



Western Technical College

## 30504508 Principles of Investigations

### Course Outcome Summary

#### Course Information

<b>Description</b>	Through classroom lecture, and on-campus lab, and WI Department of Justice 720 Academy integration exercises students will learn and apply skills addressed in the following Phase II topics of the WI Department of Justice 720 Academy curriculum framework: Constitutional Law II, Physical Evidence Collections, and Crisis Management. The Phase II Written Exam will be given in this course.
<b>Career Cluster</b>	Law, Public Safety, Corrections and Security
<b>Total Credits</b>	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. II.X.1. Describe the role evidence plays in criminal investigations and prosecutions.

#### Assessment Strategies

- 1.1. Critique

#### Criteria

- 1.1. critique includes a clear explanation of procedures to protect all evidence.
- 1.2. critique includes a summary of the custody chain in both cases.
- 1.3. critique identifies any mistakes made with the custody chain in the case studies.

#### Learning Objectives

- 1.a. II.X.1.1. Articulate the principles of evidence collection.
- 1.b. II.X.1.2. Apply the rules of evidence.
- 1.c. II.X.1.3. Describe the various types of physical evidence.

### 2. II.X.2. Apply the steps for processing crime scenes.

#### Assessment Strategies

- 2.1. process a mock crime scene

#### Criteria

- 2.1. student evaluates current legal ramifications of crime scene searches.
- 2.2. student discusses the upcoming search with personnel.
- 2.3. student selects, when feasible, a person-in-charge prior to arriving on scene.
- 2.4. student controls the scene and keep unauthorized persons out.
- 2.5. student approaches the scene carefully.
- 2.6. student secures and protects the scene.
- 2.7. student initiates a preliminary survey.
- 2.8. student conducts a final survey.
- 2.9. student releases the scene only after the final survey

#### Learning Objectives

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

### 3. II.X.3. Apply appropriate strategies to locate, handle, and package evidentiary items.\*

#### Assessment Strategies

- 3.1. handling evidence from crime scene (mandatory PAT)

#### Criteria

- 3.1. student takes control of the scene on arrival
- 3.2. student marks evidence location on a diagram/sketch.
- 3.3. student ensures that the evidence or container is initialed by the investigator collecting the evidence.
- 3.4. student seals all evidence containers at the crime scene.
- 3.5. student does not handle items excessively.
- 3.6. student does not guess on packaging requirements – different types of evidence can require different containers.
- 3.7. student always wears gloves.

- 3.8. student allows wet or damp evidence to dry before sealing.
- 3.9. student assumes that any relatively smooth area that gloves touch will destroy identifiable latent prints.
- 3.10. student avoids unnecessary writing or marking on surfaces to be processed for latent prints.
- 3.11. student uses a pencil for marking porous items.
- 3.12. student avoids taping or sticking labels on the surfaces to be processed for latent prints.
- 3.13. student describes crime scene considerations regarding digital evidence.
- 3.14. student discusses what digital forensics is, when it is needed, and why.
- 3.15. student describes how to collect and handle the electronic device to prevent data from being destroyed or lost.
- 3.16. student maintains a chain of custody.

#### **Learning Objectives**

- 3.a. II.X.3.1. Explain the collection and preservation process of evidentiary items.
- 3.b. II.X.3.2. Explain the chain of custody.
- 3.c. II.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.).
- 3.d. II.X.3.4. Demonstrate a crime scene search during simulation.
- 3.e. II.X.3.5. Demonstrate handling and packaging evidentiary items.

### **4. II.X.4. Document the crime scene. \***

#### **Assessment Strategies**

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

#### **Criteria**

- 4.1. student prepares a narrative description
- 4.2. student does not permit the narrative to degenerate into a sporadic and unorganized attempt to recover physical evidence
- 4.3. student documents first - collect second (under most circumstances)
- 4.4. student begins photography as soon as possible
- 4.5. student ensures a progression of overall, medium and close-up photos is established
- 4.6. student uses a photographic log, a scale when needed, and take photos from eye-level
- 4.7. student prepares a diagram or sketch of the scene
- 4.8. student represents the scene in a "general to specific" scheme
- 4.9. student makes a rough sketch (normally not to scale) to use as a model for a finished sketch
- 4.10. the rough sketch includes specific location
- 4.11. the rough sketch includes date, time, case identifier, and preparer
- 4.12. the rough sketch includes weather and lighting conditions
- 4.13. the rough sketch includes a scale or scale disclaimer (as appropriate)
- 4.14. the rough sketch includes compass orientation
- 4.15. the rough sketch identifies evidence locations
- 4.16. the rough sketch includes measurements
- 4.17. the rough sketch includes a key or legend

#### **Learning Objectives**

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

### **5. II.X.5. Recognize the unique investigative issues for crimes against life.**

#### **Assessment Strategies**

- 5.1. developing an outline of investigative issues for crimes against life

#### **Criteria**

- 5.1. outline identifies who, or whom, to contact in the event of a crime against life or a death investigation
- 5.2. outline includes the main details about what happened
- 5.3. outline includes only relevant and necessary details of the investigation

#### **Learning Objectives**

- 5.a. II.X.5.1. Describe the factors required to determine whether a crime was committed (where is victim, is

- death accidental, natural causes, or intentional).
- 5.b. II.X.5.2. Describe the unique physical evidence in crimes against life (victim as physical evidence, method, means, manner).
- 5.c. II.X.5.3. Describe the appropriate procedures for death investigation (the roles of law enforcement, coroner, scene management and release, autopsy, death notification).

**6. II.X.6. Apply appropriate strategies to secure the scene, collect and preserve evidence, and investigate a death.**

**Assessment Strategies**

- 6.1. investigate a simulated death scenario
- 6.2. write a report that analyzes the steps and processes in an actual death investigation

**Criteria**

- 6.1. death investigation report includes a description of the situation and scene of the death
- 6.2. death investigation report includes a sketch of the scene
- 6.3. death investigation report identifies the next steps

**Learning Objectives**

- 6.a. II.X.6.1. Conduct an investigation of a simulated death scene to determine whether a crime was committed.
- 6.b. II.X.6.2. Properly identify, collect, and preserve evidence from a simulated crime scene involving a death

**7. II.Q.1. Explain the 4th Amendment requirements with regards to searches by law enforcement.**

**Assessment Strategies**

- 7.1. identify the main search related themes that are addressed by the 4th Amendment

**Learning Objectives**

- 7.a. II.Q.1.1. Describe the circumstances in which there is a reasonable expectation of privacy.
- 7.b. II.Q.1.2. Identify the requirements for searching or seizing when a reasonable expectation of privacy exists

**8. II.Q.2. Identify the requirements that pertain to search warrants.**

**Assessment Strategies**

- 8.1. Probable Cause Affidavit

**Criteria**

- 8.1. Probable Cause Affidavit establishes probable cause to believe the named person committed the crime.
- 8.2. Probable Cause Affidavit details how the officer established probable cause.
- 8.3. Probable Cause Affidavit describes specifically the person to be arrested or the location to be searched.
- 8.4. Probable Cause Affidavit addresses each element of the crime.

**Learning Objectives**

- 8.a. II.Q.2.1. Describe the level of proof required to obtain a search warrant.
- 8.b. II.Q.2.2. Describe the procedure for obtaining and executing a search warrant.
- 8.c. II.Q.2.3. Describe forcible entry and no-knock issues as they relate to search warrants.
- 8.d. II.Q.2.4. Explain the scope of a search with a warrant and when it must be terminated.
- 8.e. II.Q.2.5. Describe items that may be temporarily seized for officer and public safety.
- 8.f. II.Q.2.6. Define contraband and the requirements for its seizure.
- 8.g. II.Q.2.7. Describe items that may be seized pursuant to a valid warrant.
- 8.h. II.Q.2.8. Describe the authority and scope of search warrants regarding electronic devices and cell phones.

**9. II.Q.3. Analyze the aspects of consent searches**

**Assessment Strategies**

- 9.1. discuss the guidelines for consent searches

**Criteria**

- 9.1. student describes who can give consent to search.
- 9.2. student explains that consent must be given voluntarily.
- 9.3. student explains the scope of a consent search.
- 9.4. student explains when a consent search must be terminated

### **Learning Objectives**

- 9.a. II.Q.3.1. Explain when a valid consent search can be made and what can be searched.
- 9.b. II.Q.3.2. Describe circumstances regarding third party consent searches.
- 9.c. II.Q.3.3. Describe issues for conducting searches during a traffic stop.
- 9.d. II.Q.3.4. Describe when a consent search must be terminated.

## **10. II.Q.4. Analyze exceptions to the search warrant requirement.**

### **Assessment Strategies**

- 10.1. discuss the guidelines for searches without warrants

### **Criteria**

- 10.1. student discusses at least six exceptions to the warrant requirement.
- 10.2. student describes the most common search-related activities not covered by the 4th Amendment.
- 10.3. student clarifies exactly what the 4th Amendment is not applicable for “open fields,” “curtilage,” “open view,” and “plain view.”

### **Learning Objectives**

- 10.a. II.Q.4.1. Compare “open view” to “plain view” and how it relates to search and seizure law.
- 10.b. II.Q.4.2. Describe the authority and limitations of a search incident to arrest as it relates to searches of persons, vehicles and residences.
- 10.c. II.Q.4.3. Describe the automobile exception to the warrant requirement, aka the Carroll Doctrine, and describe the permissible scope of a search under this doctrine.
- 10.d. II.Q.4.4. Describe the inventory exception to the warrant requirement.
- 10.e. I.Q.4.5. Describe the authority to make a warrantless entry to a residence based on exigent circumstances (hot pursuit).
- 10.f. II.Q.4.6. Describe the authority and scope of searches under special circumstances including probation, school, community caretaker, emergency, inspection of jail and prison cells, dog sniffs, and flyovers.
- 10.g. II.Q.4.7. Compare “open fields” to curtilage where the 4th Amendment does not apply.
- 10.h. II.Q.4.8. Describe the authority and scope of searches under special circumstances including abandoned property and garbage.

## **11. II.Q.5. Identify the special requirements for searching disabled persons and strip searches.**

### **Assessment Strategies**

- 11.1. compare the requirements for conducting routine searches with those for searching a disabled person and for those conducting strip searches

### **Criteria**

- 11.1. student compares the differences and similarities between routine searches and those of a disabled person.
- 11.2. student explains the limitations of searches of a disabled person.
- 11.3. student compares the differences between a strip search and search incident to arrest.
- 11.4. student recognizes the legal requirements for a strip search.

### **Learning Objectives**

- 11.a. II.Q.5.1. Describe the requirements for conducting a search of a physically disabled person (Wis. Stats 968.256).
- 11.b. II.Q.5.2. Describe a strip search and the requirements for conducting a strip search (Wis. Stats. 968.255).

## **12. II.E.1. Explain the concept of a crisis and the phases of an emotional response to a crisis.**

### **Assessment Strategies**

- 12.1. Essay

### **Criteria**

- 12.1. essay describes the range of behaviors that emotionally disturbed persons are likely to display in crisis situations
- 12.2. essay includes what law enforcement officers will need to address

### **Learning Objectives**

- 12.a. II.E.1.1. Identify factors which constitute a crisis.
- 12.b. II.E.1.2. Identify common stages of a crisis.

12.c. II.E.1.3. Identify the phases of an emotional response to a crisis.

**13. II.E.2. Explain crisis intervention and the magnitude of crisis situations encountered by law enforcement officers.**

**Assessment Strategies**

13.1. complete emergency detention and emergency protective placement forms

**Criteria**

- 13.1. form presents an accurate account of the background information.
- 13.2. form includes an accurate account of the situation.
- 13.3. form is written in a factual manner.
- 13.4. form presents information in an organized (chronological) fashion.

**Learning Objectives**

- 13.a. II.E.2.1. Identify the key provisions of Wis. Stat. § 51.15, regarding conducting emergency detentions of persons.
- 13.b. II.E.2.2. Define an "Intoxicated person" according to Wis. Stat. § 51.45(2)(f).
- 13.c. II.E.2.3. Define the term "incapacitated by alcohol" according to Wis. Stat. § 51.45(2)(d).
- 13.d. II.E.2.4. Identify the criteria that a law enforcement officer is to use when determining the appropriateness of taking a person into custody for purposes of emergency detention, under Wis. Stat. § 51.15.
- 13.e. II.E.2.5. Identify the requirements under Wis. Stat. § 51.45(11)(b), for a law enforcement officer in responding to a person who meets the statutory definition of a person who is "incapacitated by alcohol."
- 13.f. II.E.2.6. Identify the key provisions of Wis. Stat. § 55.06(11), regarding conducting emergency protective placements of persons.

**14. II.E.3. Identify key concepts and elements associated with law enforcement response to people in crisis and identify community resources available to help the law enforcement response.**

**Assessment Strategies**

14.1. Flowchart

**Criteria**

- 14.1. flowchart classifies law enforcement responses to crisis intervention situations
- 14.2. flowchart lists community resources that help the officer respond to the situation, including mental health agencies, agencies specializing in AODA treatment, and agencies specializing in Alzheimer's patients

**Learning Objectives**

- 14.a. II.E.3.1. Identify the recommended guidelines for a law enforcement officer to follow when responding to a person with a possible mental disorder.
- 14.b. II.E.3.2. Identify the recommended guidelines for a law enforcement officer to follow when responding to a person in an apparent suicidal crisis.
- 14.c. II.E.3.3. Identify the recommended guidelines for a law enforcement officer to follow when responding to a person who has or may have an intellectual disability or another form of developmental disability.
- 14.d. II.E.3.4. Identify the recommended guidelines for a law enforcement officer to follow when responding to a person who has or may have Alzheimer's disease or another form of dementia.
- 14.e. II.E.3.5. Recognize the signs and symptoms of Traumatic Brain Injuries (TBI) and identify the recommended guidelines for a law enforcement officer to follow when responding to a person with a possible TBI.
- 14.f. II.E.3.6. Recognize the signs and symptoms of Post Traumatic Stress Disorder (PTSD) and identify the recommended guidelines for a law enforcement officer to follow when responding to a person with PTSD.
- 14.g. II.E.3.7. Identify major mental health and community resources available in the student's own community available to assist law enforcement officers.
- 14.h. II.E.3.8. Identify local Alcohol and other Drug Abuse (AODA) detoxification and treatment facilities.
- 14.i. II.E.3.9. Identify Alzheimer's resources and other local support groups.

**15. II.E.4. Apply crisis intervention principles and techniques.**

**Assessment Strategies**

15.1. respond to a crisis intervention contact

**Criteria**

- 15.1. student follows the RESPOND model when approaching the scene.
- 15.2. student dialogues with the subject in accordance with professional procedures.
- 15.3. student continually assesses the situation for unsafe conditions and maintain appropriate distances.
- 15.4. student chooses an appropriate resolution to the contact and acts according to the chosen resolution.

#### **Learning Objectives**

- 15.a. II.E.4.1. Apply pre-intervention preparation strategies in crisis intervention situations.
- 15.b. II.E.4.2. Demonstrate application of the crisis intervention format in simulated situations.
- 15.c. II.E.4.3. Devise resolution strategies for use in crisis intervention situations.
- 15.d. II.E.4.4. Implement resolution strategies in crisis intervention situations.

### **16. II.E.5. Articulate the decision-making process taken to manage persons in crisis.**

#### **Assessment Strategies**

- 16.1. students will verbally explain and write a report of the actions taken in a simulated crisis intervention contact

#### **Learning Objectives**

- 16.a. II.E.5.1. Verbally explain crisis intervention actions taken and the reason(s) for such actions, based on a simulated situation involving a law enforcement contact with an emotionally disturbed person or persons (EDP).
- 16.b. II.E.5.2. Complete a written statement of emergency detention, which includes minimum information specified in Wis. Stats. §§ 51.15(4) and (5), based on a simulated situation.
- 16.c. II.E.5.3. Complete a written statement of observations regarding a person who may require emergency protective placement under Wis. Stat. § 55.06, based on a simulated situation.
- 16.d. II.E.5.4. Prepare a written incident report which satisfactorily describes crisis intervention actions taken and the reason(s) for such actions, based on a simulated situation involving a law enforcement contact with an emotionally disturbed person or persons (EDP).

### **17. II.E.6. Describe the role of an advocacy group in the criminal justice community.**

#### **Assessment Strategies**

- 17.1. Oral presentation

#### **Criteria**

- 17.1. oral report includes a brief introduction to the community organization.
- 17.2. oral report summarizes the services provided by the organization.
- 17.3. oral report describes when it would be appropriate to contact the organization.
- 17.4. oral report describes how law enforcement and the community organization might interact.

#### **Learning Objectives**

- 17.a. II.E.6.1. Identify the advocacy groups in the student's own community.
- 17.b. II.E.6.2. Describe how services available through advocacy groups can assist law enforcement.