

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: INVESTIGATIVE TECHNIQUES AND PROCEDURES

Course No.: LAS 304

Program: LAW & SECURITY ADMINISTRATION

Semester: THREE

Date: SEPTEMBER 1991 Previous Date: SEPTEMBER 1990

Author: UGO CAPY

New: Revision: X

APPROVED:

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K. DeRosario, Dean
School of Human Sciences/Teacher Education

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Investigative Techniques & Procedures (LAS 304)
Instructor: U. Capy

COURSE GOALS

This course will provide students with an understanding of the role of professionals in criminal investigations. Students will develop basic skills to permit them to assist in conducting investigations. They will learn the legal parameters within which an investigation must be conducted and evidence collected.

STUDENT PERFORMANCE OBJECTIVES

1. Define the terms as set out by the course instructor.
2. Describe the role of the police in the investigation process.
3. Differentiate between Pro-Active and Re-Active policing and provide examples of each.
4. From given scenarios, list and discuss the steps of approaching the scene of an occurrence and preserving the scene for expert examination.
5. State and discuss the importance of fingerprinting and matching in the identification of physical evidence.
6. List and discuss the sources of information that may assist in conducting successful investigations.
7. Conduct interviews of victims, witnesses and suspects.
8. List and discuss the reporting responsibilities of police.

TOPICS TO BE COVERED

1. The role of the Police
2. The Investigation
3. The Crime Scene
4. The Collection of Evidence
5. Reporting Responsibilities

LEARNING ACTIVITIES

1.0 ROLE OF THE POLICE

Upon successful completion of this unit, students will be able to:

- 1.1 Define the terms as set out by the course instructor
- 1.2 List and discuss the services performed by the police
- 1.3 Differentiate between Pro-Active and Re-Active patrol
- 1.4 State the difference between Crime Repression and Crime Prevention
- 1.5 List the Pro-Active programs implemented by Police agencies in the Algoma District and discuss how each program operates
- 1.6 Discuss the impact of Community Based Policing on the future of policing in Canada

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2.0 THE INVESTIGATION

Upon successful completion of this unit, students will be able to:

- 2.1 Define the terms as set out by the course instructor
- 2.2 State the basis for successful investigations
- 2.3 Chart the police apprehension process from the commission of the crime to case presentation
- 2.4 State the functions that should be completed during the initial investigation
- 2.5 Describe the role of the Police during the continuing investigation
- 2.6 List five personal attributes that contribute to a successful career as an investigator
- 2.7 List the methods of locating witnesses
- 2.8 State the objectives of an interview
- 2.9 List and discuss the objectives of a field interview
- 2.10 Discuss the implications of the Canadian Charter of Rights and Freedoms on the questioning of suspects
- 2.11 List and discuss other sources of information during an investigation
- 2.12 From a given scenario, conduct an interview

3.0 THE CRIME SCENE

Upon successful completion of this unit, students will be able to:

- 3.1 Define the terms as set out by the course instructor
- 3.2 Describe the Proper states of mind which should be maintained by a law enforcement officer, during a tour of duty
- 3.3 Describe the proper approach techniques to occurrences and crime scenes
- 3.4 Discuss the importance of mental role playing in preparing an officer for an occurrence
- 3.5 Discuss the importance of physical preparation
- 3.6 State which laws may affect the safe arrival of an officer at an occurrence or crime scene
- 3.7 List and discuss the duties of the first officer at the scene of the crime

4.0 THE COLLECTION OF EVIDENCE

Upon successful completion of this unit, students will be able to:

- 4.1 Define the terms as set out by the course instructor
- 4.2 State the importance of physical evidence in conducting successful investigations
- 4.3 List the sources of physical evidence
- 4.4 State the value of finger prints as evidence
- 4.5 List the types of surfaces that are suitable for the development of finger prints
- 4.6 Describe three factors that may effect the deposit of finger prints

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- 4.7 Describe two factors that may effect the development of finger prints
- 4.8 List four other impressions that may be identified and state the significance of each
- 4.9 Describe the procedure that is to be followed once physical evidence is found
- 4.10 State the procedure for identifying physical evidence
- 4.11 State the Role of the Centre of Forensic Science and list the functions performed

5.0 REPORTING RESPONSIBILITIES

Upon successful completion of this unit, students will be able to

- 5.1 Discuss the importance of notes (notebook) in any investigation
- 5.2 State the purpose of police reports
- 5.3 Chart the path of an occurrence report from the time completed by the field officer until the case is presented in court
- 5.4 State what information should be contained in a police report
- 5.5 List different report forms and state the purpose of each
- 5.6 From a given scenario, prepare all the reports required for case presentation in court

STUDENT REQUIRED RESOURCES

Bennett, W.W., Hess K.M., **CRIMINAL INVESTIGATION**. Third ed. 1991.

Centre of Forensic Science, **AIDS TO THE INVESTIGATOR**.

METHODS OF EVALUATION

The final grade will be derived from a mid-term test, a final exam, unannounced quizzes, and assignments and case studies.

Quizzes, assignments and case studies	40%
Mid-term Test	30%
Final Exam	30%
	100%

COLLEGE GRADING POLICY

- 90-100% = A+
- 80- 89% = A
- 70- 79% = B
- 60- 69% = C
- Below 60% = R (repeat course)

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ADDITIONAL NOTES

Students enrolled in LAS 304 will be subject to unannounced quizzes. Should a student miss one of these quizzes and the student's absence was not explained prior to class, the student shall not be permitted to make up the quiz. Any student absent from the Mid-Term test or the Final Exam without excuse or without prior consultation with the course instructor may not be allowed to make up the test or exam.

SPECIAL NOTES

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.