CJE 4648 – Crime Scene Safety

Course Description:

A study of how to properly handle crime scene safety and hazardous crime scene safety as it relates to various hazardous materials to include chemical and biological.

Course Competencies:

Competency 1: The student will discuss the importance of crime scene safety by:

a. analyzing the physical condition and medical needs of victims, witnesses, and first responders at the crime scene
b. describing the importance of creating a pathway for responding medical personnel
c. analyzing the area of the crime scene for sights, sounds, or odors that may present a danger
d. listing the types of dangerous conditions that exist in the area of the crime scene
e. illustrating the importance of instructing responding medical personnel not to contaminate or cleanup the scene while treating injured

Competency 2: The student will analyze methods to secure a crime scene during processing by:

a. describing and discussing the importance of establishing a scene perimeter to prevent scene access by unauthorized personnel
b. recognizing the concept of hot, warm, and cold zones
c. recognizing the potential for damage to infrastructure in gas lines, power lines, etc.,
d. identifying protective clothing needed in zones

Competency 3: The student will summarize the basic safety practices to protect themselves while collecting evidence at a crime scene by:

a. defining hazardous material at a crime scene
b. recognizing various types of hazardous materials that could be present at a crime scene
c. describing the precautions that should be taken when collecting various types of hazardous materials
d. describing first aid techniques to be utilized when contact occurs with different hazardous substances

Competency 4: The student will outline the proper way to handle crime scenes involving infectious diseases by:

a. explaining the role of the Center for Disease Control as a resource
b. describing how various types of infectious diseases may be transmitted through the air at a crime scene
c. describing the dangers of exposure to blood borne pathogens at a crime scene
d. summarizing the various methods that can be employed to avoid being exposed to infectious diseases and inoculations that are available

Competency 5: The student will outline safety techniques in collecting biological evidence by:

a. defining biological evidence
b. comparing biological evidence handling techniques
c. describing how to properly package and store biological evidence
d. describing the dangers of sharp objects, hypodermic needles, and syringes at a crime scene

Competency 6: The student will outline safety techniques in collecting chemical evidence by:

a. identifying the types of dangerous chemicals present at a crime scene
b. summarizing the proper handling of dangerous chemicals at a scene
c. describing and discussing how to package and store chemical evidence
d. identifying safe storage facilities for chemical evidence

Competency 7: The student will identify protocols of a crime scene involving a weapon of mass destruction (WMD) incident by:

a. identifying the various types of WMD incidents
b. describing and discussing the various elements of crime scene security perimeter protection at a WMD incident
c. recognizing the protocol for structure safety issues while processing the scene
d. recognizing the potential for secondary explosive devices
e. describing and discussing systematic search methods
f. illustrating the evidence collection assignment responsibility at a large diverse scene

Competency 8: The student will discuss and describe the proper tools needed to safely process a crime scene by:

a. identifying the preferable type of camera, film, and video equipment that can be used to document a crime scene both during daylight and evening hours
b. citing the essential components of crime sketching
c. describing the necessary items for lifting fingerprints from a variety of surfaces
d. describing and discussing those instances when it is essential to wear protective gloves when processing evidence

Competency 9: The student will illustrate the proper Personal Protective Equipment (PPE) worn during the collection of evidence on a hazardous substance scene by:

a. defining the difference between the APR and PAPR and an SCBA and state the uses for each
b. citing the four different levels of PPE equipment and be able to explain the proper use for each level
c. citing the proper procedure for donning and doffing of the PPE as per the instructions provided in class
d. outlining what fit testing is and the importance of this step as it applies to the proper use of the respirator

Competency 10: The student will summarize the proper use of the Emergency Response Guidebook by:

a. outlining the proper method of identifying a particular hazard utilizing the UN or NA number only
b. researching the proper method of identifying a particular hazard utilizing the placard on the side of the mode of transportation
c. outlining the proper method of finding the basic hazard class information regarding type of protective clothing to be worn, first aid, fire hazard, etc.,
d. researching how to find the minimum distance for a perimeter to be set using the information in the ERG