transmit photographs to the pathologist 		
<p>INTERIM PERFORMANCE OBJECTIVE:</p> <p>Given a scene, doll, and appropriate sleeping environment, the investigator will photograph the doll in both “placed” and “found” positions and describe the critical elements of each photograph.</p>		
<p>PLANNING NOTES:</p>		

SECTION: 3	CHAPTER: 7	UNIT: 22
SECTION: 3	Infant Scene Investigation	
CHAPTER: 7	Conducting the Doll Reenactment	
UNIT: 22	Debrief Family Member/Caregiver	
STEPS/ELEMENTS:		
22.1	Highlight the personal difficulty of performing a reenactment	
22.2	Reinforce the importance of the reenactment	
22.3	Provide an information sheet explaining what takes place at this point	
22.4	Provide timetable for release of official reports	
22.5	Provide family member/caregiver with office contact numbers	
22.6	Express understanding as to the overwhelming nature of the event	
22.7	Encourage the family member/caregiver to ask questions	
INTERIM PERFORMANCE OBJECTIVE:		
Given a case scenario, the investigator will describe the process used to debrief family members and caregivers after the doll reenactment has been completed.		
PLANNING NOTES:		

Section 4: Pre-Autopsy and Post-Autopsy Reporting

- -

SECTION: 5	CHAPTERS: ALL	
SECTION: 5 Pre-Autopsy and Post-Autopsy Reporting		
CHAPTERS: 8 The Pre-Autopsy Report 9 Certification of Unexplained Infant Deaths		
TERMINAL PERFORMANCE OBJECTIVE: At the conclusion of this training, the investigator will be able to demonstrate the necessary infant investigation skills to write a narrative report, properly identify all critical scene data required by the pathologist before autopsy, and recognize a properly completed death certificate.		

SECTION: 4		CHAPTER: 8		UNITS: ALL	
SECTION:	4	Pre-Autopsy and Post-Autopsy Reporting			
CHAPTER:	8	The Pre-Autopsy Report			
UNITS:					
	23	Document Case Information			
	24	Document Sleeping Environment			
	25	Document Infant History			
	26	Document Family Information			
	27	Document External Examination			
	28	Develop Narrative Report to the Pathologist			
CRITERIA:	Competence in this chapter will be recognized when the investigator can conduct an infant investigation, gathering all critical infant and caregiver data, completing the appropriate scene form(s), and reporting critical scene data to the pathologist.				
TOOLS AND EQUIPMENT:	Scene Forms and Writing Instruments Computer with Internet Access Digital Camera		RESOURCES:	Case Scenarios SUIDI System Guide SUIDI Top 25 SUIDI Training Text SUIDI Scene Guidelines	

SECTION: 4	CHAPTER: 8	UNIT: 23
SECTION: 4	Pre-Autopsy and Post-Autopsy Reporting	
CHAPTER: 8	The Pre-Autopsy Report	
UNIT: 23	Document Case Information	
STEPS/ELEMENTS: 23.1 Document general case information		
INTERIM PERFORMANCE OBJECTIVE: Given a case scenario and the appropriate scene form(s), the investigator will document all required case information in the appropriate location.		
PLANNING NOTES:		

SECTION: 4	CHAPTER: 8	UNIT: 24
SECTION: 4	Pre-Autopsy and Post-Autopsy Reporting	
CHAPTER: 8	The Pre-Autopsy Report	
UNIT: 24	Document Sleeping Environment	
STEPS/ELEMENTS:		
24.1	Document asphyxia concerns	
24.3	Document sleep surface sharing	
24.4	Document sleeping condition changes	
24.5	Document hyperthermia/hypothermia concerns	
24.6	Document environmental hazards	
24.7	Document unsafe sleeping conditions	
INTERIM PERFORMANCE OBJECTIVE:		
<p>Given a case scenario and the appropriate reporting form(s), the investigator will document all required sleeping environment data in the appropriate location(s).</p>		
PLANNING NOTES:		

SECTION: 4	CHAPTER: 8	UNIT: 25
SECTION:	4	Pre-Autopsy and Post-Autopsy Reporting
CHAPTER:	8	The Pre-Autopsy Report
UNIT:	25	Document Infant History
<p>STEPS/ELEMENTS:</p> <ul style="list-style-type: none"> 25.1 Document diet 25.2 Document any recent hospitalization 25.3 Document any previous medical diagnosis 25.4 Document any acute life-threatening events 25.5 Document previous medical care without diagnosis 25.6 Document any recent fall or other injury 25.7 Document religious, cultural, or ethnic remedies used 25.8 Assess death due to natural causes other than SIDS 		
<p>INTERIM PERFORMANCE OBJECTIVE:</p> <p>Given a case scenario and the appropriate reporting form(s), the investigator will document all required infant history information in the appropriate location(s).</p>		
<p>PLANNING NOTES:</p>		

SECTION: 3	CHAPTER: 8	UNIT: 26
SECTION: 4	Pre-Autopsy and Post-Autopsy Reporting	
CHAPTER: 8	The Pre-Autopsy Report	
UNIT: 26	Document Family Information	
<p>STEPS/ELEMENTS:</p> <ul style="list-style-type: none"> 26.1 Document any prior sibling deaths 26.2 Document previous encounters with police or social services 26.3 Document request for tissue or organ donation 26.4 Document objection to autopsy 		
<p>INTERIM PERFORMANCE OBJECTIVE:</p> <p>Given a case scenario and the appropriate reporting form(s), the investigator will document all required family information in the appropriate location(s).</p>		
<p>PLANNING NOTES:</p>		

SECTION: 4	CHAPTER: 8	UNIT: 27
SECTION:	4	Pre-Autopsy and Post-Autopsy Reporting
CHAPTER:	8	The Pre-Autopsy Report
UNIT:	27	Document External Examination
<p>STEPS/ELEMENTS:</p> <ul style="list-style-type: none"> 27.1 Document pre-terminal resuscitative treatment 27.2 Assess death due to trauma, poisoning, or intoxication 		
<p>INTERIM PERFORMANCE OBJECTIVE:</p> <p>Given a case scenario including infant photos and the appropriate reporting form (body diagram), the investigator will identify and document all external body markings in the appropriate location on the form using appropriate terminology.</p>		
<p>PLANNING NOTES:</p>		

SECTION: 4	CHAPTER: 8	UNIT: 28
SECTION: 4	Pre-Autopsy and Post-Autopsy Reporting	
CHAPTER: 8	The Pre-Autopsy Report	
UNIT: 28	Develop Narrative Report to the Pathologist	
<p>STEPS/ELEMENTS:</p> <ul style="list-style-type: none"> 28.1 Develop concise overview of investigation 28.2 Document suspicious circumstances 28.3 Document alerts to pathologist 28.4 Describe physical evidence and gathered information 		
<p>INTERIM PERFORMANCE OBJECTIVE:</p> <p>Given a case scenario, the investigator will develop a narrative scene report of the investigation, including basic case information, parent and infant data, a description of the scene and body, and physical evidence gathered.</p>		
<p>PLANNING NOTES:</p>		

SECTION: 4	CHAPTER: 9	UNITS: ALL
SECTION: 4 Pre-Autopsy and Post-Autopsy Reporting		
CHAPTER: 9 Certification of Unexplained Infant Deaths		
<p>UNITS:</p> <p>29 Sudden, Unexplained Infant Death Certification</p> <p>30 Reporting Cause of Death in SIDS-Like Cases</p>		
<p>CRITERIA: Competence in this chapter will be recognized when the investigator can describe the various sections of the standard U.S. death certificate and complete the cause-of-death section using various case scenarios.</p>		
<p>TOOLS AND EQUIPMENT:</p> <p>Scene Forms and Writing Instruments</p>	<p>RESOURCES:</p> <p>Case Scenarios U.S. Standard Death Certificate State Death Certificate SUIDI Training Text SUIDI Guidelines</p>	

SECTION: 3	CHAPTER: 9	UNIT: 29
SECTION: 4	Pre-Autopsy and Post-Autopsy Reporting	
CHAPTER: 9	Certification of Unexplained Infant Deaths	
UNIT: 29	Sudden, Unexplained Infant Death Certification	
STEPS/ELEMENTS:		
29.1	Distinguish SIDS from other causes of infant death	
29.2	Assess investigative adequacy	
29.3	Identify gray zone findings	
INTERIM PERFORMANCE OBJECTIVE:		
Given a case scenario, the investigator will identify and describe SIDS, SUID, and gray-zone findings that affect each type of death.		
PLANNING NOTES:		

SECTION: 4	CHAPTER: 9	UNIT: 30
SECTION: 4	Pre-Autopsy and Post-Autopsy Reporting	
CHAPTER: 9	Certification of Unexplained Infant Deaths	
UNIT: 30	Reporting Cause of Death in SIDS-Like Cases	
<p>STEPS/ELEMENTS:</p> <ul style="list-style-type: none"> 30.1 Define cause and manner of death statements 30.2 Describe the ICD R95 coding (SIDS) 30.3 Understand suggested cause of death reporting methods 30.4 Understand standard formatting 		
<p>INTERIM PERFORMANCE OBJECTIVE:</p> <p>Given several case scenarios and completed standard U.S. death certificates, the investigator will determine if the case scenario and associated death certificate is completed correctly.</p>		
<p>PLANNING NOTES:</p>		

APPENDIX: Investigator Performance Assessment Forms

Chapter 1

INVESTIGATOR PERFORMANCE ASSESSMENT FORM

Sudden, Unexplained Infant Deaths

Directions: Indicate the level of the investigator’s accomplishment by placing an X in the appropriate box under LEVEL OF PERFORMANCE. If, because of special circumstances, a performance component was not applicable or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Performance Trainer _____

LEVEL OF PERFORMANCE

N/A None Poor Fair Good Excellent

The investigator:

1. recognized types of sudden, unexplained infant death.
2. described data collection and reporting tools.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Chapter 2

INVESTIGATOR PERFORMANCE ASSESSMENT FORM

Infant Growth and Development

Directions: Indicate the level of the investigator’s accomplishment by placing an X in the appropriate box under LEVEL OF PERFORMANCE. If, because of special circumstances, a performance component was not applicable or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Performance Trainer _____

LEVEL OF PERFORMANCE

N/A None Poor Fair Good Excellent

The investigator:

1. Identified infant growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identified infant developmental milestones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Identified infant feeding, diet, and risks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Chapter 3

INVESTIGATOR PERFORMANCE ASSESSMENT FORM

Interviewing Psychology

Directions: Indicate the level of the investigator’s accomplishment by placing an X in the appropriate box under LEVEL OF PERFORMANCE. If, because of special circumstances, a performance component was not applicable or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Performance Trainer _____

LEVEL OF PERFORMANCE

N/A None Poor Fair Good Excellent

The investigator:

1. Understood interviewing awareness.
2. Assessed content and behavior.
3. Performed the investigative interview.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Chapter 4

INVESTIGATOR PERFORMANCE ASSESSMENT FORM

Interviewing and Investigative Data Collection

Directions: Indicate the level of the investigator’s accomplishment by placing an X in the appropriate box under LEVEL OF PERFORMANCE. If, because of special circumstances, a performance component was not applicable or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Performance Trainer _____

LEVEL OF PERFORMANCE

	N/A	None	Poor	Fair	Good	Excellent
The investigator:						
1. Documented initial case and witness information gathering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Documented recent infant activity and behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Documented medical information and pregnancy history.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Documented dietary and feeding information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Chapter 5

INVESTIGATOR PERFORMANCE ASSESSMENT FORM

Conducting Witness Interviews

Directions: Indicate the level of the investigator’s accomplishment by placing an X in the appropriate box under LEVEL OF PERFORMANCE. If, because of special circumstances, a performance component was not applicable or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Performance Trainer _____

LEVEL OF PERFORMANCE

N/A None Poor Fair Good Excellent

The investigator:

1. Established and documented EMS involvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Established and documented law enforcement involvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Established and documented hospital involvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Chapter 6

INVESTIGATOR PERFORMANCE ASSESSMENT FORM

Conducting Scene Investigations

Directions: Indicate the level of the investigator's accomplishment by placing an X in the appropriate box under LEVEL OF PERFORMANCE. If, because of special circumstances, a performance component was not applicable or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Performance Trainer _____

LEVEL OF PERFORMANCE

The investigator:

1. Documented the scene and body.
2. Documented items removed from the scene.
3. Documented day care/babysitting scene.

	N/A	None	Poor	Fair	Good	Excellent
1. Documented the scene and body.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Documented items removed from the scene.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Documented day care/babysitting scene.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Chapter 7

INVESTIGATOR PERFORMANCE ASSESSMENT FORM

Conducting the Doll Reenactment

Directions: Indicate the level of the investigator’s accomplishment by placing an X in the appropriate box under LEVEL OF PERFORMANCE. If, because of special circumstances, a performance component was not applicable or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Performance Trainer _____

LEVEL OF PERFORMANCE

N/A None Poor Fair Good Excellent

The investigator:

1. Explained reenactment to family member/caregiver.
2. Had placer/finder demonstrate infant positions.
3. Photographed reenactment.
4. Debriefed family member/caregiver.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Chapter 8

INVESTIGATOR PERFORMANCE ASSESSMENT FORM

The Pre-Autopsy Report

Directions: Indicate the level of the investigator’s accomplishment by placing an X in the appropriate box under LEVEL OF PERFORMANCE. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Performance Trainer _____

LEVEL OF PERFORMANCE

N/A None Poor Fair Good Excellent

The investigator:

1. Documented case information.
2. Documented sleeping environment.
3. Documented infant history.
4. Documented family information.
5. Documented external examination.
6. Developed narrative report to the pathologist.

	N/A	None	Poor	Fair	Good	Excellent
1. Documented case information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Documented sleeping environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Documented infant history.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Documented family information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Documented external examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Developed narrative report to the pathologist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

INVESTIGATOR PERFORMANCE ASSESSMENT FORM

Certification of Unexplained Infant Deaths

Directions: Indicate the level of the investigator's accomplishment by placing an X in the appropriate box under LEVEL OF PERFORMANCE. If, because of special circumstances, a performance component was not applicable or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Performance Trainer _____

LEVEL OF PERFORMANCE

N/A None Poor Fair Good Excellent

The investigator:

1. Understood sudden, unexplained infant death certification.
2. Reported cause of death in SIDS-like cases.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Foundation Skills

Case Interviews

Infant Scene Investigation

Pre and Post
Autopsy Reporting