

Criminal Investigation Theory- WIDOJ Course Requirements

W

**Certification Track Student Candidate Name:** Click here to enter text.

**Course #** Click here to enter text.

**Semester:** Click here to enter a date.

**WIDOJ Areas Covered During this Course:**

Physical Evidence Collection - 8 hours

Victims - 8 hours
Domestics - 12 hours
Sexual Assault - 12 hours

Choose an item.**Student Successfully Met Certification Track Requirements for this Course** (Yes or no)

Choose an item.**Documentation of Attendance** (number of hours absent during the program)

Student was absent for not more than 10% of the course or core material.

 **Examination results (scores)** \*Retake only necessary if applicable

Choose an item.A. Physical Evidence Collection Examination

 Retake of exam Click here to enter text.

Choose an item. B. Victims

 Retake of exam Click here to enter text.

Choose an item.C. Domestics

 Retake of exam Click here to enter text.

Choose an item. D. Sexual Assaults

 Retake of exam Click here to enter text.

Choose an item. Required competencies and learning objectives issued via instructor syllabus per WIDOJ requirements.

 Choose an item. Student acknowledgement of course grading, attendance requirements, and disciplinary Procedures.

 Choose an item. **Required PAT #1 (score)**

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| **VI-B-3 Apply appropriate strategies to locate, handle, and package evidentiary items. \*\*\*** |
|  | *You will demonstrate your competence:* |
|   | * \*\*\* by handling simulated evidence from a mock crime scene (mandatory for recruits)
 |
|  | *Your performance will be successful when:* |
|   | * you take control of the scene on arrival
 |
|   | * you mark evidence location on diagram / sketch
 |
|   | * you ensure that the evidence or container is initialed by the investigator collecting the evidence
 |
|   | * you seal all evidence containers at the crime scene
 |
|   | * you do not handle items excessively
 |
|   | * you do not guess on packaging requirements - different types of evidence can necessitates different containers
 |
|   | * you always wear gloves
 |
|   | * you allow wet or damp evidence to dry before sealing
 |
|   | * you assume that any relatively smooth area that your gloves touch will destroy identifiable latent prints
 |
|   | * you avoid unnecessary writing of marking on surfaces to be processed for latent prints
 |
|   | * you use a pencil for marking porous items
 |
|   | * you avoid taping or sticking labels on the surfaces to be processed for latent prints
 |
|   | * you maintain a chain of custody form
 |
|   | **Learning Objectives** |
|   | VI-B-3.1 Explain the collection and preservation process of evidentiary items.  |
|   | VI-B-3.2 Explain the chain of custody. |
|   | VI-B-3.3 Demonstrate a crime scene search during simulation. |
|   | VI-B-3.4 Demonstrate handling and packaging evidentiary items. |

\_\_\_\_\_ **Required PAT #2 (score)**

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| --- | --- |
|  |  |
|  |  |
| **VI-B-4 Document the crime scene. \*\*\*** |
|  | *You will demonstrate your competence:* |
|   | * \*\*\* by documenting a mock crime scene (mandatory for recruits)
 |
|   | * \*\*\* by sketching a mock crime scene (mandatory for recruits)
 |
|  | *Your performance will be successful when:* |
|   | * you prepare a narrative description
 |
|   | * you do not permit the narrative to degenerate into a sporadic and unorganized attempt to recover physical evidence
 |
|   | * you document first - collect second (under most circumstances)
 |
|   | * you begin photography as soon as possible
 |
|   | * you ensure a progression of overall, medium and close-up photos is established
 |
|   | * you use a photographic log, a scale when needed, and take photos from eye-level
 |
|   | * you prepare a diagram or sketch of the scene
 |
|   | * you represent the scene in a "general to specific" scheme
 |
|   | * you make a rough sketch (normally not to scale) to use as a model for a finished sketch
 |
|   | * rough sketch includes specific location
 |
|   | * rough sketch includes date, time, case identifier, and preparer
 |
|   | * rough sketch includes weather and lighting conditions
 |
|   | * rough sketch includes a scale or scale disclaimer (as appropriate)
 |
|   | * rough sketch includes compass orientation
 |
|   | * rough sketch identifies evidence locations
 |
|   | * rough sketch includes measurements
 |
|   | * rough sketch includes a key or legend
 |
|   | **Learning Objectives** |
|   | VI-B-4.1 Explain the different processes to document (videotape, photos, sketches, diagrams, report, etc). |
|   | VI-B-4.2 Prepare a written police report of observations and actions during a simulated crime scene. |

\_\_\_\_\_ **Required PAT #3 (score)**

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| **VI-C-3 Apply appropriate interview techniques with adult or child victims. \*\*\*** |
|  | *You will demonstrate your competence:* |
|   | * \*\*\* by conducting an interview of a simulated adult and/or child victim (mandatory for recruits)
 |
|  | *Your performance will be successful when:* |
|   | * interview is friendly in tone
 |
|   | * interview is preceded with introductions and identification
 |
|   | * interview is professional in tone
 |
|   | * interview gathers complete information
 |
|   | * you use both open-ended, specific and follow-up questions in your interview
 |
|   | **Learning Objectives** |
|   | VI-C-3.1 Identify issues of victimization as applicable to the interview. |
|   | VI-C-3.2 Demonstrate ability to interview a variety of victims in simulated exercise (Alzheimer, children, developmentally challenged, different ethnicity than officer). |

\_\_\_\_\_ **Completed the below listed core competencies during the semester (one initial denotes each competency):**

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| **Competencies** |
| **VI-B-1 Describe the role evidence plays in criminal investigations and prosecutions.** |
|  | *You will demonstrate your competence:* |
|   | * by critiquing two case studies: one where the evidence chain was in place and one where it was not
 |
|  | *Your performance will be successful when:* |
|   | * critique includes a clear explanation of procedures to protect all evidence
 |
|   | * critique includes a summary of the custody chain in both cases
 |
|   | * critique summary accurately identifies any mistakes made with the custody chain in the case studies
 |
|   | * critique includes both positive and negative comments
 |
|   | * critique is well organized
 |
|   | * critique is clear and concise
 |
|   | * critique evidences correct grammar, punctuation, and spelling
 |
|   | **Learning Objectives** |
|   | VI-B-1.1 Articulate the principles of evidence collection. |
|   | VI-B-1.2 Apply the rules of evidence. |
|   | VI-B-1.3 Describe the various types of physical evidence. |
| **VI-B-2 Apply the steps for processing crime scenes.**  |
|  | *You will demonstrate your competence:* |
|   | * by processing a mock crime scene
 |
|  | *Your performance will be successful when:* |
|   | * you evaluate current legal ramifications of crime scene searches
 |
|   | * you discuss the upcoming search with personnel
 |
|   | * you select, when feasible, person-in-charge prior to arriving on scene
 |
|   | * you control the scene and keep out unauthorized persons
 |
|   | * you make a careful approach of the scene
 |
|   | * you secure and protect the scene
 |
|   | * you initiate a preliminary survey
 |
|   | * you conduct a final survey
 |
|   | * you release the scene only after the final survey
 |
|   | **Learning Objectives** |
|   | VI-B-2.1 Explain the steps within the RESPOND model as relating to a criminal investigation. |
|   | VI-B-2.2 Demonstrate management of a crime scene in a simulated environment.  |
|  |
| VI-B-5 Recognize the unique investigative issues for crimes against life. |
|  | *You will demonstrate your competence:* |
|   | * by developing an outline of investigative issues for crimes against life
 |
|  | *Your performance will be successful when:* |
|   | * outline identifies who or whom to contact in the event of a crime against life or a death investigation
 |
|   | * outline is prepared using the standard outline format
 |
|   | * outline includes main ideas
 |
|   | * outline includes only relevant and necessary details
 |
|   | * outline is written in clear phrases or sentences
 |
|   | * outline is well organized and uses at least first and second level headings
 |
|   | * outline provides both a preview or summary of the work
 |
|   | * outline evidences correct grammar, punctuation, and spelling
 |
|   | **Learning Objectives** |
|   | VI-B-5.1 Describe the factors required to determine whether a crime was committed (where is victim, is death accidental, natural causes, or intentional). |
|   | VI-B-5.2 Describe the unique physical evidence in crimes against life (victim as physical evidence, method, means, manner). |
|   | VI-B-5.3 Describe the appropriate procedures for death investigation (the roles of law enforcement, coroner, scene management and release, autopsy, death notification). |
| **VI-B-6 Apply appropriate strategies to secure the scene, collect and preserve evidence, and investigate a death.** |
|  | *You will demonstrate your competence:* |
|   | * by investigating a simulated death in class
 |
|   | * by writing a report that analyzes the steps and processes in an actual death investigation
 |
|  | *Your performance will be successful when:* |
|   | * you prepare notes for the death investigation report
 |
|   | * death investigation report includes a description of the situation and scene of the death
 |
|   | * death investigation report includes a sketch of the scene
 |
|   | * death investigation report identifies the next steps
 |
|   | * report is well organized
 |
|   | * report evidences correct grammar, punctuation, and spelling
 |
|   | **Learning Objectives** |
|   | VI-B-6.1 Conduct an investigation of a simulated death scene to determine whether a crime was committed. |
|   | VI-B-6.2 Properly identify, collect, and preserve evidence from a simulated crime scene involving a death. |
| **VI-C-1 Recognize the dynamics of victimization.** |
|  | *You will demonstrate your competence:* |
|   | * by providing assistance for a simulated crime victim
 |
|  | *Your performance will be successful when:* |
|   | * you make initial contact and assess the individuals needs
 |
|   | * you make a determination of victimization
 |
|   | * you locate appropriate resources for assistance
 |
|   | * you complete any necessary documentation
 |
|   | **Learning Objectives** |
|   | VI-C-1.1 Define victimization. |
|   | VI-C-1.2 Explain the various reactions and injuries from victimization. |
|   | VI-C-1.3 Explain an officer's initial response in contacting crime victims. |
|   | VI-C-1.4 Assess the medical and safety needs. |
|   | VI-C-1.5 Demonstrate a professional response when assisting crime victims (professional communication, conflict resolution, crisis intervention, empathy, respect, dignity). |
| **VI-C-2 Apply knowledge of the definitions and responsibilities for law enforcement under Chap 950, Wis. Stats.** |
|  | *You will demonstrate your competence:* |
|   | * by providing assistance for a simulated crime victim
 |
|   | * by interacting with simulated witnesses of a simulated crime
 |
|  | *Your performance will be successful when:* |
|   | * you are polite and professional
 |
|   | * you comply with statute 950 in your interaction with the victim
 |
|   | **Learning Objectives** |
|   | VI-C-2.1 Explain rights of victims and witnesses of crime. |
|   | VI-C-2.2 Identify process and remedies for violation of victim rights. |
|   | VI-C-2.3 Demonstrate appropriate law enforcement response in simulated exercise. |
| **VI-D-1 Analyze the role of law enforcement in responding to domestic abuse.** |
|   | **You will demonstrate your competence:** |
|   | by participating in a simulated domestic disturbance scenario. (Mandatory for all recruits) |
|   | **Learning Objectives** |
|   | VI-D-1.1 Define domestic abuse and the elements requiring arrest (Wis. Stat. 968.075). |
|   | VI-D-1.2 Explain the unique offender/victim relationship in domestic violence situations. |
|   | VI-D-1.3 Describe the power differential and its effect on the offender/victim relationship.  |
| **VI-D-2 Intervene and apply appropriate investigative strategies. \*\*\*** |
|  | *You will demonstrate your competence:* |
|   | * \*\*\* by participating in a simulated domestic disturbance scenario. (Mandatory for all recruits)
 |
|  | *Your performance will be successful when:* |
|   | * you make initial contact with everyone present
 |
|   | * you manage the crisis with officer safety considerations and consideration of other's level of risk
 |
|   | * interview is friendly and professional in tone
 |
|   | * you use both open-ended, specific and follow-up questions in your interview
 |
|   | * interview gathers complete information
 |
|   | * you make a determination of victimization based on criminal statutes
 |
|   | * you make a determination of victimization based on whether or not domestic abuse criteria applies
 |
|   | * you comply with statute 950 in your interaction with the victim
 |
|   | **Learning Objectives** |
|   | VI-D-2.1 Manage family crisis. |
|   | VI-D-2.2 Contact and interview everyone present. |
|   | VI-D-2.3 Articulate mandatory arrest.  |
|   | VI-D-2.4 Define predominant aggressor. (Include information on strangulation and self-defense.) |
|   | VI-D-2.5 Explain procedures and notification from a domestic violence arrest (72-hour no contact, restraining orders, no contact order, full faith and credit). |
|   | VI-D-2.6 Assess risk for victim. |
|   | VI-D-2.7 Identify related crimes (harassment, stalking). |
|   | VI-D-2.8 Identify multidisciplinary resources available to assist law enforcement (e.g. advocates, trauma response, etc.) |
| **VI-D-3 Respond to an officer-involved domestic violence incident.**  |
|   | **Learning Objectives** |
|   | VI-D-3.1 Discuss issues involved in officer-involved domestic violence. |
|   | VI-D-3.2 Review the model policy on officer-involved domestic violence. |
|   | VI-D-3.3 Discuss officer and supervisor responsibilities when responding to an officer-involved domestic violence incident. |
|   | VI-D-3.4 Discuss legal issues involved with officer-involved domestic violence. |
| **VI-E-1 Analyze the role of law enforcement in responding to sexual abuse.**  |
|  | *You will demonstrate your competence:* |
|   | * by reading a sexual assault scenario or viewing a video provided by your instructor
 |
|   | * by responding orally or in writing to the scenario
 |
|  | *Your performance will be successful when:* |
|   | * you make initial contact and assess the individuals needs
 |
|   | * interview is friendly and professional in tone
 |
|   | * interview gathers complete information
 |
|   | * you use both open-ended, specific and follow-up questions in your interview
 |
|   | * you make a determination of victimization based upon elements of 1st, 2nd, 3rd, and 4th degree sexual assault
 |
|   | * you comply with Chapter 950 requirements for the victim
 |
|   | * you comply with and apply all procedures to protect the viability of the evidence
 |
|   | * you address specific victim traumatization needs with a referral to Rape Crisis or other entity that provides support
 |
|   | * you address investigative needs by contacting SANE or other medical professionals in the pursuit of evidence
 |
|   | * you evaluate the testimonial evidence against the physical evidence
 |
|   | * you analyze all the evidence towards corroboration of the victim's statement and the prosecution of the case
 |
|   | * you make inquiries of Probation and Parole, Registered Sex Offender database, the FBI Behavioral Unit or other agencies that may assist in investigation
 |
|   | **Learning Objectives** |
|   | VI-E-1.1 Define sexual abuse and the elements requiring arrest (940.225). |
|   | VI-E-1.2 Describe unique dynamics of sensitive crime victimization. (Include date rape and statutory rape situations, other victim/offender relationships.) |
| **VI-E-2 Demonstrate investigative techniques in a simulated sexual assault case.** |
|  | *You will demonstrate your competence:* |
|   | * by reading a sexual assault scenario or viewing a video provided by your instructor
 |
|   | * by responding orally or in writing to the scenario
 |
|  | *Your performance will be successful when:* |
|   | * you make initial contact and assess the individuals needs
 |
|   | * interview is friendly and professional in tone
 |
|   | * interview gathers complete information
 |
|   | * you use both open-ended, specific and follow-up questions in your interview
 |
|   | * you make a determination of victimization based upon elements of 1st, 2nd, 3rd, and 4th degree sexual assault
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|   | * you comply with Chapter 950 requirements for the victim
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 |
|   | * you evaluate the testimonial evidence against the physical evidence
 |
|   | * you analyze all the evidence towards corroboration of the victim's statement and the prosecution of the case
 |
|   | * you make inquiries of Probation and Parole, Registered Sex Offender database, the FBI Behavioral Unit or other agencies that may assist in investigation
 |
|   | **Learning Objectives** |
|   | VI-E-2.1 Identify the unique obstacles to interviewing a sexual assault victim (includes victimization issues as well as rape drugs or AODA issues). |
|   | VI-E-2.2 Demonstrate appropriate interviewing techniques for sexual assault victims.  |
|   | VI-E-2.3 Identify what physical evidence should be collected and what limitations exist on physical evidence collection. |
|   | VI-E-2.4 Explain the implementation of the forensic medical exam and the proper use of the sexual assault evidence kit (for victims and suspects). |
|   | VI-E-2.5 Describe importance of corroborative statements. |
| **VI-E-3 Identify other resources that can assist in sexual assault cases (e.g., Probation and Parole, Registered Sex Offender database, Behavioral Unit FBI, Sexual Assault Nurse Examiners (SANE) nurses, Rape Crisis centers)** |
|  | *You will demonstrate your competence:* |
|   | * by reading a sexual assault scenario or viewing a video provided by your instructor
 |
|   | * by responding orally or in writing to the scenario
 |
|  | *Your performance will be successful when:* |
|   | * you make initial contact and assess the individuals needs
 |
|   | * the interview is friendly and professional in tone
 |
|   | * the interview gathers complete information
 |
|   | * you use both open-ended, specific and follow-up questions in your interview
 |
|   | * you make a determination of victimization based upon elements of 1st, 2nd, 3rd, and 4th degree sexual assault
 |
|   | * you comply with Chapter 950 requirements for the victim
 |
|   | * you comply with and apply all procedures to protect the viability of the evidence
 |
|   | * you address specific victim traumatization needs with a referral to Rape Crisis or other entity that provides support
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 |
|   | * you evaluate the testimonial evidence against the physical evidence.
 |
|   | * you analyze all the evidence towards corroboration of the victim's statement and the prosecution of the case.
 |
|   | * you make inquiries of Probation and Parole, Registered Sex Offender database, the FBI Behavioral Unit or other agencies that may assist in investigation.
 |

Instructor

 (Print name here) (Signature)