

PATROL INVESTIGATION  
IN-SERVICE / SELF-INSTRUCTIONAL UNITS

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IN-SERVICE: SELF-INSTRUCTIONAL UNITS

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## PATROL INVESTIGATION

The "Patrol Investigator" is a relatively new position in the Law Enforcement field. Responsibilities of the position include: the crime scene search and evidence collection; victim, witness and suspect interviewing; crime and intelligence data collection; case investigation and the preparation of cases assigned.

This program has been developed to enable you to perform the responsibilities of a patrol investigator. The eleven units are designed as self-instructional learning modules.

### PROGRAM UNITS

Program Introduction

Recording the Crime Scene

Introduction to Physical Evidence

Crime Scene Preservation

Crime Scene Processing Techniques

Collecting and Processing Evidence

Initial/Follow-Up Investigation

Report Writing

Burglary Investigation

Robbery Investigation

Sexual Assault

### CONTENTS OF PROGRAM UNITS

Each unit contains the following elements:

RATIONALE - The rationale is a brief statement of why the unit exists and what it will do for you.

CONTENT OUTLINE - The outline provides an overview of the subject under consideration and the flow of information to be provided.

LEARNING OBJECTIVES - The objectives state what you will be able to do at the end of the learning experience. They may also indicate the conditions under which the performance will take place and the proficiency level required.

LEARNING ACTIVITIES - The learning activities provide the means for you to meet the stated objectives and to satisfactorily complete the Evaluation segment. Completing the starred items will provide you with the knowledge needed for success.

EVALUATION - The evaluation segment requires you to meet the stated objectives. If you cannot meet one or more of the stated objectives, you will be required to refer back to the Learning Activities segment to complete those activities not required (starred) as well as review the required items.

TRAINEE PROCEDURES

1. Obtain the following from the Instructor:
  - A. Self-Instructional Units
  - B. Resources and equipment
  - C. Writing materials
2. Work through each unit at your own pace.
3. On completion of the Evaluation segment of each unit, submit your work to the Instructor for review.

ROLE OF THE POLICE INSTRUCTOR

In this program, the Instructor functions as a coordinator of learning activities and resource person. Responsibilities include:

1. Schedules learning activities for individuals or groups of trainees.
2. Describes indepth, procedures to be followed in completing the self-instructional units.
3. Reviews and corrects Evaluation segments.
4. Advises trainees about alternative learning-experiences needed to successfully complete instructional units.
5. May demonstrate techniques and processes.
6. Certifies completion of the program by trainees.

This in-service program was developed under grant number 77AC213003X, from the Law Enforcement Assistance Administration (LEAA) through the Connecticut Justice Commission (CJC).

PROGRAM INTRODUCTION  
SELF-INSTRUCTIONAL UNIT

DIRECTIONS

1. Read all sections of the unit for an overview of the requirements. The unit contains the following:
  - a. RATIONALE - A brief statement of why the unit is important; what it will enable you to do.
  - b. CONTENT OUTLINE - A brief outline of the subject matter of the unit.
  - c. YOUR LEARNING OBJECTIVES - This is a list of things you must be able to do when you complete the unit.
  - d. YOUR LEARNING ACTIVITIES - This is a list of specific things for you to do to enable you to meet your learning objectives.
  - e. EVALUATION - This is the means for determining whether you can meet your learning objectives.
2. Additional directions, where needed, are provided within the sections.

RATIONALE FOR THE UNIT

The preliminary investigation is the important first link in a total investigative effort by a police department. The quality of the preliminary effort will determine the department's overall success in the solution of crime. This unit will prepare you for participation in the patrol investigator program.

CONTENT OUTLINE

- I. Introduction
  - A. Purpose
  - B. Supportive research

## II. Program Units

- A. Area of study
- B. Importance
- C. Process

## III. Solvability Factors

- A. Importance
- B. Factors

### YOUR LEARNING OBJECTIVES

On completion of the unit, you must be able to:

1. State the purpose of the program.
2. List the units to be studied and their importance.
3. Identify and discuss the importance of solvability factors.

### YOUR LEARNING ACTIVITIES

You must complete the starred activities.

You may complete other activities if time is available.

- \* 1. Read the introduction, HDPS Investigative Manual.
- \* 2. Read sections on solvability factors, HDPS Investigative Manual.
- 3. Review Chapter 1 (pgs. 1-8), Criminal Investigation, Vanderbosch.
- 4. Review Chapters 1 and 2 (pgs. 1-10), Crime Scene Search and Physical Evidence Handbook, Fox.
- \* 5. View The Preliminary Investigation, sound filmstrip, IACP.
- 6. View Crime Scene Procedures, sound filmstrip, IACP.

## EVALUATION

1. The evaluation for this unit requires you to meet your learning objectives (stated on page one).
2. Use one sheet of paper for each objective. On each page:
  - a. Give your name and the title of the unit.
  - b. Give a complete response. Keep it brief and to the point.
  - c. Where possible, cite a specific type of crime as an example.
  - d. List the specific references used for your responses.
    - (1) For books - give author, title, specific pages.
    - (2) For AV - give title only.

## RECORDING THE CRIME SCENE

### SELF-INSTRUCTIONAL UNIT

#### DIRECTIONS

1. Read all sections of the unit for an overview of the requirements. The unit contains the following:
  - a. RATIONALE - A brief statement of why the unit is important; what it will enable you to do.
  - b. CONTENT OUTLINE - A brief outline of the subject matter of the unit.
  - c. YOUR LEARNING OBJECTIVES - This is a list of things you must be able to do when you complete the unit.
  - d. YOUR LEARNING ACTIVITIES - This is a list of specific things for you to do to enable you to meet your learning objectives.
  - e. EVALUATION - This is the means for determining whether you can meet your learning objectives.
2. Additional directions, where needed, are provided within the sections.

#### RATIONALE FOR THE UNIT

Essential information and evidence related to the crime is obtained through the processes required in recording the scene. This is a vital and integral part of the patrol investigator's function and is crucial to success in apprehending and prosecuting a suspect. This unit will prepare you to perform three fundamental recording tasks: notetaking, sketching and photographing.

#### CONTENT OUTLINE

##### I. Introduction

- A. Purpose
- B. Relationships

## II. Notetaking

- A. Purpose
- B. Essential data
- C. The notebook

## III. Sketching

- A. Purpose
- B. Sketches usually required
- C. Types of sketches
- D. Measurements

## IV. Photography

- A. Purpose
- B. Photographing the crime scene
- C. Technical considerations
- D. Special situations

### YOUR LEARNING OBJECTIVES

On completion of the unit, you must be able to:

1. State the purpose(s) of notetaking.
2. List the type of information you would consider essential to record in your notebook about a crime.
3. Describe the process you would use in recording information in the notebook and security measures to be used in protecting the book.
4. State the purpose(s) of sketching the crime scene.

5. List the types of sketches usually required at the crime scene.
6. Describe the contents of rough and finished sketches and their purposes.
7. List three basic methods used in taking measurements at the crime scene and prepare an example of each.
8. State the purpose(s) of photographing the crime scene.
9. Describe the general process to be used in photographing the crime scene.
10. List at least three important technical features of a camera to be used in photographing the crime scene.
11. Describe the relationships of notetaking, sketching and photography at the crime scene.

#### YOUR LEARNING ACTIVITIES

You must complete the starred activities.

You may complete other activities if time is available.

- \* 1. Read the sections on notetaking, sketching and photography in HDPS Investigative Manual.
2. Review Training Key #27, IACP.
- \* 3. Read Chapter 8 (pgs. 86-94), Criminal Investigation, Vanderbosch.
4. Review Chapters 1 and 2 (pgs. 1-20), Criminal Investigation, Vanderbosch.
- \* 5. Read Chapters 3 and 8, Crime Investigation, Kirk.
- \* 6. Review Chapters 10, 11, 13, 18, Criminal Investigation, Vanderbosch.
7. Review Modern Photography for Police and Firemen, Sansone.
- \* 8. Read Chapter 5 (pgs. 32-46), Crime Scene Search and Physical Evidence Handbook, Fox.
9. Review Chapter 11 (pgs. 450-506), Scientific Evidence in Criminal Cases, Moenssens.
10. View Field Notetaking and Reports, film, MPTC.
- \* 11. View Crime Scene, filmstrip, MPTC.

12. View The Preliminary Investigation, sound filmstrip, IACP.
13. View Crime Scene Procedures, sound filmstrip, IACP.
- \* 14. View Crime Scene Photography, filmstrip, MPTC.
- \* 15. View General Evidence Photography, slide tape, Eastman Kodak.

### EVALUATION

1. The evaluation for this unit requires you to meet your learning objectives (stated on page one).
2. Use one sheet of paper for each objective. On each page:
  - a. Give your name and the title of the unit.
  - b. Give a complete response. Keep it brief and to the point.
  - c. Where possible, cite a specific type of crime as an example.
  - d. List the specific references used for your responses.
    - (1) For books - give author, title, specific pages.
    - (2) For AV - give title only.

# INTRODUCTION TO PHYSICAL EVIDENCE

## SELF-INSTRUCTIONAL UNIT

### DIRECTIONS

1. Read all sections of the unit for an overview of the requirements. The unit contains the following:
  - a. RATIONALE - A brief statement of why the unit is important; what it will enable you to do.
  - b. CONTENT OUTLINE - A brief outline of the subject matter of the unit.
  - c. YOUR LEARNING OBJECTIVES - This is a list of things you must be able to do when you complete the unit.
  - d. YOUR LEARNING ACTIVITIES - This is a list of specific things for you to do to enable you to meet your learning objectives.
  - e. EVALUATION - This is the means for determining whether you can meet your learning objectives.
2. Additional directions, where needed, are provided within the sections.

### RATIONALE FOR THE UNIT

The patrol investigator must know what evidence is, its intrinsic value to the investigation and solvability of a crime, the Rules of Evidence and the Exclusionary Rule. This unit will prepare you to meet the demanding requirements of criminal investigation, apprehension and successful prosecution.

### CONTENT OUTLINE

- I. Introduction
  - A. Definition
  - B. Classifications

## II. Rules of Evidence

A. Definition

B. Purpose

## III. Probative Value

A. Establish commission of crime

B. Only lead available

C. Direct association with criminal

D. Modus Operandi

## IV. Admissibility of Evidence

A. Material

B. Relevant

C. Eyewitness

D. Burden of proof

E. Presumption

F. Opinion evidence

## V. Exclusionary Rule

A. Purpose

B. Function

C. General rule

## VI. Constitutional Restrictions

A. Search/Seizure

B. Stop/Frisk

C. Interviewing eyewitnesses

D. Interrogation/suspects

## VII. Recording Evidence

- A. Chain of evidence
- B. Proper notations
- C. Preservation

### YOUR LEARNING OBJECTIVES

On completion of the unit, you must be able to:

1. Identify and categorize the classifications of physical evidence.
2. Relate the general theory of the Rules of Evidence.
3. Describe the probative and substantive value of evidence as it relates to the solvability of a crime.
4. Discuss materiality and relevancy as they relate to admissibility of evidence.
5. List the general procedures which would be in compliance with the Exclusionary Rule.
6. State the Constitutional requirements which govern the gathering and collecting of evidence.
7. Describe how you would accurately and objectively record the locating of evidence.

### YOUR LEARNING ACTIVITIES

You must complete the starred activities.

You may complete other activities if time is available.

- \* 1. Read sections on physical evidence in HDPS Investigative Manual.
- \* 2. View Physical Evidence, film, FBI.
- 3. View Recognizing and Protecting the Crime Scene, film, MPTC.
- \* 4. View Aspects of Scientific Investigation, sound filmstrip, IACP.
- \* 5. View Guide to Evidence Collection, sound filmstrip, IACP.

6. Review Chapter 3 (pgs. 29-44), Criminal Evidence for Police, Klotter.
- \* 7. Read Chapter 27 (pgs. 561-575), Fundamentals of Criminal Investigation, O'Hara.
8. View Use Your Eyes, film, MPTC.
9. View Search and Seizure, sound filmstrip, IACP.
- \* 10. Read Training Key #55, IACP.
11. Review various chapters, Crime Scene Search and Physical Evidence Handbook, Fox.
12. Review various chapters, Crime Investigation, Kirk.
- \* 13. Read Chapter 2 (pgs. 11-28), Criminal Evidence for Police, Klotter.

### EVALUATION

1. The evaluation for this unit requires you to meet your learning objectives (stated on page one).
2. Use one sheet of paper for each objective. On each page:
  - a. Give your name and the title of the unit.
  - b. Give a complete response. Keep it brief and to the point.
  - c. Where possible, cite a specific type of crime as an example.
  - d. List the specific references used for your responses.
    - (1) For books - give author, title, specific pages.
    - (2) For AV - give title only.

## CRIME SCENE PRESERVATION

### SELF-INSTRUCTIONAL UNIT

#### DIRECTIONS

1. Read all sections of the unit for an overview of the requirements. The unit contains the following:
  - a. RATIONALE - A brief statement of why the unit is important; what it will enable you to do.
  - b. CONTENT OUTLINE - A brief outline of the subject matter of the unit.
  - c. YOUR LEARNING OBJECTIVES - This is a list of things you must be able to do when you complete the unit.
  - d. YOUR LEARNING ACTIVITIES - This is a list of specific things for you to do to enable you to meet your learning objectives.
  - e. EVALUATION - This is the means for determining whether you can meet your learning objectives.
2. Additional directions, where needed, are provided within the sections.

#### RATIONALE FOR THE UNIT

Success or failure of a criminal investigation depends on the thoroughness and immediacy of the preliminary investigation and preservation of the crime scene. This unit will prepare you to evaluate conditions and take the steps necessary to protect and preserve the crime scene.

#### CONTENT OUTLINE

- I. Introduction
  - A. Definition
  - B. Response/Approach

C. Determination

II. Crime Scene Preservation

- A. Rationale
- B. General departmental procedure
- C. Assisting victim

III. Methods of Crime Scene Preservation

- A. Rope off area
- B. Secure doors
- C. Assign personnel/onlooker
- D. Barricade

IV. Preserving Evidence

- A. Weather conditions
- B. Fingerprints
- C. Weapons
- D. Bullets
- E. Tool impressions
- F. Cigarettes
- G. Glass fragments

V. Expanding the Crime Scene

- A. Houses
- B. Apartments
- C. Public buildings
- D. Businesses

## VI. Recording Initial Contact

- A. Location of victim
- B. Vehicles
- C. Tracks/Footprints (exterior)
- D. Stains (exterior)

## VII. Crime Scene Entry

- A. Authorized personnel

### YOUR LEARNING OBJECTIVES

On completion of the unit, you must be able to:

1. List the procedures you would follow in responding to the complaint of a crime being, or having been committed.
2. State how you would determine whether or not a crime is, or has actually been committed.
3. List general procedures for the protection and preservation of a crime scene.
4. Describe how you would assist victims without disturbing the crime scene.
5. Describe how you would prevent obliteration or deterioration of evidence at the crime scene.
6. Describe how you would recognize evidence and protect it from being destroyed by authorized or unauthorized persons.
7. List types of evidence which must be protected from the elements.
8. Discuss why and how the crime scene preservation location should be expanded to adjacent areas to preserve evidence.

## YOUR LEARNING ACTIVITIES

You must complete the starred activities.

You may complete other activities if time is available.

- \* 1. Read Training Key #10, IACP.
- \* 2. Listen to audio tape lecture of Crime Scene Preservation.
- \* 3. Read Chapter 7 (pgs. 76-85), Criminal Investigation, Vanderbosch.
- 4. Review Training Key #52, IACP.
- \* 5. View Recognizing and Protecting the Crime Scene, film, MPTC.
- 6. View Elements of Investigation, film, MPTC.
- \* 7. View Crime Scene Procedures, film, IACP.
- 8. Review Training Key #29, IACP.
- 9. Review various chapters, Crime Scene Search and Physical Evidence Handbook, Fox.
- 10. Review sections on physical evidence in HDPS Investigative Manual.

## EVALUATION

1. The evaluation for this unit requires you to meet your learning objectives (stated on page one).
2. Use one sheet of paper for each objective. On each page:
  - a. Give your name and the title of the unit.
  - b. Give a complete response. Keep it brief and to the point.
  - c. Where possible, cite a specific type of crime as an example.
  - d. List the specific references used for your responses.
    - (1) For books - give author, title, specific pages.
    - (2) For AV - give title only.

# CRIME SCENE PROCESSING TECHNIQUES

## SELF-INSTRUCTIONAL UNIT

### DIRECTIONS

1. Read all sections of the unit for an overview of the requirements. The unit contains the following:
  - a. RATIONALE - A brief statement of why the unit is important; what it will enable you to do.
  - b. CONTENT OUTLINE - A brief outline of the subject matter of the unit.
  - c. YOUR LEARNING OBJECTIVES - This is a list of things you must be able to do when you complete the unit.
  - d. YOUR LEARNING ACTIVITIES - This is a list of specific things for you to do to enable you to meet your learning objectives.
  - e. EVALUATION - This is the means for determining whether you can meet your learning objectives.
2. Additional directions, where needed, are provided within the sections.

### RATIONALE FOR THE UNIT

The patrol investigator must be aware of the various techniques employed in searches for evidence, both preliminary and indepth detail searches. This unit will prepare you to assess the search area, determine the appropriate search technique, assign personnel to various functions involved in the search, and gather the evidence necessary for the proper identification and apprehension of a criminal.

### CONTENT OUTLINE

#### I. Introduction

- A. Control of area
- B. Removal of unauthorized persons
- C. Isolate witnesses

## II. Preliminary Examination

- A. Identify caller
- B. Determine perpetrator
- C. Summon assistance if necessary
- D. Permit entry
- E. Do not touch or move any object
- F. Assign duties for search

## III. Assignment of Duties

- A. Officer in charge
- B. Photographer
- C. Sketcher
- D. Master note taker
- E. Evidence man
- F. Measurer

## IV. The Survey

- A. Restraint essential
- B. Select a headquarters
- C. Selection of photographs

## V. The Mechanics of the Search

- A. Strip method
- B. Spiral method
- C. Zone method
- D. Wheel method

E. Double strip or grid

VI. Search of Businesses

- A. Scope of search
- B. Multiple level buildings

VII. Residential Searches

- A. Scope of search
- B. Constitutional restrictions

VIII. Motor Vehicle Searches

- A. Scope of search

IX. Collection of Evidence

- A. Chain of evidence

YOUR LEARNING OBJECTIVES

On completion of the unit, you must be able to:

1. List the procedures you would follow in preserving the crime scene.
2. State how you would conduct a preliminary examination of the crime scene in preparation for a detailed and indepth search for evidence.
3. Describe how you would assess and analyze the situation in preparation for making assignments to the search area.
4. Relate the factors you would consider in selecting the proper method of search.
5. Discuss how you would determine the mechanics of the search.
6. List the four primary search methods and relate when the alternative method would be employed.
7. List the constitutional restrictions which exist in all searches and seizures.

8. List the methods you would employ in the gathering, collecting and classifying of evidence found during the crime scene search.

### YOUR LEARNING ACTIVITIES

You must complete the starred activities.

You may complete other activities if time is available.

- \* 1. View Searching the Crime Scene, film, FBI.
- \* 2. View Search and Seizure, film, IACP.
- 3. View Use Your Eyes, film, MPTC.
- \* 4. Read Chapter 4, The Law of Arrest and Search and Seizure, Markle.
- 5. Review Chapter 6, Criminal Investigation, Weston.
- \* 6. View Guide to Evidence Collection, film, IACP.
- 7. View Preliminary Investigation, film, IACP.
- \* 8. Read Chapter 2 (pgs. 50-62), Fundamentals of Criminal Investigation, O'Hara.
- 9. Review Training Key #70, IACP.
- \* 10. Read Training Key #101, IACP.
- 11. Review various chapters, Criminal Investigation, Vanderbosch.
- 12. Review sections on physical evidence in FDPS Investigative Manual.

### EVALUATION

1. The evaluation for this unit requires you to meet your learning objectives (stated on page one).
2. Use one sheet of paper for each objective. On each page:
  - a. Give your name and the title of the unit.
  - b. Give a complete response. Keep it brief and to the point.
  - c. Where possible, cite a specific type of crime as an example.

d. List the specific references used for your response.

(1) For books - give author, title, specific pages.

(2) For AV - give title only.

## COLLECTING AND PROCESSING EVIDENCE

### SELF-INSTRUCTIONAL UNIT

#### DIRECTIONS

1. Read all sections of the unit for an overview of the requirements. The unit contains the following:
  - a. RATIONALE - A brief statement of why the unit is important; what it will enable you to do.
  - b. CONTENT OUTLINE - A brief outline of the subject matter of the unit.
  - c. YOUR LEARNING OBJECTIVES - This is a list of things you must be able to do when you complete the unit.
  - d. YOUR LEARNING ACTIVITIES - This is a list of specific things for you to do to enable you to meet your learning objectives.
  - e. EVALUATION - This is the means for determining whether you can meet your learning objectives.
2. Additional directions, where needed, are provided within the sections.

#### RATIONALE FOR THE UNIT

There are many types of physical evidence found at a crime scene. The patrol investigator must know how to collect and preserve physical evidence for processing by himself or the forensic laboratory. In order to provide an adequate focus within this unit, and because of the processing required, fingerprints and impressions are treated as separate topics. This unit will prepare you to collect and preserve evidence found at the crime scene.

#### CONTENT OUTLINE

##### I. Introduction

- A. Purpose
- B. Crimes and related evidence

## II. Examining the Crime Scene

- A. Patrol investigator's responsibility
- B. Process

## III. Investigative Value of Physical Evidence

- |                       |                               |
|-----------------------|-------------------------------|
| A. Arson or fire bomb | J. Impressions                |
| B. Blood              | K. Liquid                     |
| C. Clothing           | L. Liquor                     |
| D. Documents          | M. Suspected narcotics, drugs |
| E. Fibers             | N. Paint                      |
| F. Fingerprints       | O. Rope, twine, cordage       |
| G. Firearms           | P. Tools                      |
| H. Glass              | Q. Tool marks                 |
| I. Hair               | R. Soil samples               |

## IV. Equipment and Materials

- A. Equipment for the task
- B. Materials for the task

## V. Collecting, Marking, Preserving and Packing Physical Evidence

- A. Techniques for handling
- B. Methods for marking
- C. Quantity and standard needed
- D. Preservation and packing

## VI. Fingerprints

- A. Introduction
- B. Chance impressions
- C. Methods of developing latent impressions
- D. Lifting powder impressions
- E. Marking and identifying lifts
- F. Collection of elimination prints

## VII. Casting With Plaster

- A. Introduction
- B. Methods of casting
- C. Marking and identifying lifts

### YOUR LEARNING OBJECTIVES

On completion of the unit, you must be able to:

1. State the importance of collecting and preserving evidence.
2. Describe the process involved in examining the crime scene.
3. List the equipment and materials that should be available to the patrol investigator at the crime scene.
4. For the selected items of physical evidence listed below, provide a brief description of:
  - a. technique for handling;
  - b. method for marking;
  - c. quantity and standard needed;
  - d. preservation and packing;
  - e. investigative value.

### Physical Evidence

- A. Blood
- B. Clothing
- C. Fibers
- D. Hair
- E. Fingerprints
- F. Impressions

5. Describe the process involved in protecting evidence from the elements as well as accidental or intentional destruction.
6. Describe latent and visible fingerprints.
7. List three factors to be considered in attempting to determine the duration of latent fingerprints.
8. Describe commonly used powders and brushes for the development of latent fingerprints.
9. List the steps you would follow in developing latent fingerprints on a nonabsorbent, hard, smooth surface.
10. Discuss the material needed and the process employed in lifting powder impressions.
11. List the equipment and materials needed for crime scene casting with plaster.
12. List the steps involved in preparing a casting impression.
13. Describe the process of preparing and pouring plaster to produce an adequate cast.

#### YOUR LEARNING ACTIVITIES

You must complete the starred activities.

You may complete other activities if time is available.

- \* 1. Read the sections on physical evidence, fingerprints and casting in plaster in HDPS Investigative Manual.
- \* 2. Read Chapters 12 and 13, Criminal Investigation, Vanderbosch.
3. Review Chapters 4, 6 and 10, Criminal Investigation, Vanderbosch.
- \* 4. Read Chapters 4-6 (pgs. 33-73), Crime Investigation, Kirk.
5. Review Chapters 10, 11, 13-16, Crime Investigation, Kirk.
- \* 6. Read Chapters 6-8 and 13, Crime Scene Search and Physical Evidence Handbook, Fox.

- \* 7. Read pages 168-173, Crime Scene Search and Physical Evidence Handbook, Fox.
- 8. Review Chapters 13 and 15, Criminal Evidence for Police, Klotter.
- 9. Review Chapters 7 and 8, Scientific Evidence in Criminal Cases, Moenssens.
- 10. View Care, Custody and Control, filmstrip, MPTC.
- 11. View The Preliminary Investigation, sound filmstrip, IACP.
- 12. View Evidence, filmstrip, MPTC.
- \* 13. View Fingerprints, sound filmstrip, IACP.
- 14. View Skid Mark Evidence, sound filmstrip, IACP.
- \* 15. View Physical Evidence, film, FBI.
- \* 16. View Latent Prints, filmstrip, MPTC.
- 17. View Footprints on Soft Surfaces, filmstrip, MPTC.
- \* 18. View Guide to Evidence Collection, sound filmstrip, IACP.
- \* 19. View General Evidence Photography, slide tape, Eastman Kodak.

### EVALUATION

1. The evaluation for this unit requires you to meet your learning objectives (stated on page one).
2. Use one sheet of paper for each objective. On each page:
  - a. Give your name and the title of the unit.
  - b. Give a complete response. Keep it brief and to the point.
  - c. Where possible, cite a specific type of crime as an example.
  - d. List the specific references used for your responses.
    - (1) For books - give author, title, specific pages.
    - (2) For AV - give title only.

## INITIAL/FOLLOW-UP INVESTIGATION

### SELF-INSTRUCTIONAL UNIT

#### DIRECTIONS

1. Read all sections of the unit for an overview of the requirements. The unit contains the following:
  - a. RATIONALE - A brief statement of why the unit is important; what it will enable you to do.
  - b. CONTENT OUTLINE - A brief outline of the subject matter of the unit.
  - c. YOUR LEARNING OBJECTIVES - This is a list of things you must be able to do when you complete the unit.
  - d. YOUR LEARNING ACTIVITIES - This is a list of specific things for you to do to enable you to meet your learning objectives.
  - e. EVALUATION - This is the means for determining whether you can meet your learning objectives.
2. Additional directions, where needed, are provided within the sections.

#### RATIONALE FOR THE UNIT

The patrol investigator must be aware of the techniques involved in the initial investigation in order to develop leads which will enable the subsequent follow-up investigation to have a meaningful impact. This unit will prepare you to develop the necessary approaches to interviewing and interrogating witnesses and alleged criminals, as well as a step-by-step approach to conducting an investigation.

#### CONTENT OUTLINE

##### I. Introduction

- A. Definition - Interviewing
- B. Compile greatest source of information

## II. Witness Attitudes/Types

- A. Know nothing type
- B. Disinterested type
- C. Drunken type
- D. Suspicious type
- E. Talkative type
- F. Honest witness
- G. Deceitful witness
- H. Timid witness
- I. Refusal to talk

## III. Approach to Interviewing

- A. Identify
- B. Demeanor
- C. Preparation
- D. Establish rapport
- E. Personality
- F. Breadth of interests
- G. Time and place

## IV. Interviewing

- A. Warm-up
- B. Questioning
- C. Guide to conversation
- D. Corroborate
- E. Inaccuracies

V. Techniques Employed in Interviewing

- A. One question at a time
- B. Avoid the implied answer
- C. Simplicity of questions
- D. Help witness save face
- E. Avoid yes/no answers
- F. Retain positive attitude
- G. Employ precise questioning

VI. Approaches to Interviews

- A. Direct
- B. Direct questions
- C. Complainants
- D. Persons - complained of
- E. Informants
- F. Victims

VII. Evaluate

- A. Physical mannerisms
- B. Frankness
- C. Emotional state
- D. Content of statements

VIII. Follow-Up Investigation

- A. Use three I's
- B. Corroborate evidence
- C. Revisit crime scene
- D. Retrace preliminary investigation steps
- E. Record all facts
- F. Correlate all information

## G. Investigate all leads

### YOUR LEARNING OBJECTIVES

On completion of the unit, you must be able to:

1. List the various attitudes you are likely to encounter from different witnesses.
2. Describe your procedure for dealing with your listed attitudes.
3. Describe how you would deal with an emotional witness.
4. State how you would approach victims suffering from traumatic shock.
5. Describe how you would extract the required information from inexperienced persons.
6. Describe the manner in which you would go about filtering nonessential information from essential information.
7. Detail how you would assimilate the initial information received and how you would prepare this information for an indepth follow-up investigation.

### YOUR LEARNING ACTIVITIES

You must complete the starred activities.

You may complete other activities if time is available.

- \* 1. Read the section on preliminary investigation in HDPS Investigative Manual.
- \* 2. Listen to the audio tape of the instructional lecture.
- \* 3. View Field Inquiry, film, IACP.
- \* 4. View Gathering Information From People, film, IACP.
- 5. View Witness Perception, film, IACP.
- 6. Review Chapter 8 (pgs. 162-174), Field Interrogation, Bristow.
- \* 7. Read Chapter 8 (pgs. 154-162), Fundamentals of Criminal Investigation, O'Hara.
- \* 8. Read Training Key #29, IACP.

9. Review Training Key #51, IACP.
- \* 10. View Follow-Up Investigation, film, IACP.
11. Review Training Key #84, IACP.
- \* 12. View Elements of Investigation, film, MPTC.

### EVALUATION

1. The evaluation for this unit requires you to meet your learning objectives (stated on page one).
2. Use one sheet of paper for each objective. On each page:
  - a. Give your name and the title of the unit.
  - b. Give a complete response. Keep it brief and to the point.
  - c. Where possible, cite a specific type of crime as an example.
  - d. List the specific references used for your responses.
    - (1) For books - give author, title, specific pages.
    - (2) For AV - give title only.

## REPORT WRITING

### SELF-INSTRUCTIONAL UNIT

#### DIRECTIONS

1. Read all sections of the unit for an overview of the requirements. The unit contains the following:
  - a. RATIONALE - A brief statement of why the unit is important; what it will enable you to do.
  - b. CONTENT OUTLINE - A brief outline of the subject matter of the unit.
  - c. YOUR LEARNING OBJECTIVES - This is a list of things you must be able to do when you complete the unit.
  - d. YOUR LEARNING ACTIVITIES - This is a list of specific things for you to do to enable you to meet your learning objectives.
  - e. EVALUATION - This is the means for determining whether you can meet your learning objectives.
2. Additional directions, where needed, are provided within the sections.

#### RATIONALE FOR THE UNIT

There are many types of reports that serve essential purposes in police work. Among other things, the investigative report is a means of communication with other interested members of the police force and it provides the foundation for follow-up investigation and later prosecution of the suspect. This unit will prepare you to produce reports that contain essential data, are well organized, and well written.

#### CONTENT OUTLINE

##### I. Introduction

- A. Purpose of reports
- B. Types of reports
- C. Basis of reports

## II. Planning and Organizing the Report

- A. Goal of specific report
- B. Identify sources of information
- C. Establish a logical sequence

## III. Writing the Report

- A. Departmental form and style required
- B. Qualities required

### YOUR LEARNING OBJECTIVES

On completion of the unit, you must be able to:

1. State the purpose(s) of investigative report writing.
2. List and describe three types of preliminary reports that may be required for one case.
3. List and describe the steps required in planning and organizing the report.
4. Cite the four basic parts of a report and give examples of information needed to complete each part.
5. List the qualities to be found in a well written report.

### YOUR LEARNING ACTIVITIES

You must complete the starred activities.

You may complete other activities if time is available.

- \* 1. Read the sections on notetaking and report writing in HDPS Investigative Manual.

- \* 2. Review Training Keys #25, #58, #75, IACP.
- \* 3. View Report Writing, film, MPTC.
- \* 4. Read Chapter 3 (pgs. 21-38), Criminal Investigation, Vanderbosch.
- 5. View Field Notetaking and Reports, film, MPTC.
- 6. Review Preliminary Investigation and Report Writing, Nelson.
- 7. Review Guide to Police Report Writing, Squires.

#### EVALUATION

1. The evaluation for this unit requires you to meet your learning objectives (stated on page one).
2. Use one sheet of paper for each objective. On each page:
  - a. Give your name and the title of the unit.
  - b. Give a complete response. Keep it brief and to the point.
  - c. Where possible, cite a specific type of crime as an example.
  - d. List the specific references used for your responses.
    - (1) For books - give author, title, specific pages.
    - (2) For AV - give title only.

## BURGLARY INVESTIGATION

### SELF-INSTRUCTIONAL UNIT

#### DIRECTIONS

1. Read all sections of the unit for an overview of the requirements. The unit contains the following:
  - a. RATIONALE - A brief statement of why the unit is important; what it will enable you to do.
  - b. CONTENT OUTLINE - A brief outline of the subject matter of the unit.
  - c. YOUR LEARNING OBJECTIVES - This is a list of things you must be able to do when you complete the unit.
  - d. YOUR LEARNING ACTIVITIES - This is a list of specific things for you to do to enable you to meet your learning objectives.
  - e. EVALUATION - This is the means for determining whether you can meet your learning objectives.
2. Additional directions, where needed, are provided within the sections.

#### RATIONALE FOR THE UNIT

The patrol investigator must be aware of the most common type of theft facing law enforcement, the most costly, the most easily perpetrated, and the least likely to result in apprehension. This unit will prepare you to evaluate the scene of the burglary, determine the degree classification of the crime, gather and preserve the necessary evidence for follow-up investigation and court presentations, and write a complete and comprehensive report of activities.

#### CONTENT OUTLINE

##### I. Introduction

- A. Definition
- B. Degrees by statute
- C. Possession of burglar tools

## II. Elements of Burglary

- A. Breaking and entering
- B. Building
- C. Dwelling

## III. Burglary Scene

- A. Search building
- B. Search for physical evidence
- C. Peculiar habits

## IV. Area Investigation

- A. Neighborhood canvassing

## V. Gathering Evidence

- A. Samples
- B. Fingerprints
- C. Photographs
- D. Areas containing jimmy marks

## VI. Recording Evidence

- A. Exact location found

## YOUR LEARNING OBJECTIVES

On completion of the unit, you must be able to:

1. Relate the elements necessary to prove a burglary has been committed.
2. Describe how you would protect and preserve physical evidence at the scene of a burglary.
3. Describe how you would determine the point of entry at a burglary; point of exit.
4. List the methods used in the recognition of various tool marks.
5. Relate the various other means of "forced entry."
6. Discuss how you would establish an "MO."
7. List the several ways you could gather, collect and record evidence necessary for a successful investigation of the crime.

## YOUR LEARNING ACTIVITIES

You must complete the starred activities.

You may complete other activities if time is available.

- \* 1. Read section on burglary in HDPS Investigative Manual.
- \* 2. Read Chapter 21 (pgs. 360-375), Fundamentals of Criminal Investigation, O'Hara.
- \* 3. View Burglary Investigation, film, FBI.
4. View General Evidence Photography, slide tape, Eastman Kodak.
- \* 5. Read Training Key #17, IACP.
6. Review Training Key #34, IACP.
- \* 7. Read Training Key #45, IACP.
8. View Physical Evidence, film, FBI.
- \* 9. View Laboratory Matters, film, FBI.
- \* 10. View Guide to Evidence Collection, film, IACP.
- \* 11. Read Penal Code Sections 53a-101, 102, 103.
- \* 12. Read Chapter 20 (pgs. 223-245), Criminal Investigation, Vanderbosch.

13. Review various chapters, Crime Scene Search and Physical Evidence Handbook,  
Fox.

### EVALUATION

1. The evaluation for this unit requires you to meet your learning objectives (stated on page one).
2. Use one sheet of paper for each objective. On each page:
  - a. Give your name and the title of the unit.
  - b. Give a complete response. Keep it brief and to the point.
  - c. Where possible, cite a specific type of crime as an example.
  - d. List the specific references used for your responses.
    - (1) For books - give author, title, specific pages.
    - (2) For AV - give title only.

ROBBERY INVESTIGATION  
SELF-INSTRUCTIONAL UNIT

DIRECTIONS

1. Read all sections of the unit for an overview of the requirements. The unit contains the following:
  - a. RATIONALE - A brief statement of why the unit is important; what it will enable you to do.
  - b. CONTENT OUTLINE - A brief outline of the subject matter of the unit.
  - c. YOUR LEARNING OBJECTIVES - This is a list of things you must be able to do when you complete the unit.
  - d. YOUR LEARNING ACTIVITIES - This is a list of specific things for you to do to enable you to meet your learning objectives.
  - e. EVALUATION - This is the means for determining whether you can meet your learning objectives.
2. Additional directions, where needed, are provided within the sections.

RATIONALE FOR THE UNIT

The patrol investigator must be aware of the inherent dangers to life and property which could result in any robbery, probable cause as it relates to armed suspects, and the investigation of this most traumatic crime. This unit will prepare you to effectively respond to and investigate a robbery, and to be aware of the dangers and trauma involved in the crime.

CONTENT OUTLINE

- I. Introduction
  - A. Definition

## II. Degrees of Robbery

- A. First
- B. Second
- C. Third

## III. Types of Robberies

- A. Bank
- B. Stores/Businesses
- C. Individuals
- D. Taxi drivers
- E. Muggings

## IV. Robbery Scene Approaches

- A. Employ standard department policy

## V. Secure Crime Scene

- A. Isolate witnesses
- B. Remove sightseers

## VI. Gather Information

- A. Description of perpetrator
- B. Vehicles
- C. Weapons
- D. Number of perpetrators involved
- E. Entry
- F. Exit
- G. Modus Operandi

**VII. Transmit All Available Information**

- A. Adjoining areas
- B. Hot line

**VIII. Suspects**

- A. Establish probable cause
- B. Approach with caution
- C. Search of suspect
- D. Questioning of suspect

**IX. Search the Crime Scene**

- A. Fingerprints
- B. Documents
- C. Weapons
- D. Footprints
- E. Stains
- F. Clothing

**X. Witness Identification**

- A. Confrontation
- B. Mug shots

**YOUR LEARNING OBJECTIVES**

On completion of the unit, you must be able to:

1. List the elements necessary to prove robbery as compared to larceny.
2. Discuss how you would approach the various scenes of a robbery safely and discretely.
3. Describe how you would obtain from a victim suffering from traumatic shock, the necessary information to identify the perpetrator.

4. Explain how you would elicit from eyewitnesses, the necessary information for the apprehension of the perpetrator.
5. Detail the information necessary to transmit to adjacent police units.
6. Discuss the elements of "Probable Cause" necessary in the approach and questioning of allegedly armed suspects.
7. State the investigative process necessary in gathering and collecting evidence.
8. How is a modus operandi established.

### YOUR LEARNING ACTIVITIES

You must complete the starred activities.

You may complete other activities if time is available.

- \* 1. Read Training Key #1, IACP.
- 2. Review Training Key #14, IACP.
- \* 3. View Bank Holdup Response, slide series, NHDPS.
- 4. View Stay Alert-Stay Alive, film, FBI.
- \* 5. Read Chapter 22 (pgs. 367-404), Fundamentals of Criminal Investigation, O'Hara.
- \* 6. Read Training Key #41, IACP.
- \* 7. Read Penal Code Sections 53a-133, 134, 135, 136.
- 8. Review Training Key #40, IACP.
- \* 9. Read Training Key #78, IACP.
- 10. Review Chapter 22 (pgs. 246-256), Criminal Investigation, Vanderbosch.
- 11. Review various chapters, Crime Scene Search and Physical Evidence Handbook, Fox.

### EVALUATION

1. The evaluation for this unit requires you to meet your learning objectives (stated on page one).

2. Use one sheet of paper for each objective. On each page:
  - a. Give your name and the title of the unit.
  - b. Give a complete response. Keep it brief and to the point.
  - c. Where possible, cite a specific type of crime as an example.
  - d. List the specific references used for your responses.
    - (1) For books - give author, title, specific pages.
    - (2) For AV - give title only.

## SEXUAL ASSAULT

### SELF-INSTRUCTIONAL UNIT

#### DIRECTIONS

1. Read all sections of the unit for an overview of the requirements. The unit contains the following:
  - a. RATIONALE - A brief statement of why the unit is important; what it will enable you to do.
  - b. CONTENT OUTLINE - A brief outline of the subject matter of the unit.
  - c. YOUR LEARNING OBJECTIVES - This is a list of things you must be able to do when you complete the unit.
  - d. YOUR LEARNING ACTIVITIES - This is a list of specific things for you to do to enable you to meet your learning objectives.
  - e. EVALUATION - This is the means for determining whether you can meet your learning objectives.
2. Additional directions, where needed, are provided within the sections.

#### RATIONALE FOR THE UNIT

The crime of sexual assault encompasses the broad spectrum of possible sexual acts that can be committed by both males and females against persons of the opposite or same sex. Also, in the process of committing a sexual assault, additional crimes may be committed. Investigation of this crime requires a sensitivity to the victim and community that goes beyond normal relations with the public. This unit will prepare you to deal with essential investigative considerations.

#### CONTENT OUTLINE

##### I. Introduction

- A. Definition
- B. Degrees by statute

## II. Sexual Assault

- A. Sexual intercourse
- B. Sexual contact
- C. Risk of serious physical injury
- D. Incest
- E. Age, mentally and/or physically incapacitated victims
- F. Use of firearms

## III. Assault Scene

- A. Protect the scene
- B. Record the scene
- C. Search the scene
- D. Gather physical evidence

## IV. Area Investigation

- A. Neighborhood canvass
- B. Extended crime scene

## V. Physical Evidence

- A. Fingerprints
- B. Photographs
- C. Samples: hair, fibers, blood
- D. Clothing, sheets
- E. Tool marks

**VI. The Victim**

- A. Care and treatment
- B. Initial interview
- C. Evidence

**VII. The Suspect**

- A. Search
- B. Interrogation
- C. Evidence

**VIII. Rape Counseling Teams**

- A. Purpose
- B. Organizing structure

**IX. Related Crimes**

- A. Manslaughter
- B. Assault
- C. Robbery
- D. Burglary
- E. Kidnapping

**X. Police Attitudes**

- A. Common complaints
- B. Supportive, objective role

**XI. The Media**

- A. Relationships
- B. Dissemination of information

## YOUR LEARNING OBJECTIVES

On completion of the unit, you must be able to:

1. Define sexual assault.
2. List the various degrees of sexual assault in Connecticut.
3. Describe the process involved in protecting and preserving evidence at the scene of a sexual assault.
4. List the steps to follow in recording the crime scene.
5. Describe the process involved in searching the crime scene.
6. Describe the process involved in collecting and preserving physical evidence.
7. List three or more crimes that may be associated with a sexual assault and describe their relationship to the assault.
8. Describe a satisfactory relationship between the patrol investigator and the victim of a sexual assault and the benefit of this relationship.
9. List the steps to follow in obtaining physical evidence from the suspect.

## YOUR LEARNING ACTIVITIES

You must complete the starred activities.

You may complete other activities if time is available.

- \* 1. Read the section on sexual assault in HDPS Investigative Manual.
2. View Field Notetaking and Reports, film, MPTC.
3. Review Preliminary Investigation and Police Reporting, Nelson.
4. View Witness Perception, sound filmstrip, IACP.
- \* 5. View Investigating the Crime of Rape, sound filmstrip, IACP.
- \* 6. Read Chapters 6-9, Criminal Investigation, Vanderbosch.
7. Review various chapters, Crime Investigation, Kirk.
8. Review various chapters, Crime Scene Search and Physical Evidence Handbook, Fox.

9. Review Chapters 2, 13 and 15, Criminal Evidence for Police, Klotter.
10. Review Chapters 7, 8 and 11, Scientific Evidence in Criminal Cases, Moenssens.
11. View Physical Evidence, film, FBI.
12. View Crime Scene Procedures, sound filmstrip, IACP.
13. View Initial Interview, film, MPTC.
14. View Interviews, film, MPTC.
15. View The Preliminary Investigation, sound filmstrip, IACP.
16. Review various Training Keys, IACP.
17. Review Rape Counseling Team: Treatment Protocols (Yale-New Haven Hospital) March, 1976.

#### EVALUATION

1. The evaluation for this unit requires you to meet your learning objectives (stated on page one).
2. Use one sheet of paper for each objective. On each page:
  - a. Give your name and the title of the unit.
  - b. Give a complete response. Keep it brief and to the point.
  - c. Where possible, cite a specific type of crime as an example.
  - d. List the specific references used for your responses.
    - (1) For books - give author, title, specific pages.
    - (2) For AV - give title only.



**END**