



Western Technical College

30504502 Application of Investigations

Course Outcome Summary

Course Information

Description Through classroom lecture, on-campus lab, and WI Department of Justice 720 Academy integration exercises students will learn and apply skills addressed in the following Phase III topics of the Department of Justice 720 Academy curriculum framework: Ethics II: Moral Reasoning and Professional Responsibility, Cultural Competence II: Fair and Impartial Policing, Interrogations, Testifying in Court, Crimes III and Physical Evidence.

Total Credits 1

Textbooks

No textbook required.

Success Abilities

1. Cultivate Passion: Enhance Personal Connections
2. Cultivate Passion: Expand a Growth-Mindset
3. Cultivate Passion: Increase Self-Awareness
4. Live Responsibly: Develop Resilience
5. Live Responsibly: Embrace Sustainability
6. Live Responsibly: Foster Accountability
7. Refine Professionalism: Act Ethically
8. Refine Professionalism: Improve Critical Thinking
9. Refine Professionalism: Participate Collaboratively
10. Refine Professionalism: Practice Effective Communication

Program Outcomes

1. Think critically
2. Manage emergencies
3. Communicate effectively
4. Demonstrate professionalism
5. Conduct investigations
6. Interact with others

Course Competencies

1. III.Z.1. Develop sensitivity to ethical issues that are likely to arise in law enforcement.

Assessment Strategies

- 1.1. ethical case studies

Criteria

- 1.1. student will identify at least one ethical dilemma.
- 1.2. student identifies at least two parties affected by the dilemma.
- 1.3. student lists at least one potential action or inaction for each case.
- 1.4. student describes a possible consequence of any action or inaction.
- 1.5. student makes discussion points concise.
- 1.6. student listens to the comments of others.

Learning Objectives

- 1.a. III.Z.1.1 Recognize situations that include an ethical component.
- 1.b. III.Z.1.2 State who are the affected parties in an ethical situation.
- 1.c. III.Z.1.3 List the possible consequences of each action or inaction in ethical situations.

2. III.Z.2. Reason carefully about ethical conflicts

Assessment Strategies

- 2.1. ethical case study

Criteria

- 2.1. student identifies competing values and principles.
- 2.2. student states a recommended course of action.
- 2.3. student defends the course of action based on the Code of Ethics and/or Oath of Honor.

Learning Objectives

- 2.a. III.Z.2.1 Prioritize competing ethical values and principles.
- 2.b. III.Z.2.2 Determine a course of action.
- 2.c. III.Z.2.3 Explain your course of action decision based on the Code of Ethics or Oath of Honor.

3. III.Z.3. Integrate professional norms and values into your personal identity.

Assessment Strategies

- 3.1. will decide on a course of action for a case study based on professional standards

Criteria

- 3.1. student states the ethical dilemma.
- 3.2. student names the decision-making model used.
- 3.3. student defends the decision based on the components of the model used.
- 3.4. student relates the decision to accepted professional standards/codes of conduct.

Learning Objectives

- 3.a. III.Z.3.1 Utilize professional standards to evaluate situations.
- 3.b. III.Z.3.2 Distinguish between what would be easy for you and what is best for the profession.
- 3.c. III.Z.3.3 Describe which professional norms may be challenging for you to accept and why

4. III.Z.4. Exhibit competence in ethical problem solving.

Assessment Strategies

- 4.1. ethical dilemma role play

Criteria

- 4.1. student explains which part of the role play was most challenging.
- 4.2. student explains ways the character could improve their ethical behavior.

Learning Objectives

- 4.a. III.Z.4.1 Select a professionally responsible course of action when presented with an ethical dilemma.
- 4.b. III.Z.4.2 Utilize the interpersonal skills necessary to take action.
- 4.c. III.Z.4.3 Review your actions to determine their effectiveness.
- 4.d. III.Z.4.4 Devise a process to continually improve your critical thinking and interpersonal problem solving skills.

5. III.V.1. Interpret state and federal laws related to discrimination and diversity.

Assessment Strategies

- 5.1. discuss current law enforcement cases involving law enforcement profiling and how it affected the officer, agency, and community
- 5.2. research project

Criteria

- 5.1. student explains what they learned about a culture they do not identify with and explain how their views changed by learning more about that culture.
- 5.2. student explains the difference between investigative profiling, providing suspect descriptions, and racial profiling (explaining that racial profiling is not culturally acceptable).
- 5.3. you describe how your views changed by learning more about that culture.

Learning Objectives

- 5.a. III.V.1.1 List the groups that are protected by Wisconsin statutes and federal laws.
- 5.b. III.V.1.2 Explain how the Constitution of the United States protects members of various cultural groups.
- 5.c. III.V.1.3 Define civil rights violation.
- 5.d. III.V.1.4 Identify different types of profiling.
- 5.e. III.V.1.5 Define hate crime.
- 5.f. III.V.1.6 Describe the potential effects of civil rights violations, racial profiling and hate crimes on a community.

6. III.V.2. Describe how biased policing affects the agency and the community.

Assessment Strategies

- 6.1. discussion on how implicit bias affects their agency and the community

Criteria

- 6.1. student discusses ways to monitor and attempt to control their hidden attitudes before they are expressed through behavior.
- 6.2. student explains that they can control these hidden attitudes by being aware of their language, body language, and attention to the stigma felt by target groups.

Learning Objectives

- 6.a. III.V.2.1. Articulate the impact biased policing has on community members.
- 6.b. III.V.2.2. Articulate the impact of biased policing on their law enforcement organizations.
- 6.c. III.V.2.3. Articulate the impact that biased policing may have on the willingness of community members to cooperate with law enforcement officers.
- 6.d. III.V.2.4. Recognize how fair and impartial policing is fundamental to the legitimacy of law enforcement in society.

7. III.A.1. Examine the fundamentals of interrogations.

Assessment Strategies

- 7.1. discuss the basic steps used in both interviewing and interrogating individuals

Criteria

- 7.1. student explains that interviews are typically conducted with victims and witnesses.
- 7.2. student explains that the goal of an interview is to find out as much relevant information as possible about an event while also putting the victim or witness at ease.

- 7.3. student explains that interviews tend to be friendly, loosely structured, and non-confrontational.
- 7.4. student explains that interrogations are typically conducted with suspects.
- 7.5. student explains that the goal of an interrogation (assuming the suspect is actually guilty) is to establish the suspect's guilt in a court-presentable way.
- 7.6. student explains that interrogations are controlled and directed (the officer asks the questions) and may involve the suspect being at a psychological disadvantage.
- 7.7. student explains that interrogations are accusatory in nature and that you must advise the suspect of certain legal rights before proceeding with an interrogation if the suspect is in custody.
- 7.8. student describes a good interviewer as inquisitive, observant, energetic, good communicators, problem solvers, and patient.

Learning Objectives

- 7.a. III.A.1.1. Differentiate between an interview and an interrogation.
- 7.b. III.A.1.2. Describe characteristics of a good interrogator.

8. III.A.2. Conduct interrogations.*

Assessment Strategies

- 8.1. conducting an electronically recorded custodial interrogation with a suspect

Criteria

- 8.1. Preparation and Planning:
- 8.2. • Gather as much information as possible about the suspect and incident as possible before the interrogation.
- 8.3. • Identify what elements of the crime must be proven prior to the interrogation.
- 8.4. • Assess what evidence is available and assess what evidence is still needed and how it can be obtained.
- 8.5. • Create an effective interrogation environment (room set up, number of interviewers, etc.).
- 8.6. Engage and Explain:
- 8.7. • Introduce self and provide instructions and explain the procedure for the interrogation.
- 8.8. • Encourage the suspect to provide information freely rather than only responding to specific questions.
- 8.9. • Take time to explain what is going to happen and explain the expectations of the suspect during the interrogation.
- 8.10. Account Clarification and Challenge:
- 8.11. • Ask the suspect to tell, in his/her own words, what happened with minimal interruptions.
- 8.12. • After the suspect provides a narrative, follow up with relevant, probing questions.
- 8.13. • Challenge the suspect's account when necessary.
- 8.14. Closure:
- 8.15. • Review notes and other materials for completeness and accuracy.
- 8.16. • Ask the suspect if there is anything he/she wants to add.
- 8.17. • Encourage the suspect to contact you if he/she has more information in the future.
- 8.18. • Thank the suspect for his/her cooperation and close the interview.
- 8.19. Evaluation:
- 8.20. • Examine whether the goals and objectives for the interrogation were achieved.
- 8.21. • Review the investigation in light of the information obtained during the interrogation.
- 8.22. • Reflect upon how well you conducted the interrogation and consider what improvements could be made in the future.
- 8.23. Additional Performance Criteria:
- 8.24. • Understand that custodial questioning requires Miranda warnings to be given and requires that the suspect voluntarily agree to answer questions.
- 8.25. • Explain the steps used to record custodial interrogations.
- 8.26. • Describe techniques you can use when an interviewee fails to cooperate in an interview/interrogation.
- 8.27. • Describe what ethical interviewing means and how to apply ethical principles during an interview/interrogation.
- 8.28. • Assess the credibility of an individual's story or answers to your questions during an interview/interrogation.

Learning Objectives

- 8.a. III.A.2.1. Analyze the steps for conducting an interrogation.
- 8.b. III.A.2.2. Describe the requirements for electronic recording of custodial questioning.
- 8.c. III.A.2.3. Develop a plan to handle resistance from suspects.
- 8.d. III.A.2.4. Discuss the factors that can lead to false confessions.

9. III.B.1. Prepare for court.

Assessment Strategies

- 9.1. describe an officer's role in a preliminary hearing and a criminal trial

Criteria

- 9.1. Preliminary Hearing:
- 9.2. • Describe that in felony cases, a preliminary hearing is held (unless the defendant waives his or her right to have one) to determine whether a crime was committed and whether there is probable cause to believe that the defendant committed the crime.
- 9.3. • Describe that a preliminary hearing is held before a judge, not a jury.
- 9.4. • Identify that the prosecutor presents the complaint (usually based on the arresting officer's arrest report and any other associated reports).
- 9.5. • Identify that the defense argues either that a crime was not committed or (more often) that the evidence against his or her client does not rise to the level of probable cause.
- 9.6. • Identify that if the judge finds in favor of the prosecution, the defendant enters a plea, and a trial date is set.
- 9.7. • If subpoenaed to testify at a preliminary hearing, review the criminal complaint (often attached to the subpoena).
- 9.8. Criminal Trial:
- 9.9. • For a criminal trial review their report and everything else that is available.
- 9.10. • Become as familiar with the case as possible.
- 9.11. • Explain that in some cases, the prosecutor may want to discuss the officer's testimony with before trial.

Learning Objectives

- 9.a. III.B.1.1. Explain the roles of the prosecutor and defense attorney.
- 9.b. III.B.1.2. Describe what happens at a preliminary hearing.
- 9.c. III.B.1.3. Describe the steps officers should use to prepare their testimony for a trial.
- 9.d. III.B.1.4. Describe the differences between the kinds of questions that can be asked on direct and cross-examination.
- 9.e. III.B.1.5. Define a "leading question."
- 9.f. III.B.1.6. Define a "hostile witness."

10. III.B.2. Describe how to be an effective witness.

Assessment Strategies

- 10.1. discuss tips for testifying in court

Criteria

- 10.1. student describes the importance of presenting themselves as a professional in both appearance and demeanor.
- 10.2. student explains that they want their appearance to convey to the jury that they are a competent, careful, and thorough investigator.
- 10.3. student describes two aspects that affect first impressions: how an officer dresses and how they carry themselves.
- 10.4. student describes how an officer's demeanor - their body language, tone of voice, and facial expressions - contribute more than actual words to the jury's impression of the officer.
- 10.5. student discusses how they should look and act in court (look interested and open to questions from both the prosecuting attorney and the defense attorney, look at both the attorney asking the questions and the jury, remain calm and attentive, and stay professional).
- 10.6. student explains that an officer's behaviors and actions, even on social media such as Facebook, etc., can discredit an officer by calling their ethics, morals, and community trust into question.

Learning Objectives

- 10.a. III.B.2.1. Present a positive, professional image and demeanor in court.
- 10.b. III.B.2.2. Answer questions accurately.
- 10.c. III.B.2.3. Avoid traps when testifying in court.
- 10.d. III.B.2.4. Describe officer behaviors that can discredit an officer on the stand.

11. III.B.3. Testify as a witness in court.

Assessment Strategies

- 11.1. testimony on direct examination

11.2. cross-examination in a simulated environment

Criteria

- 11.1. Answer questions accurately:
- 11.2. • Ensure they understand what is being asked and that it is appropriate for them to respond (if they do not understand a question, ask for clarification).
- 11.3. • Ensure they answer the question that is asked and then stop (resist the temptation to explain or justify your actions beyond what is requested in the question, particularly on cross-examination).
- 11.4. • Make sure the answer is as accurate as they can make it (always tell the truth no matter what).
- 11.5. Avoid traps:
- 11.6. • Explain that verbal traps are designed to make you do one of two things: become defensive and say something that can be used to undermine your testimony.
- 11.7. • Explain that the first category includes questions that are aimed to make you feel that you haven't done something that you should have done or, conversely, that you have done something you shouldn't have.
- 11.8. • Explain that the second category deals with how you prepared for testimony and includes questions that are aimed to elicit statements from you that could be damaging.
- 11.9. • Explain that you should not try to outsmart the attorney, instead, just do your best to be straightforward, neutral, and professional and to answer questions honestly and forthrightly.

Learning Objectives

- 11.a. III.B.3.1. In a simulated environment, give testimony on direct examination.
- 11.b. III.B.3.2. Undergo cross-examination.

12. III.R.1. Analyze facts, circumstances, and situations and determine which, if any, crimes involving drugs, alcohol or other criminal activity have been committed.

Assessment Strategies

- 12.1. criminal activity case study

Criteria

- 12.1. student analyzes facts and circumstances of the case study and determines the correct crime.
- 12.2. student identifies the specific criminal statute and applicable subparagraphs that were violated.
- 12.3. student identifies special legal circumstances including self defense, attempt, party to a crime and defense of property.
- 12.4. student determines whether each element is present or not and make the correct arrest decision.
- 12.5. student identifies evidence that supports each element.
- 12.6. student identifies questions that need to be asked of people involved that are necessary to support the elements.

Learning Objectives

- 12.a. III.R.1.1 Identify the types, classifications, and characteristics of controlled substances.
- 12.b. III.R.1.2 Identify the elements of possession of a controlled substance (Wis. Stats. §961.41(3g)).
- 12.c. III.R.1.3 Identify the elements of possession of drug paraphernalia (Wis. Stats. §961.573).
- 12.d. III.R.1.4 Identify the elements of endangering safety by use of a dangerous weapon (Wis. Stats. §941.20).
- 12.e. III.R.1.5 Identify the elements of resisting or obstructing an officer (Wis. Stats. §946.41).
- 12.f. III.R.1.6 Identify the elements of disorderly conduct (Wis. Stats. §947.01).
- 12.g. III.R.1.7 Identify the elements of unlawful use of a telephone (Wis. Stats. §947.012).
- 12.h. III.R.1.8 Name the drug, alcohol or other crimes that have occurred in simulated cases.
- 12.i. III.R.1.9 Identify the specific criminal statutes and applicable subparagraphs that were violated in simulated cases.

13. III.R.2. Analyze facts, circumstances, and situations and determine which, if any, forfeiture offenses have been committed.

Assessment Strategies

- 13.1. forfeiture offense case study

Criteria

- 13.1. student analyzes the facts and circumstances of the case study and determine the correct violation.
- 13.2. student identifies the specific criminal statute and applicable subparagraphs that were violated.
- 13.3. student determines whether each element is present or not.
- 13.4. student identifies evidence that supports each element.

- 13.5. student identifies questions that need to be asked of people involved that are necessary to support the elements.
- 13.6. student completes the correct citation for the violation.

Learning Objectives

- 13.a. III.R.2.1. Identify the elements of underage drinking (Wis. Stats §125.07).
- 13.b. III.R.2.2 Identify the elements of status and non-criminal offenses (tobacco, curfew, truancy).
- 13.c. III.R.2.3 Discuss offenses where officers may exercise discretion to cite as an ordinance or refer for criminal charges.

14. III.R.3. Analyze facts, circumstances, and situations and determine which, if any, crimes against persons have been committed.

Assessment Strategies

- 14.1. determine the crimes against person(s) and list supporting evidence for each element

Criteria

- 14.1. student analyzes the facts and circumstances of each situation and determine the correct crime.
- 14.2. student identifies the specific criminal statute and applicable subparagraphs that were violated.
- 14.3. student identifies special legal circumstances including self defense, attempt, party to a crime and defense of property.
- 14.4. student determines whether each element is present or not and make the correct arrest decision.
- 14.5. student identifies evidence that supports each element.
- 14.6. student identifies questions that need to be asked persons involved that are necessary to support the elements.
- 14.7. student completes a charging sheet.

Learning Objectives

- 14.a. III.R.3.1. Identify the elements of homicide (Chapter 940).
- 14.b. III.R.3.2. Identify the elements of battery (Wis. Stats. §940.19).
- 14.c. III.R.3.3. Identify the elements of sexual assault (Wis. Stats. §940.225).
- 14.d. III.R.3.4. Identify the elements of sexual assault of a child (Wis. Stats. §948.02).
- 14.e. III.R.3.5. Identify the elements of physical abuse of a child (Wis. Stats. §948.03).
- 14.f. III.R.3.6. Identify the name of the crimes against persons in simulated cases.
- 14.g. III.R.3.7. Identify the specific criminal statutes and applicable subparagraphs that were violated in simulated cases.
- 14.h. III.R.3.8. Describe what information should be included in a crime against person(s) incident report.

15. III.R.4. Analyze facts, circumstances, and situations and determine which, if any, crimes against property have been committed.

Assessment Strategies

- 15.1. determine the crimes against property and provide supporting evidence for each element.

Criteria

- 15.1. student analyzes the facts and circumstances of each situation and determine the correct crime.
- 15.2. student identifies the specific criminal statute and applicable subparagraphs that were violated.
- 15.3. student identifies special legal circumstances including self defense, attempt, party to a crime and defense of property.
- 15.4. student determines whether each element is present or not and make the correct arrest decision.
- 15.5. student identifies evidence that supports each element.
- 15.6. student identifies questions that need to be asked persons involved that are necessary to support the elements.
- 15.7. student completes a charging sheet.

Learning Objectives

- 15.a. III.R.4.1. Identify the elements of criminal damage to property (Wis. Stats. §943.01).
- 15.b. III.R.4.2. Identify the elements of burglary (Wis. Stats. §943.10).
- 15.c. III.R.4.3. Identify the elements of theft (Wis. Stats. §943.20).
- 15.d. III.R.4.4. Identify the elements of operating a vehicle without the owner's consent (Wis. Stats. §943.23).
- 15.e. III.R.4.5. Identify the elements of robbery (Wis. Stats. §943.32).
- 15.f. III.R.4.6. Identify the elements of retail theft (Wis. Stats. §943.50).
- 15.g. III.R.4.7. Identify the name of the crimes against property in simulated cases.
- 15.h. III.R.4.8. Identify the specific criminal statutes and applicable subparagraphs that were violated in

simulated cases.

- 15.i. III.R.4.9. Describe what information should be included in a property crime incident report.

16. III.X.1. Review the role evidence plays in criminal investigations and prosecutions.

Assessment Strategies

- 16.1. review the basics before processing a mock crime scene

Criteria

- 16.1. student reviews procedures to protect all evidence

Learning Objectives

- 16.a. III.X.1.1. Review the principles of evidence collection.
16.b. III.X.1.2. Apply the rules of evidence.
16.c. III.X.1.3. Review the various types of physical evidence.

17. III.X.2. Apply the steps for processing crime scenes.

Assessment Strategies

- 17.1. process a mock crime scene (mandatory PAT)

Criteria

- 17.1. student evaluates current legal ramifications of crime scene searches.
17.2. student discusses the upcoming search with personnel.
17.3. student selects, when feasible, a person-in-charge prior to arriving on scene.
17.4. student controls the scene and keep unauthorized persons out.
17.5. student approaches the scene carefully.
17.6. student secures and protects the scene.
17.7. student initiates a preliminary survey.
17.8. student conducts a final survey.
17.9. student releases the scene only after the final survey.

Learning Objectives

- 17.a. III.X.2.1. Review the steps within the RESPOND model as relating to a criminal investigation.
17.b. III.X.2.2. Explain how to manage a crime scene in a simulated environment.

18. III.X.3. Apply appropriate strategies to locate, handle, and package evidentiary items.

Assessment Strategies

- 18.1. handling evidence from a mock crime scene (mandatory PAT)

Criteria

- 18.1. student takes control of the scene on arrival.
18.2. student marks evidence location on a diagram/sketch.
18.3. student ensures that the evidence or container is initialed by the investigator collecting the evidence.
18.4. student seals all evidence containers at the crime scene.
18.5. student does not handle items excessively.
18.6. student does not guess on packaging requirements – different types of evidence can require different containers.
18.7. student wears gloves.
18.8. student allows wet or damp evidence to dry before sealing.
18.9. student assumes that any relatively smooth area that gloves touch will destroy identifiable latent prints.
18.10. student avoids unnecessary writing or marking on surfaces to be processed for latent prints.
18.11. student uses a pencil for marking porous items.
18.12. student avoids taping or sticking labels on the surfaces to be processed for latent prints.
18.13. student describes crime scene considerations regarding digital evidence.
18.14. student discusses what digital forensics is, when it is needed, and why.
18.15. student describes how to collect and handle the electronic device to prevent data from being destroyed or lost.
18.16. student maintains a chain of custody.

Learning Objectives

- 18.a. III.X.3.1. Review the collection and preservation process of evidentiary items.
18.b. III.X.3.2. Review the chain of custody.
18.c. III.X.3.3. Review the process for preserving, handling and collecting digital evidence (computers, iPads,

cell phones, GPS devices, storage devices, improvised electronic devices, etc.).

18.d. III.X.3.4. Demonstrate a crime scene search during simulation.

18.e. III.X.3.5. Demonstrate handling and packaging evidentiary items.

19. III.X.4. Document the crime scene. *

Assessment Strategies

19.1. documenting and sketching a mock crime scene (mandatory PAT)

Criteria

- 19.1. student's interview questions include asking for user names, passwords, encryption, online account information, data storage/backups, networks and wireless devices, and case type specific questions – information must legally be obtained (search and seizure rules).
- 19.2. student prepares a narrative description
- 19.3. student does not permit the narrative to degenerate into a sporadic and unorganized attempt to recover physical evidence
- 19.4. student documents first - collects second (under most circumstances)
- 19.5. student begins photography as soon as possible
- 19.6. student ensures a progression of overall, medium and close-up photos is established
- 19.7. student uses a photographic log, a scale when needed, and take photos from eye-level
- 19.8. student prepares a diagram or sketch of the scene
- 19.9. student represents the scene in a "general to specific" scheme
- 19.10. student makes a rough sketch (normally not to scale) to use as a model for a finished sketch
- 19.11. the rough sketch includes specific location
- 19.12. the rough sketch includes date, time, case identifier, and preparer
- 19.13. the rough sketch includes weather and lighting conditions
- 19.14. the rough sketch includes a scale or scale disclaimer (as appropriate)
- 19.15. the rough sketch includes compass orientation
- 19.16. the rough sketch identifies evidence locations
- 19.17. the rough sketch includes measurements
- 19.18. the rough sketch includes a key or legend

Learning Objectives

- 19.a. III.X.4.1. Review the different processes to document (videotape, photos, sketches, diagrams, report, etc).
- 19.b. III.X.4.2. Review interview considerations regarding digital evidence (asking for user names, passwords, online account information, data storage/backups, networks, wireless devices, and case type specific questions).
- 19.c. III.X.4.3. Prepare a written police report of observations and actions during a simulated crime scene.