

**HIBBING COMMUNITY COLLEGE  
COURSE OUTLINE**

**COURSE NUMBER & TITLE:** SKL 2665: Crime Scene Processing

**CREDITS:** 2 (Lec 1 / Lab 2 )

**PREREQUISITES:** LAW 1524: Evidence & Procedure and LAW 1534: Report Writing.

**CATALOG DESCRIPTION:**

Crime Scene Processing covers a study of responsibilities and duties of officers conducting a preliminary investigation of a crime scene including recognition, preservation, recovery of physical evidence, crime scene photography, sketching and recovery of latent fingerprints. The course focuses on lab activities, developing skills relative to crime scene processing, evidence preservation. This course also covers proper procedures for interviewing and interrogation of victims, witnesses, and suspects.

**OUTLINE OF MAJOR CONTENT AREAS:**

- I. Crime scene processing
  - A. Responsibilities and duties of first officer at scene
    - 1. Physical evidence
      - a. Recognition
      - b. Preservation
      - c. Recovery/packaging/chain of custody
    - 2. Crime scene photography
    - 3. Crime scene sketching
    - 4. Recovery of latent fingerprints
- II. Interviews
  - A. Definitions
  - B. Victims' witnesses', and suspect's rights
  - C. Population statistics
  - D. Perception
  - E. Types of people
  - F. Types of witnesses
  - G. Factors when interviewing children
  - H. Physical influence factors
  - I. Influences on witnesses observations or sources of errors
    - 1. Physical ability or disability
    - 2. Emotional factors
    - 3. Previous experience and education
    - 4. Prejudice and bias
  - J. Interviewing techniques
    - 1. Attributes of a successful interviewer
      - a. Discretion

- b. Perseverance: more than one attempt
    - c. Insight
    - d. Ability/intelligence
    - e. Suitable speech
    - f. Persuasiveness
    - g. Patience
  - 2. Timing
  - 3. Setting
  - 4. Interview process of victims/witnesses of various crimes
    - a. Build rapport
    - b. Acquaint subject with surroundings
    - c. Show witness respect
    - d. Motivate subject
    - e. Get the facts
    - f. Miranda Warning if appropriate - (suspects)
    - g. Take notes
    - h. Allow subject to speak without interruptions
    - i. Avoid criticism or sarcasm
    - j. Avoid yes/no questions
    - k. Do not ask leading questions
    - l. Avoid rapid fire questions
    - m. Use the long pause
  - 5. Taking statements from victims, witnesses, suspects
    - a. Written statements
    - b. Audio or video taped statements
    - c. Miranda Warning if appropriate
    - d. Let them talk first
    - e. Get details
    - f. Chronological order
- III. Interrogation of suspects
  - A. Definition
  - B. Suspects
  - C. Miranda Warning dealing with Scales
  - D. Various interrogation techniques
  - E. Symptoms of lying
  - F. Taking statements
    - 1. Written statements
    - 2. Audio or video taped statements
    - 3. Include Miranda Warning on tape
    - 4. Get details
    - 5. Chronological order
- IV. Case Documentation
  - A. Overview of forms
  - B. Elements of a report
- V. Blood/airborne pathogens
  - A. OSHA requirements

## **COURSE GOALS/OBJECTIVES/OUTCOMES:**

Students will

1. demonstrate psychology of interviewing.
2. demonstrate psychology of meaningful systematic persuasion.
3. complete statements from victims of various crimes.
4. conduct an organized crime scene search.
5. conduct interrogation.
6. conduct mock interview with sexual assault victim.
7. conduct taped statement confessions.
8. define interrogate.
9. define interview.
10. demonstrate evidence preservation/collection methods.
11. demonstrate interview procedures.
12. demonstrate keeping a crime scene log.
13. demonstrate locating, protecting, recovering fingerprint evidence.
14. demonstrate marking evidence.
15. demonstrate packaging evidence.
16. demonstrate packaging item with latent prints.
17. demonstrate preparation for crime scene search.
18. demonstrate principles of evidence collection.
19. demonstrate procedure for taking dead man's prints and palm prints.
20. demonstrate schematic and projection sketches.
21. demonstrate storing evidence.
22. describe body language application.
23. describe fingerprint classification.
24. describe fingerprint identification.
25. describe securing crime scenes from intrusions.
26. describe the value of tool marks.
27. describe visible, latent, plastic or molded fingerprints.
28. describe risks of communicable diseases HIV/AIDS, hepatitis.
29. develop reliable information sources.
30. display professionalism.
31. establish rapport with the victim, witness, or suspect.
32. explain blood sample importance.
33. explain chain of custody reasoning.
34. explain correct procedure for photographing crime scene.
35. explain importance of fingerprint evidence.
36. explain lifting prints from safe and other items.
37. explain sexual assault and victim advisories.
38. explain the value of evidence, including firearms evidence, glass, footprints, body fluids, hair, fibers.
39. explain what physical evidence is and what the lab can do with said evidence.
40. identify accepted interrogation techniques.
41. identify considerations of juvenile interviews.

42. identify important interview elements.
43. identify interviewing and interrogation techniques.
44. identify physiological lying symptoms.
45. identify privacy interview issues.
46. identify successful interview elements.
47. identify various interview approaches.
48. identify use of blood kit
49. identify and contain the parameter of a crime scene.
50. identify five types of crime scene search.
51. identify lab functions.
52. identify objectives of crime scene search.
53. identify proper controlled substance handling.
54. identify terms relating to evidence.
55. identify components of sexual assault kit.
56. identify MAFIN (Midwest Automated Fingerprint Identification Network).
57. identify IAFIS (Integrated Automated Fingerprint Identification System)
58. identify sexual assault evidence collection.
59. identify victim's rights.
60. lift identifiable latent prints from three surfaces.
61. prepare sketch of mock crime scene.
62. sketch crime scene correctly.
63. utilize forms and advisories.

**MNTC GOALS AND CEOMPETENCIES MET:**

N/A

**HCC COMPETENCIES MET:**

Working Productively and Cooperatively  
Communicating Clearly and Effectively  
Thinking Creatively and Critically  
Social/Civic Responsibility

**STUDENT CONTRIBUTIONS:**

Each student is expected to spend at least 5 hours per week preparing for class, attend lectures, participate in class activities, participate and implement input into class discussions, and hand in outside assignments when due. Attendance is crucial in this class.

**STUDENT ASSESSMENT SHALL TAKE PLACE USING INSTRUMENTS  
SELECTED/DEVELOPED BY THE COURSE INSTRUCTOR.**

**SPECIAL INFORMATION: (SPECIAL FEES, DIRECTIVES ON HAZARDOUS MATERIALS, ETC.)**

We cannot plan, and subsequently establish training for every conceivable eventuality or situation which an officer will confront. However, we intend to increase awareness of risks and show various tactics at a basic entry level with the understanding that procedures may change from department to department.

**AASC APPROVAL DATE: October 14, 2014**

**REVIEW DATE: October 2019**

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