

PATROL INVESTIGATION  
INSTRUCTIONAL UNITS

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60777

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## PATROL INVESTIGATION

This program has been designed to train patrol officers in the North Haven Department of Police Service to assume greater responsibility for the preliminary investigation of criminal incidents. The program contains the instructional units listed below. Those dealing with Robbery, Burglary, Larceny and Assault are areas of special interest to the Department.

### PROGRAM INSTRUCTIONAL UNITS

- I. Program Introduction
- II. Crime Scene
- III. Evidence
- IV. Fingerprints
- V. Photography
- VI. Assault Investigation
- VII. Robbery Investigation
- VIII. Larceny Investigation
- IX. Burglary Investigation
- X. Notetaking and Report Writing
- XI. Administrative Policies and Procedures/NCIC

### CONTENTS OF INSTRUCTIONAL UNITS

Each unit in the program contains the following elements:

Rationale - A brief statement of why the unit exists.

Trainee Learning Objectives - Objectives state what the trainee 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.

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

Activities for Instructors - The listed activities are suggested alternatives for instructors to employ and are process oriented.

Resources - The resources cited provide information essential for successful completion of the unit.

Evaluation - The evaluation segment of each unit provides at least two options: a paper and pencil test and a performance option. The testing situation may employ both options. Trainee objectives are the focus of the evaluation.

### INSTRUCTOR(S)

The instructor(s) should review all units of the program to determine:

1. The relationship of units.
2. Whether all units will be required.
3. The treatment to be used in teaching each unit.
4. The amount of time and degree of emphasis for each unit in the program and each topic in each unit.

This in-service program was developed under grant number 77AG213004X, from the Law Enforcement Assistance Administration (LEAA) through the Connecticut Justice Commission (CJC)

## INSTRUCTIONAL UNIT I

### Program Introduction

#### RATIONALE

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 provides an overview of the concept of patrol investigation and the particular crime focus of this in-service program.

#### TRAINEE LEARNING OBJECTIVES

On completion of the unit, the trainee will be able to:

1. Describe the role of the patrol investigator in the modern police department.
2. State why North Haven has elected to focus attention on robbery, burglary, larceny and assault.
3. List the units to be studied and their importance.
4. Identify and discuss the importance of solvability factors.

#### CONTENT OUTLINE

- I. Introduction
  - A. Patrol Investigation Concept
  - B. Expanded Role of the Patrol Officer
  - C. Supportive Research

## II. Program Units

### A. Crime Focus of In-Service Program

1. Robbery
2. Burglary
3. Larceny
4. Assault

### B. Related Program Units

1. Overview
2. Importance

## III. Solvability Factors

### A. Factors

### B. Importance

## ACTIVITIES FOR INSTRUCTORS

1. Utilize external and internal resource personnel to provide expertise needed.
2. Produce transparencies to visualize presentations.
3. Audio tape lectures for review by individuals and small groups.

## RESOURCES

No.HDPS - Investigative Manual

No.HDPS - Crime Statistics

## EVALUATION

1. Paper and pencil test related specifically to trainee learning objectives.

## INSTRUCTIONAL UNIT II

### Crime Scene

#### RATIONALE

The success or failure of a criminal investigation depends on the thoroughness and immediacy of the preliminary investigation. This unit deals with various vital functions to be performed at the crime scene: preservation, recording and processing techniques.

#### TRAINEE LEARNING OBJECTIVES

On completion of the unit, the trainee will be able to:

1. Respond immediately to the complaint of a crime being, or having been committed.
2. Determine whether or not a crime is or has actually been committed.
3. Assist victims without disturbing the crime scene.
4. Cite general procedures for the protection and preservation of a crime scene.
5. Prevent obliteration or deterioration of evidence at the crime scene.
6. Recognize evidence and protect it from being destroyed by authorized or unauthorized persons.
7. Determine what evidence must be protected from the elements.
8. Expand the crime scene preservation location to preserve evidence in adjacent areas of the crime scene.
9. Determine essential data to be recorded.
10. Prepare notes needed to provide a comprehensive record of the investigation.
11. Determine the types of sketches best suited to the crime scene.



12. Prepare various rough and finished sketches of the crime scene utilizing basic methods of measurements.
13. Determine the types of photographs best suited to the crime scene.
14. Coordinate notetaking, sketching and photography at the crime scene.
15. Make preliminary examinations of the scene in preparation for detailed in-depth searches for evidence.
16. Analyze and assess the situation in order to make assignment of duties for conducting the search.
17. Select the proper method of search.
18. Determine the mechanics of the search.
19. Utilize the four primary search methods as well as the alternate method of search.
20. Recognize the constitutional restrictions which exist in searches and seizures.
21. Gather, collect and classify evidence found during the crime scene search.

## CONTENT OUTLINE

- I. Crime Scene Preservation
  - A. Preservation
    1. Rationale
    2. General departmental procedure
    3. Assisting victim(s)
  - B. Methods of Crime Scene Preservation
    1. Rope off area
    2. Secure doors
    3. Assign personnel/enlooker
    4. Barricade

C. Preserving Evidence

1. Weather conditions
  - a. Footprints
  - b. Tire tracks
  - c. Stains
2. Fingerprints
3. Weapons
4. Bullets
5. Tool impressions
6. Cigarettes
7. Glass fragments

D. Expanding the Crime Scene

1. Houses
2. Apartments
3. Public buildings
4. Businesses

E. Recording Initial Contact

1. Location of victim
2. Vehicles
3. Tracks/Footprints (exterior)
4. Stains (exterior)

F. Crime Scene Entry

1. Authorized personnel
  - a. Search team
  - b. Personnel prescribed in general procedures

II. Recording the Crime Scene

A. Notetaking (overview)

1. Purpose
2. Notetaking
- B. Sketching (overview)
  1. Purpose
  2. Sketching the scene
- C. Photography (overview)
  1. Purpose
  2. Photographing the scene

### III. Crime Scene Processing

- A. Preliminary Examination
  1. Identify caller
    - a. Retain for questioning
  2. Determine perpetrator
    - a. Direct inquiry
    - b. Observation
  3. Summon assistance if necessary
  4. Permit entry
    - a. Authorized persons only
  5. Do not touch or move any object
  6. Assign duties for search
- B. Assignment of Duties
  1. Officer in charge
    - a. Assistance
  2. Photographer
  3. Sketcher
  4. Master notetaker
  5. Evidence man

6. Measurer

C. The Survey

1. Restraint essential
  - a. Stand aside, estimate situation
2. Select a headquarters
  - a. Equipment stored
3. Selection of photographs
  - a. Number
  - b. Kind
  - c. Views

D. The Mechanics of the Search

1. Strip method
2. Spiral method
3. Zone method
4. Wheel method
5. Double strip or grid

E. Search of Businesses

1. Scope of search
  - a. Warrant
  - b. Consent
  - c. Incidental to arrest
2. Multiple level buildings
  - a. Seal off escape routes
  - b. Floor by floor search
  - c. Top to bottom search
  - d. Overlap method

F. Residential Searches

1. Scope of search

- a. Warrant
- b. Consent
- c. Incidental to arrest
- d. Hot pursuit

G. Motor Vehicle Searches

1. Scope of search
  - a. Warrant
  - b. Consent
  - c. Incidental to arrest
  - d. Probable cause
  - e. Instrumentality of crime
  - f. Inventory of motor vehicle

ACTIVITIES FOR INSTRUCTORS

1. Utilize external and internal resource personnel to provide expertise needed.
2. Assign readings from resource material pertinent to topics in the unit.
3. Introduce film or slide/tape on crime scene procedures to stimulate and raise questions for the class.
4. Simulate a crime scene, with each trainee responding to functioning as required on-the-job.
5. Produce transparencies to visualize presentations.
6. Produce video tapes as appropriate for class use and for review by individuals and small groups.
7. Audio tape lectures, video tape demonstrations for review by individuals and small groups.
8. Employ 16mm. film, Searching the Crime Scene or Using Your Eyes as an introduction to the topic.

9. Provide available handouts on material covered.
10. Provide case studies for individual or small group analysis.
11. Require written and/or oral reports about various aspects of the unit.
12. Critique model crime scene search.

## RESOURCES

### 1. AV Resources

- Care, Custody and Control (SFS) MPTC
- Crime Scene (SFS) MPTC
- Crime Scene Procedures (SFS) MPTC
- Elements of Investigation (16mm., color, 15 min.) MPTC
- Field Notetaking and Reports (16mm., color, 10 min.) MPTC
- Gathering Information From People (SFS) MPTC
- Guide to Evidence Collection (SFS) MPTC
- Initial Interview (16mm., color, 14 min.) MPTC
- Interviews (16mm., color, 20 min.) FBI
- The Preliminary Investigation (SFS) MPTC
- Principles of Investigation (SFS) MPTC
- Recognizing and Protecting the Crime Scene (16mm., color, 14 min.) MPTC
- Witness Perception (SFS) MPTC

### 2. Books

- Fitzgerald - Handbook of Criminal Investigation
- Fox - Crime Scene Search and Physical Evidence Handbook
- Kirk - Crime Investigation
- O'Hara - Fundamentals of Criminal Investigation

Vanderbosch - Criminal Investigation

Weston - Criminal Investigation

3. North Haven Police Resource Personnel
  
4. External Resource Personnel
  - A. FBI Special Agent
  - B. NHDPS Resource Personnel
  - C. Connecticut State Police Resource Personnel
  
5. Other Media Resources
  - MPTC - Crime Scene Search (Lesson Plan)
  - IACP - Police Reference Handbook (Instructor's Guide)
  - IACP - Training Keys
  - No.HDPS - Investigative Manual

#### EVALUATION

1. Paper and pencil test related specifically to trainee learning objectives.
2. Trainees required to demonstrate performance of various tasks cited in trainee learning objectives.

#### INSTRUCTOR(S)

Basic processes relative to recording the crime scene (notetaking, sketching, photography) discussed here. Notetaking covered indepth with Report Writing. Photography dealt with in a separate unit.

## INSTRUCTIONAL UNIT III

### Evidence

#### RATIONALE

The patrol investigator must know: what evidence is and its intrinsic value to the investigation and solution of a crime; the techniques involved in the initial investigation in order to develop leads to enable subsequent follow-up investigation to be meaningful; and how to collect and preserve physical evidence for processing by himself/herself or the forensic laboratory.

#### TRAINEE LEARNING OBJECTIVES

On completion of the unit, the trainee will be able to:

1. Identify and categorize the classifications of physical evidence.
2. Cite the general theory of the Rules of Evidence.
3. Relate the probative and substantive value of evidence to the solvability of a crime.
4. Discuss the techniques of admissibility of evidence as it relates to materiality and relevancy.
5. Comply with the Exclusionary Rule.
6. Apply constitutional safeguards in the gathering and collection of evidence.
7. Recognize the various attitudes of different witnesses.
8. Deal with emotional witnesses or those who are suffering from traumatic shock.
9. Extract the required information from inexperienced persons.
10. Filter nonessential from essential information.



11. Assimilate the information received and prepare for indepth follow-up investigation.
12. Cite the purposes of interrogation.
13. Describe the various techniques of interrogation.
14. Identify the various types of physical evidence found at the scene of the crime.
15. Determine the investigative value of the evidence found.
16. Collect, mark and apply quantity and standard guidelines to the evidence found at the scene.
17. Preserve and package the evidence found.

#### CONTENT OUTLINE

- I. Evidence
  - A. Introduction
    1. Definition
    2. Classification
      - a. Direct
      - b. Circumstantial
      - c. Real
  - B. Rules of Evidence
    1. Definition
    2. Purpose
  - C. Probative Value
    1. Establish commission of crime
    2. Only lead available
    3. Direct association with criminal
    4. Modus Operandi

**D. Admissibility of Evidence**

1. Material
2. Relevant
3. Eyewitness
  - a. Competency
4. Burden of proof
5. Presumption
  - a. Conclusive
  - b. Rebuttable
6. Opinion evidence
  - a. Opinion Rule

**E. Exclusionary Rule**

1. Purpose
2. Function
3. General rule

**F. Constitutional Restrictions**

1. Search/Seizure
2. Stop/Frisk
3. Interviewing eyewitnesses
4. Interrogation/suspects

**G. Recording Evidence**

1. Chain of evidence
2. Proper notations
3. Preservation

**II. Interviews****A. Introduction**

1. Definition - Interviewing

**B. Witness Attitudes/Types**

1. Know nothing type
2. Disinterested type
3. Drunken type
4. Suspicious type
5. Talkative type
6. Honest witness
7. Deceitful witness
8. Timid witness
9. Refusal to talk

**C. Approach to Interviewing**

1. Identify
2. Demeanor
3. Preparation
  - a. Know what you are looking for
4. Establish rapport
5. Personality
  - a. Instill confidence
6. Breadth of interests
7. Time and place

**D. Interviewing**

1. Warm-up
  - a. Prevent personality clashes
2. Questioning
  - a. Review answers/responses
3. Guide to conversation
4. Corroborate
5. Inaccuracies

a. Honest mistakes distinguished from misrepresentation

E. Techniques Employed in Interviewing

1. One question at a time
2. Avoid the implied answer
3. Simplicity of questions
4. Help witness save face
5. Avoid yes/no answers
6. Retain positive attitude
7. Employ precise questioning

F. Approaches to Interviews

1. Direct
  - a. Cooperative witness
2. Direct questions
  - a. Difficult witness
3. Complaints
  - a. Sympathetic
  - b. Convince/full cooperation
4. Persons - complained of
  - a. Refresh knowledge of law
  - b. Attempt to know record/reputation
5. Informants
  - a. Flattery
6. Victims
  - a. Treat with care
  - b. Permit to offer opinions
  - c. Do not support or reject suggestions

G. Evaluate

1. Physical mannerisms

2. Frankness
3. Emotional state
4. Content of statements

### III. Interrogations

#### A. Purposes

1. Obtain information
2. Circumstances of the crime
3. Other evidence
4. Confessions
5. Admissions
6. Identity of accomplices
7. Additional leads
8. Details of other crimes
9. Physical evidence

#### B. Interrogator

1. Attributes
  - a. General knowledge
  - b. Alertness
  - c. Perseverance
  - d. Integrity
  - e. Logical mind
  - f. Self-control
2. Conduct
  - a. Control of interview
  - b. Language
  - c. Dress
  - d. Attitude

e. Mannerisms

C. Suspect

1. Advised of rights
2. Psychological/emotional state
3. Detecting deception
  - a. Sweating
  - b. Color changes
  - c. Dry mouth
  - d. Pulse
  - e. Breathing
4. Lie detector use

D. Interrogation Techniques

1. Emotional appeals
  - a. Sympathetic approach
  - b. Kindness
2. Friendliness
  - a. Helpful advisor
  - b. Extenuation
  - c. Shifting blame
3. Anxiety
  - a. Exaggerated fears
  - b. Greater or lesser guilt
  - c. Knowledge bluff
  - d. Line-up
4. Stern approach
  - a. Physical evidence
  - b. Jolting
  - c. Indifference

d. Questioning a formality

e. Opportunity to lie

E. Interrogation Room

1. Privacy
2. Simplicity
3. Seating arrangement
4. Technical aids
5. Interrogation log

IV. Collecting and Processing Evidence

A. Introduction

1. Purpose
2. Crimes and related evidence

B. Examining the Crime Scene

1. Patrol investigator's responsibility
2. Process

C. Investigative Value of Physical Evidence

- |                       |                                |
|-----------------------|--------------------------------|
| 1. Arson or fire bomb | 10. Impressions                |
| 2. Blood              | 11. Liquid                     |
| 3. Clothing           | 12. Liquor                     |
| 4. Documents          | 13. Suspected narcotics, drugs |
| 5. Fibers             | 14. Paint                      |
| 6. Fingerprints       | 15. Rope, twine, cordage       |
| 7. Firearms           | 16. Tools                      |
| 8. Glass              | 17. Tool marks                 |
| 9. Hair               | 18. Soil samples               |

D. Collecting, Marking, Preserving and Packing Physical Evidence

1. Techniques for handling

2. Methods for marking
3. Quantity and standard needed
4. Preservation and packaging

#### ACTIVITIES FOR INSTRUCTORS

1. Utilize external and internal resource personnel to provide expertise needed.
2. Assign readings from resources provided.
3. Provide each trainee with appropriate handouts.
4. Provide sample evidence "showcase type" findings to demonstrate anything can be evidence.
5. Develop case studies pertaining to Rules of Evidence and the Exclusionary Rule. May be employed in small groups for discussion with a leader/recorder followed by class discussion.
6. Role play interview and/or interrogation situations. May be video taped for review and/or critique.
7. Require written and/or oral reports about various aspects of the unit.
8. Provide demonstrations of all processes trainees must learn.
9. Simulate a crime scene and have each trainee perform essential tasks in collecting and preserving evidence.
10. Critique trainee performance in collecting and preserving evidence.
11. Audio tape lectures, video tape demonstrations for review and for individual and small group study.
12. Provide audio and video tapes as appropriate for class use or use by individuals and small groups.
13. Produce transparencies as appropriate to visualize presentations.



RESOURCES

## 1. AV Resources

- Aspects of Scientific Investigation (SFS) MPTC
- Crime Scene Procedure (SFS) MPTC
- Elements of Investigation (16mm., color, 15 min.) MPTC
- Face to Face Payoff (28 min., color) MPTC
- Field Inquiry (SFS) MPTC
- Field Interviewing (24 min., color) MPTC
- Follow-Up Investigation (SFS) MPTC
- Gathering Information From People (SFS) MPTC
- Guide to Evidence Collection (SFS) MPTC
- Guidelines for Interviewing (SFS) MPTC
- Initial Interview (14 min., color) MPTC
- Interviews (20 min., color) FBI
- Investigative Pathology (FS) MPTC
- Lab Matters (6 featurettes, 16mm., color, 507 min.) FBI
- Laboratory Chemistry (FS) MPTC
- Laboratory Instrumentation (FS) MPTC
- Latent Prints (FS) MPTC
- Microscopic Examination (FS) MPTC
- Physical Evidence (16mm., color, 20 min.) FBI
- Preliminary Investigation (SFS) MPTC
- Recognizing and Protecting the Crime Scene (16mm., color, 14 min.) MPTC
- Search and Seizure (SFS) MPTC
- Taking Fingerprints (16mm., color, 18 min.) FBI
- Use Your Eyes (16mm., color, 14 min.) MPTC

## 2. Books

- Donigan - The Evidence Handbook
- Fitzgerald - Handbook of Criminal Investigation
- Fox - Crime Scene Search and Physical Evidence Handbook
- George - Constitutional Limitations on Evidence in Criminal Cases
- Inbau - Criminal Interrogation and Confessions
- Kirk - Crime Investigation
- Klotter - Constitutional Law for Police
- Klotter - Criminal Evidence for Police
- Leonard - Criminal Investigation and Identification
- Markle - Criminal Investigation and Presentation of Evidence
- Markle - The Law of Arrest and Search and Seizure
- Moenssens - Scientific Evidence in Criminal Cases
- O'Hara - Fundamentals of Criminal Investigation
- O'Hara - Introduction to Criminalistics
- Soderman - Modern Criminal Investigation
- Stuckey - Evidence for Law Enforcement Officers
- Svensson - Techniques of Crime Scene Investigation
- Vanderbosch - Criminal Investigation
- Weston - Criminal Investigation

## 3. North Haven Police Resource Personnel

## 4. External Resource Personnel

- A. FBI Special Agent
- B. NHDPS Forensic Personnel
- C. Connecticut State Police Forensic Personnel

## 5. Other Media Resources

- FBI - Search and Seizure (Handout)
- MPTC - Rules of Evidence, Nos. 1-6 (Lesson Plan)
- IACP - Police Reference Notebook (Instructor's Guide)
- IACP - Training Keys
- No.HDPS - Investigative Manual

## EVALUATION

1. Paper and pencil test related directly to trainee learning objectives.
2. Case study analysis.
3. Trainees required to demonstrate performance of various tasks cited in trainee learning objectives.

## INSTRUCTIONAL UNIT IV

### Fingerprints

#### RATIONALE

The patrol investigator will assume responsibility for the various decisions and technical processes required to effectively obtain fingerprints at the crime scene.

#### TRAINEE LEARNING OBJECTIVES

On completion of the unit, the trainee will be able to:

1. Protect evidence from the elements and accidental or intentional destruction.
2. Identify fingerprints found at the crime scene.
3. Select equipment and materials appropriate for collecting and processing fingerprints.
4. Develop fingerprints using appropriate powders and processes.
5. Collect, mark, preserve and package prints.

#### CONTENT OUTLINE

- I. Introduction
  - A. Definitions
  - B. Importance as Physical Evidence
  
- II. Chance Impressions
  - A. Types of Impressions

1. Latent or visible
  2. Deposit or take-away
- B. Duration of Latent Prints
1. Factors

### III. Methods of Developing Latent Impressions

- A. Type of Surfaces
1. Nonabsorbent, hard, smooth surfaces
  2. Absorbent, porous, smooth surfaces
- B. Powder - Process
1. Variety and uses
  2. Brushes
- C. Other Development Processes
1. Fuming
  2. Silver Nitrate
  3. Ninhydrin

### IV. Lifting Powder Impressions

- A. Materials
1. Rubber lifters
  2. Transparent lifting tape
- B. Process

### V. Marking and Identifying Lifts

- A. Information Needed
- B. Process

### VI. Collection of Elimination Prints

A. Purpose

B. Process

### ACTIVITIES FOR INSTRUCTORS

1. Utilize external and internal resource personnel to provide expertise needed.
2. Assign readings from resources pertinent to topics in the unit.
3. Utilize AV resources to introduce the unit and/or provide background information and clarify procedures.
4. Demonstrate all activities and processes discussed.
5. Simulate a crime scene and require each trainee to perform all activities and processes discussed.
6. Critique trainee performance individually and collectively.
7. Require written and/or oral reports as appropriate.
8. Produce audiovisual resources as appropriate to visualize presentations.
9. Audio tape lectures, video tape demonstrations for review and for individual and small group study.

### RESOURCES

#### 1. AV Resources

Care, Custody and Control (FS) MPTC

Comparative Micrography (FS) MPTC

Evidence (FS) MPTC

Fingerprints (SFS) IACP

Footprints on Soft Surfaces (FS) MPTC

Guide to Evidence Collection (SFS) MPTC

Investigative Pathology (FS) MPTC

Lab Matters (6 featurettes, 16mm., color, 507 min.) FBI

Laboratory Chemistry (FS) MPTC

Laboratory Instrumentation (FS) MPTC

Latent Prints (FS) MPTC

Microscopic Examination (FS) MPTC

Physical Evidence (16mm., color, 20 min.) FBI

Skid Mark Evidence (SFS) MPTC

Taking Fingerprints (16mm., color, 20 min.) FBI

2. Books

Fox - Crime Scene Search and Physical Evidence Handbook

Kirk - Crime Investigation

Klotter - Criminal Evidence for Police

Markle - Criminal Investigation and Presentation of Evidence

Moenssens - Scientific Evidence in Criminal Cases

Vanderbosch - Criminal Investigation

3. North Haven Police Resource Personnel

4. External Resource Personnel

A. FBI Special Agent

B. NHDPS Forensic Personnel

C. Connecticut State Police Forensic Personnel

5. Other Media Resources

IACP - Training Keys

No.HDPS - Investigative Manual

EVALUATION

1. Paper and pencil test related to specific learning objectives.
2. Demonstrated performance of various tasks by trainees.



## INSTRUCTIONAL UNIT V

### Photography

#### RATIONALE

Essential information and evidence related to the crime can be permanently recorded on film by a skilled investigative photographer. This is a vital and integral part of an investigator's function and is crucial to success in apprehending and prosecuting a suspect.

#### TRAINEE LEARNING OBJECTIVES

On completion of the unit, the trainee will be able to:

1. Determine essential data to be photographed.
2. Determine the types of photographs best suited to the crime scene.
3. Photograph essential elements of the crime scene utilizing the type of camera and film best suited to the conditions.
4. Coordinate photography with other fundamentals at the crime scene.
5. Determine photographs necessary for the successful prosecution of a suspect.

#### CONTENT OUTLINE

- I. Introduction
  - A. Purpose
    1. Value of photography
    2. Admissibility of evidence
      - a. Immaterial or irrelevant

- b. Prejudice or sympathy
- c. Free from distortion
  - (1) Incorrect point of view
  - (2) Perspective
  - (3) Tone
- B. Photographing the Crime Scene
  - 1. Overall photographs
  - 2. The victim
  - 3. All evidence
  - 4. Use of special techniques
    - a. Photomacrography
  - 5. The environment
  - 6. Wounds
- C. Photographic Record Data
  - 1. Identify photographs with offense
  - 2. Identity of photographer
  - 3. Orientation of camera position with the scene
  - 4. Date and time
  - 5. Chain of custody photographs
- D. Technical Considerations
  - 1. Automatic cameras
  - 2. Motion vs. still photography
  - 3. Black and white vs. color film
  - 4. Lighting
  - 5. Interpreting photographs
    - a. Distortion and perspective
    - b. Enlargement and detail
- E. Special Situations

1. Burglary
2. Robbery
3. Assault
4. Motor vehicle

#### ACTIVITIES FOR INSTRUCTORS

1. Utilize external and internal resource personnel to provide expertise needed.
2. Assign readings from resource material pertinent to topics in the unit.
3. Utilize AV resources to stimulate and raise questions and to provide essential information.
4. Require several projects from trainees to provide experience in photography.
5. Critique samples of previously prepared material (photography) to demonstrate effective and ineffective approaches.
6. Demonstrate specific techniques to be used in photography.
7. Produce video tapes as appropriate for class use and for review by individuals and small groups.
8. Audio tape lectures, video tape demonstrations for review by individuals and small groups.
9. Require trainees to demonstrate proficiency in photography.

#### RESOURCES

##### 1. AV Resources

Crime Scene (FS) MPTC

Crime Scene Photography (FS) MPTC

Crime Scene Procedures (SFS) IACP

On the Record (16mm., color, 20 min.) FBI

The Preliminary Investigation (SFS) IACP

## 2. Books

Fox - Crime Scene Search and Physical Evidence HandbookKirk - Crime InvestigationKlotter - Criminal Evidence for PoliceMoenssens - Scientific Evidence in Criminal CasesO'Hara - Introduction to CriminalisticsSansone - Modern Photography for Police and FiremenVanderbosch - Criminal Investigation

## 3. North Haven Police Resource Personnel

## 4. External Resource Personnel

A. FBI Special Agent

B. NHDPFS Forensic Personnel

C. Connecticut State Police Forensic Personnel

## 5. Other Media Resources

IACP - Training Keys

No.HDPS - Investigative Manual

EVALUATION

1. Paper and pencil test related specifically to trainee learning objectives.
2. Trainees required to demonstrate performance of various tasks cited in trainee learning objectives.

## INSTRUCTIONAL UNIT VI

### Assault Investigation

#### RATIONALE

The crime of assault encompasses the broad spectrum of possible acts that can be committed by both males and females against persons of the opposite or same sex. Also, in the process of committing an 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.

#### TRAINEE LEARNING OBJECTIVES

On completion of the unit, the trainee will be able to:

1. Identify various types and degrees of assaults and sexual assaults.
2. Protect and preserve the scene of any assault.
3. Record the crime scene utilizing the processes of notetaking, sketching and photographing.
4. Complete an effective search of the crime scene including an area search.
5. Gather and process physical evidence found at the crime scene.
6. Recognize and investigate crimes associated with the sexual assault.
7. Provide for the needs of, interview, and obtain evidence from the victim.
8. Search, interrogate and obtain evidence from the suspect.
9. Relate effectively to a Rape Counseling Team to secure cooperation.
10. Exhibit a supportive, objective attitude toward the victim.
11. Relate effectively to media personnel to secure needed cooperation.

CONTENT OUTLINE

## I. Introduction

## A. Assaults

## 1. Definition

## 2. Degrees by Statute

## II. Sexual Assaults

## A. Definition

## B. Degrees by Statute

## C. Sexual Intercourse

## D. Sexual Contact

## E. Risk of Serious Physical Injury

## F. Incest

## G. Age, Mentally and/or Physically Incapacitated Victims

## H. Use of Firearms

## III. Assault Scene

## A. Assist Victim

## B. Protect the Scene

## C. Record the Scene

## D. Search the Scene

## E. 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
- F. Semen Traces

**VI. The Victim**

- A. Care and Treatment
- B. Initial Interview
- C. Evidence

**VII. The Suspect**

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

**VIII. Rape Counseling Team**

- A. Purpose
- B. Organizing Structure

**IX. Related Crimes**

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

- X. Police Attitudes
  - A. Common Complaints
  - B. Supportive, Objective Role
  
- XI. The Media
  - A. Relationships
  - B. Dissemination of Information

#### ACTIVITIES FOR INSTRUCTORS

1. Utilize external and internal resource personnel to provide assistance as needed.
2. Assign readings from resource material pertinent to topics in the unit.
3. Utilize AV resources to stimulate and raise questions and to provide essential information.
4. Produce audio and video tapes for selected demonstrations and review by individuals and small groups.
5. Require written and/or oral reports related to special topics.
6. Audio tape lectures, video tape demonstrations for review by individuals and small groups.
7. Provide case studies for individual and small group analysis.

#### RESOURCES

1. AV Resources

Crime Scene Procedures (SFS) MPTC

Field Inquiry (SFS) MPTC

Field Notetaking and Reports (16mm., color, 10 min.) MPTC



Gathering Information From People (SFS) MPTC

Guidelines for Interviewing (SFS) MPTC

Initial Interview (16mm., color, 14 min.) MPTC

Investigating the Crime of Rape (SFS) MPTC

Preliminary Investigation (SFS) MPTC

Witness Perception (SFS) MPTC

2. Books

Fox - Crime Scene Search and Physical Evidence Handbook

Nelson - Preliminary Investigation and Police Reporting

Vanderbosch - Criminal Investigation

3. North Haven Police Resource Personnel

4. External Resource Personnel

A. FBI Special Agent

B. NHDPS Forensic Personnel

C. Connecticut State Police Forensic Personnel

5. Other Media Resources

Dinkel, E. A. "The Use of Bite Marks as an Investigative Aid." Journal of Forensic Science, July, 1974.

IACP - Training Keys

No.HDPS - Investigative Manual

Rape Counseling Team: Treatment Protocols (Yale-New Haven Hospital) March, 1976.

EVALUATION

1. Paper and pencil test related to specific trainee learning objectives.

## 2. Case study analysis.

## INSTRUCTIONAL UNIT VII

### Robbery Investigation

#### RATIONALE

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.

#### TRAINEE LEARNING OBJECTIVES

On completion of the unit, the trainee will be able to:

1. Determine the elements necessary to prove robbery as compared to larceny.
2. Approach the various scenes of a robbery safely and discretely.
3. Obtain from a victim, suffering from traumatic shock, the necessary information to identify the perpetrator.
4. Obtain from eyewitnesses, information necessary for the apprehension of the perpetrator.
5. Transmit available information to adjacent police units.
6. Relate probable cause in the approaching of armed suspects.
7. Utilize the investigative process in gathering and collecting evidence; establishing modus operandi.

#### 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
  - 1. Road blocks, etc.

## V. Secure Crime Scene

- A. Isolate Witnesses
- B. Remove Sightseers

## VI. Gather Information

- A. Description of Perpetrator
  - 1. Distinguishing marks
  - 2. Unusual clothing
  - 3. Speech
  - 4. Physical reactions
- B. Vehicles
  - 1. Registration number

2. Make/Color/Year
  3. Damage
  4. Unusual decals
- C. Weapons
1. Type
  2. Color
  3. Simulated/Displayed
- D. Number of Perpetrators Involved
1. Active role
  2. Driver
  3. Look-out
- E. Entry
1. Where
  2. When
- F. Exit
1. Where
  2. When
- G. Modus Operandi

VII. Transmit All Available Information

- A. Adjoining Areas
- B. Hot Line

VIII. Suspects

- A. Establish Probable Cause
- B. Approach With Caution
  1. "Rather blush than bleed"
- C. Search of Suspect

1. "Terry Decision"

- D. Questioning of Suspect

1. Fifth/Sixth Amendment rights

- 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

### ACTIVITIES FOR INSTRUCTORS

1. Utilize general departmental policies concerning response to various types of robberies, i.e. banks, stores, individuals.
2. Simulate "robbery in progress" as a group exercise employing the various techniques discussed.
3. Assign appropriate readings from resource material.
4. Audio tape/video tape lectures and demonstrations for individual and small group reference.
5. Utilize department and external resource personnel in technical and specialized situations (bank robberies, stores, individuals).
6. Utilize slide presentation on Bank Holdup Response (NHDPS).

7. Assign case studies involving specific robberies to individuals or small groups for analysis.
8. Critique simulation exercise "robbery in progress."
9. Require written and/or oral reports about various aspects of the unit.

## RESOURCES

### 1. AV Resources

- Bank Holdup Response (Slide) NHDPS
- Felony Arrests (SFS) MPTC
- Field Inquiry (SFS) MPTC
- Stay Alert - Stay Alive (16mm., color, 20 min.) FBI
- Witness Perception (SFS) MPTC

### 2. Books

- Bristow - Field Interrogation
- Fitzgerald - Handbook of Criminal Investigation
- Klotter - Constitutional Law for Police
- Markle - Criminal Investigation and Presentation of Evidence
- O'Hara - Fundamentals of Criminal Investigation
- Soderman - Modern Criminal Investigation
- Turner - Invisible Witness

### 3. North Haven Police Resource Personnel

### 4. External Resource Personnel

- A. FBI Special Agent
- B. NHDPS Resource Personnel

C. Connecticut State Police Robbery Division Personnel

5. Other Media Resources

Northwestern Traffic Institute - Robbery (Source Document and Lesson Plan)

IACP - Police Reference Notebook (Instructor's Guide)

IACP - Training Keys

NHDPS - Resource File

No.HDPS - Investigative Manual

EVALUATION

1. Paper and pencil test related to trainee learning objectives.
2. Case study analysis employing witness interviewing and obtaining physical descriptions may be used.



## INSTRUCTIONAL UNIT VIII

### Larceny Investigation

#### RATIONALE

The most common crime, and one of the easiest to perpetrate, is larceny. The crime may vary in degrees from simple shoplifting to grand larceny. The patrol investigator must evaluate and understand the complexities involved and must realize that there are no social limitations on persons who commit the crime of larceny.

#### TRAINEE LEARNING OBJECTIVES

On completion of the unit, the trainee will be able to:

1. Determine the elements necessary to prove larceny as compared to robbery.
2. Differentiate from the varying degrees of larceny.
3. Obtain from the victim the information necessary to identify items taken and the identity of the perpetrator.
4. Obtain from eyewitnesses, information necessary for the apprehension of the perpetrator.
5. Determine the type of investigative procedure necessary for the successful conclusion of the crime.
6. Relate probable cause to speedy information in the search of suspects.
7. Utilize the investigative process in gathering and collecting evidence.

#### CONTENT OUTLINE

- I. Introduction

A. Definition

II. Degrees of Larceny

A. Larceny I

B. Larceny II

C. Larceny III

III. Types of Larceny

A. Shoplifting

B. Automobiles

C. Credit Cards

D. Pickpockets

E. The Worker

IV. Crime Scene

A. Witnesses

B. Victim

C. Complainants

V. Gather Information

A. Description of Perpetrator

1. Distinguishing marks

2. Unusual clothing

3. Speech

4. Physical description

B. Vehicles

1. Registration number

2. Make/Color/Year

3. Damage

4. Unusual decals

C. Accomplices

1. Description

2. Modus Operandi

D. Description of Articles Taken

1. Identification number

2. Serial number

3. Make/Model/Color

4. Unusual identifying marks

5. Value

VI. Transmit Information

A. Radio

B. Report

VII. Suspects

A. Speedy Information

B. Probable Cause

C. Search of Suspect

D. Questioning

1. Fifth/Sixth Amendment

VIII. Search of Crime Scene

A. Fingerprints

B. Footprints

IX. Fencing Items

- A. Pawn Shops
- B. Known Fences

X. Witness Identification

- A. Confrontation
- B. Mug Shots

ACTIVITIES FOR INSTRUCTORS

1. Utilize general departmental policies concerning responses to various types of larcenies.
2. Simulate a larceny as a group exercise employing the various techniques discussed.
3. Assign appropriate readings from resource material.
4. Audio tape/video tape lectures and demonstrations for individual and small group reference.
5. Assign case studies involving specific larcenies for small group analysis.
6. Require written and/or oral reports about various aspects of the unit.

RESOURCES

1. AV Resources

Felony Arrests (SFS) MPTC

Field Inquiry (SFS) MPTC

Stay Alert - Stay Alive (16mm., color, 20 min.) FBI

2. Books

Bristow - Field Interrogation

- Fitzgerald - Handbook of Criminal Investigation  
Klotter - Constitutional Law for Police  
Markle - Criminal Investigation and Presentation of Evidence  
O'Hara - Fundamentals of Criminal Investigation  
Soderman - Modern Criminal Investigation  
Turner - Invisible Witness

3. North Haven Police Resource Personnel

4. External Resource Personnel

- A. FBI Special Agent
- B. NHDPSS Resource Personnel
- C. Connecticut State Police Robbery Division Personnel

5. Other Media Resources

- Northwestern Traffic Institute - Larceny (Source Document and Lesson Plan)  
IACP - Police Reference Notebook (Instructor's Guide)  
IACP - Training Keys  
No.HDPS - Investigative Manual

EVALUATION

1. Paper and pencil test related to trainee learning objectives.
2. Case study analysis employing various larcenies and reporting methods.

## INSTRUCTIONAL UNIT IX

### Burglary Investigation

#### RATIONALE

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. The investigator must be able 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.

#### TRAINEE LEARNING OBJECTIVES

On completion of the unit, the trainee will be able to:

1. Determine the elements necessary to prove a burglary has been committed.
2. Protect and preserve physical evidence at the scene of a burglary.
3. Determine point of entry; point of exit.
4. Recognize various tool marks and other means of forced entry.
5. Establish a modus operandi.
6. Gather and collect evidence necessary for a successful investigation of the crime.

#### CONTENT OUTLINE

##### I. Introduction

##### A. Definition

1. Statutory
  2. Common Law
- B. Degrees by Statute
1. First degree
  2. Second degree
  3. Third degree
- C. Possession of Burglar Tools

## II. Elements of Burglary

- A. Breaking and Entering
- B. Building
1. Dangerous instrument
  2. Deadly weapon
  3. Explosives
  4. Bodily injury
  5. Intent
- C. Dwelling
1. Nighttime

## III. Burglary Scene

- A. Search Building
1. Cut off escape routes
- B. Search for Physical Evidence
1. Heelprints
  2. Fingerprints
  3. Area of breaking and entering/exit
  4. Closets
  5. Door knobs

6. Furniture
  7. Bottles and glasses
  8. Cartons and crates
  9. Safes
  10. Walls
  11. Tools
  12. Papers
  13. Glass/Windows
  14. Paint
  15. Tool marks
- C. Peculiar Habits
1. Modus Operandi

#### IV. Area Investigation

- A. Neighborhood Canvassing
1. Expediously
  2. Entire area
    - a. Side to side
    - b. Across the street
    - c. Rear yard neighbors

#### V. Gathering Evidence

- A. Samples
1. Glass
  2. Fibers
  3. Materials
  4. Paint
  5. Stains



- B. Fingerprints
- C. Photographs
- D. Areas Containing Jimmy Marks

## VI. Recording Evidence

- A. Exact Location Found
  - 1. Photographs
  - 2. Notebooks
  - 3. Search record

## ACTIVITIES FOR INSTRUCTORS

1. External resource personnel will provide forensic information dealing with tool marks, fingerprints and footprints.
2. Utilize case study method individually or in small groups with final presentation to entire class for discussion.
3. Role play a simulated burglary, utilizing procedures set forth in content outline.
4. Audio tape presentations of external resource personnel and file for individual or group use.
5. Prepare visuals (i.e. transparencies) for resource personnel as needed.
6. Assign appropriate readings from resource list.
7. Prepare a slide presentation on burglary investigation.
8. Introduce film Burglary Investigation to stimulate further discussion.
9. Require written and/or oral reports about various aspects of the unit.
10. Critique role play experience.

## RESOURCES

### 1. AV Resources

Burglary Investigation (16mm., color, 20 min.) FBI

Elements of Investigation (16mm., color, 15 min.) MPTC

General Evidence Photography (slide/tape, 45 min.) Eastman Kodak

Guide to Evidence Collection (SFS) MPTC

Laboratory Matters (series, color, 7 min.) FBI

Examination of soils and minerals, hairs and fibers, tire and snow marks.

Physical Evidence (16mm., color, 20 min.) FBI

### 2. Books

Bristow - Field Interrogation

Donigan - Evidence Handbook

Leonard - Criminal Investigation and Identification

O'Hara - Fundamentals of Criminal Investigation

O'Hara - Introduction to Criminalistics

Svensson - Techniques of Crime Scene Investigation

Walls - Forensic Science

### 3. North Haven Police Resource Personnel

### 4. External Resource Personnel

A. FBI Special Agent

B. NHDPS Resource Personnel

C. Connecticut State Police Investigative Personnel

### 5. Other Media Resources

Sherif - Physical Evidence

MPTC - Fingerprinting 1 & 2

IACP - Police Reference Notebook (Instructor's Guide)

IACP - Training Keys - Burglary

No.HDPS - Investigative Manual

### EVALUATION

1. Paper and pencil test on trainee learning objectives.
2. Visual test utilizing video components of tool marks, heel prints, etc.

## INSTRUCTIONAL UNIT X

### Notetaking and Report Writing

#### RATIONALE

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.

#### TRAINEE LEARNING OBJECTIVES

On completion of the unit, the trainee will be able to:

1. Prepare notes needed to provide a comprehensive record of the investigation.
2. Coordinate notetaking with other functions at the crime scene.
3. Plan and organize reports utilizing essential data and establishing a logical sequence for presentation.
4. Write reports incorporating proper form, style and essential qualities to insure effectiveness.

#### CONTENT OUTLINE

- I. Notetaking
  - A. Introduction
  - B. Definition
  - C. Purpose
    1. Who, What, Why, etc.

2. Aid to preparing a written report
3. Aid to follow-up investigation
4. Aid to prosecution
5. Personnel record
6. Admissibility as evidence

D. Essential Data

1. Date, time, locations
2. Victim description, etc.
3. Crime scene description
4. Evidence discovered
5. Unique case requirements

E. The Notebook

1. Format
2. Process of recording
3. Security considerations

II. Report Writing

A. Introduction

B. Definition

C. Purpose

1. Communication
2. Follow-up investigation
3. Use by prosecution
4. Personnel evaluation

D. Types of Reports

1. Initial
2. Progress
3. Final

E: Basis of Reports

1. Facts
2. Evidence
3. Observations

III. Planning and Organizing the Report

- A. Goal of Specific Report
- B. Identify Sources of Information
- C. Establish a Logical Sequence

IV. Writing the Report

A. Departmental Form and Style Required

1. Face sheet
2. Narration
3. Remarks and conclusions
4. Documentation

B. Qualities Required

1. Clarity
2. Legibility
3. Completeness
4. Accuracy
5. Brevity
6. Promptness

ACTIVITIES FOR INSTRUCTORS

1. Utilize external and internal personnel as needed to provide essential input.
2. Assign readings from resource material pertinent to topics in the unit.

3. Utilize AV resources to stimulate and raise questions from the class.
4. Produce transparencies to visualize presentations.
5. Produce slide-tapes for presentations in class or use by individuals and small groups.
6. Require several written projects from trainees directed to planning and organizing reports and incorporating essential qualities such as legibility, clarity, etc.
7. Audio tape lectures, video tape demonstrations for review by individuals and small groups.
8. Critique a series of previously prepared reports to demonstrate effective and ineffective approaches.

#### RESOURCES

##### 1. AV Resources

Field Notetaking and Reports (16mm., color, 10 min.) MPTC

Report Writing (16mm., color, 27 min.) MPTC

##### 2. Books

Dienstein - How to Write a Narrative Investigative Report

Nelson - Preliminary Investigation and Police Reporting

Patterson - A Manual of Police Report Writing

Squires - Guide to Police Report Writing

Vanderbosch - Criminal Investigation

##### 3. North Haven Police Resource Personnel

##### 4. External Resource Personnel

5. Other Media Resources

IACP - Training Keys

No.HDPS - Investigative Manual

EVALUATION

1. Paper and pencil test related to trainee learning objectives.



## INSTRUCTIONAL UNIT XI

### Administrative Policies and Procedures/NCIC

#### RATIONALE

Knowledge of departmental policies and procedures is instrumental in the development of a preliminary investigative effort. The guidelines necessary for the implementation of such an endeavor provide the essential information necessary for participation in the patrol investigator program.

#### TRAINEE LEARNING OBJECTIVES

On completion of the unit, the trainee will be able to:

1. State the policy of the North Haven Department of Police Service involving preliminary investigation.
2. List units in order of priority.
3. Identify the procedures employed by the North Haven Department of Police Service for investigations.
4. State the purpose of the National Crime Information Center (NCIC).
5. List both policies and procedures to be utilized in obtaining information from NCIC.

#### CONTENT OUTLINE

- I. Introduction
  - A. Policies
  - B. Procedures

## II. Identify Priority Items

### A. Procedures to be Employed

## III. NCIC

### A. Purpose

### B. Obtainable Information

### C. Policies and Procedures

#### 1. Input of information

#### 2. Information retrieval

### D. Information Available

#### 1. Stolen articles

#### 2. Wanted persons

##### a. Personal descriptions

##### b. Offenses

##### c. Scars, marks, tattoos, etc.

#### 3. Motor vehicle information

##### a. Motorcycles

##### b. Operator/Driver

### E. Cathode Ray Tube (CRT)

#### 1. Local

#### 2. Regional

#### 3. Statewide

## IV. Regional Computer

### A. Purpose

### B. Information

#### 1. Input

#### 2. Retrieval

- C. Regional Coding
- D. CRT Unit
  - 1. Regional towns
- E. Methodology of Reporting
  - 1. Coding
- F. CIRS Input
  - 1. Regional CIRS forms

#### ACTIVITIES FOR INSTRUCTORS

1. Utilize internal and external resource personnel to provide expertise needed.
2. Produce transparencies to visualize presentations.
3. Audio tape lectures for review by individuals and small groups.
4. Demonstrate CRT system.

#### RESOURCES

1. Books

- CRT Manual

- North Haven Police Policy and Procedure Manual

2. North Haven Police Resource Personnel
3. External Resource Personnel
  - A. NHDPS CRT Manual

EVALUATION

1. Paper and pencil test related specifically to trainee learning objectives.
2. Performance test consisting of input and retrieval on CRT system.

## PROGRAM EVALUATION

### THE TRAINING SESSIONS IN GENERAL: WHAT DO YOU THINK?

Below are questions and statements eliciting your feelings toward various aspects of your experience in this program.

Please respond to the following statements and questions. Be candid in your responses; and please be as specific as possible.

1. I found participating in this program

- a. very interesting
- b. somewhat interesting
- c. neither interesting nor boring
- d. somewhat boring
- e. very boring

2. I found participating in this program

- a. a very valuable learning experience
- b. a learning experience of some value
- c. an experience which was neither valuable nor worthless, as far as my own learning
- d. an experience somewhat worthless
- e. an experience which was completely worthless

3. I feel that the experience I gained from participating in this program

- a. was definitely worth the amount of time spent
- b. was probably worth the amount of time spent
- c. may or may not have been worth the amount of time spent
- d. was probably not worth the amount of time spent
- e. was definitely not worth the amount of time spent

4. Now that I know what the program is like, if I had had the choice I would

- a. have definitely participated in the program
- b. have probably participated in the program
- c. not know whether I would or would not have participated in the program
- d. have probably not participated in the program
- e. have definitely not participated in the program

5. During your "typical" workyear, how much priority would you give to taking time out to participate in a training program similar to this one:

High Priority      1        2        3        4        5        6        7      Low Priority

6. The following items focus on the utilization of various instructional techniques incorporated into this training program. Please indicate through the use of the numeral, your evaluation of the quality of the instructional approach; and through the use of the letter, your evaluation of the quantity of use of the instructional approach.

1. Outstanding
2. Good
3. Average
4. Somewhat Poor
5. Very Poor

- A. Not Enough
- B.
- C. About Right
- D.
- E. Too Much

Numeral/Letter

- \_\_\_ \_\_\_ a. Lectures
- \_\_\_ \_\_\_ b. Independent Study (reading, research, hands-on experiences, writing)
- \_\_\_ \_\_\_ c. Small-group Discussions
- \_\_\_ \_\_\_ d. Integration of some media into instruction (overhead projector, film, audiotape, videotape)
- \_\_\_ \_\_\_ e. Range of Topics
- \_\_\_ \_\_\_ f. Interest Level of Content (use numeral only)
- \_\_\_ \_\_\_ g. Value of "Hand-out" Sheets (use numeral only)
- \_\_\_ \_\_\_ h. Your Level of Involvement
- \_\_\_ \_\_\_ i. This Training Experience, in comparison to Other Training Programs in which you have participated (use numeral only)
- \_\_\_ \_\_\_ j. The assistance provided to you by the Training Consultants

7. Briefly state three skills (the most important to you) you have gained as a result of participating in this program.
8. Briefly state three areas of knowledge (the most important to you) you have gained as a result of participating in this program.
9. If you had the opportunity to make changes in this program, what changes would you make?

10. What aspects of this program would you definitely want to remain the same?

11. ADDITIONAL COMMENTS:

SCHEDULE

(32 hour program)

SESSION I (4 hours)

- Patrol Investigation
- Unit I: Program Introduction
- Unit II: Crime Scene

SESSIONS II, III (8 hours)

- Unit III: Evidence

SESSION IV (4 hours)

- Unit IV: Fingerprints

SESSION V (4 hours)

- Unit V: Photography

SESSION VI (4 hours)

- Unit VI: Assault Investigation
- Unit VII: Robbery Investigation
- Unit VIII: Larceny Investigation
- Unit IX: Burglary Investigation

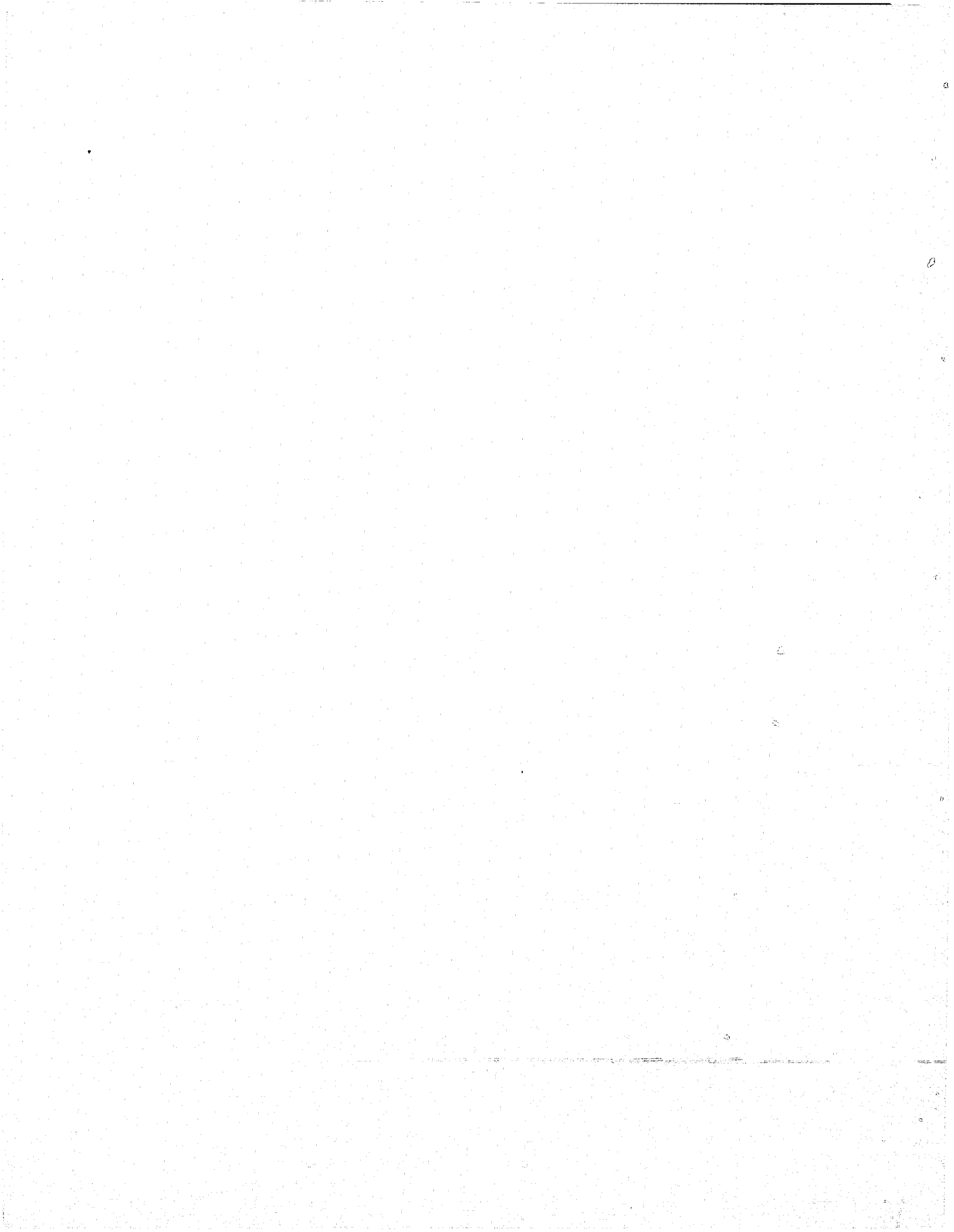
SESSION VII (4 hours)

- Unit X: Notetaking and Report Writing

SESSION VIII (4 hours)

- Unit XI: Administrative Policies and Procedures/NCIC





**END**