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“CSI: WARSAW” – CRIME SCENE INVESTIGATION TRAINING AT THE UNIVERSITY OF WARSAW

In order to clearly explain to the Readers how and why the “CSI: Warsaw” course became the flagship teaching project of the Department of Forensic and Criminalistics Studies¹ at the Faculty of Law, University of Warsaw, it is necessary to present the background information on setting such a program in the framework of the legal studies.

Teaching in-depth and hands-on Crime Scene Investigation courses to the students of Law is quite a unique idea that is not easy to be found in the curriculum of the vast majority of the Universities worldwide. Obviously, the Police Academies have such courses in their programs – that is quite natural, due to the fact that their graduates would most certainly need to use such skills in the daily routine of their work. The civilian schools however, tend to offer only the abstract knowledge with (if ever) some very basic practical exercises.

To make the overall picture of the problem even more complicated, the “forensic” courses and specializations in majority of the countries are usually the domain of the Faculties that are located in the space of Science (Chemistry, Physics, Computer Science, Archeology, Anthropology, Geography), Bio-Medical Studies (Medicine, Biology, Psychiatry), Engineering and finally, Psychology. Of course, Law Schools might have some forensically-related lectures (usually as a highly theoretical part of the Criminal Law program), but it is very rare to have them designed in a such way that would allow the students to see the full spectrum of the problems that the investigators and the actors of the entire Criminal Procedure “theater” deal with.

Poland is one of the few countries that traditionally include the “forensic” courses in their legal studies prospectus. Actually, even the name of these courses implies that they are slightly different to what the average English-speaking readers would expect (comparing the Polish syllabi to the American, Canadian, British, Australian or New Zealand ones). It is caused by the fact that Polish Universities deliberately use the term “Criminalistics”, which – by English definition

¹ kryminalistyka.wpia.uw.edu.pl.

– means that it is an “application of scientific techniques in collecting and analyzing physical evidence in criminal cases”².

Polish definition of that term (“Criminalistics”) is wider and says that it is “a practical science that sets up the rules for efficient operation and the use of tactical and technical methods of investigation and research used for the purpose of disclosure and securing of the facts that have a relevant evidential and detective value, as well as prevention of the negative social phenomena”³. The tactical component (which is explicitly brought forward by all of the Polish definitions⁴) of “Criminalistics” is very important for the Polish system. It explains how to lead the investigation in an effective way and includes – for example – the tactical approach to the interviewing and interrogation process, analysis of statements and testimonies, selection and application of the most operationally applicable methods, measures and techniques.

The Criminalistics program offered by the Faculty of Law of the University of Warsaw includes theoretical lectures, classroom exercises (with some practical components) and seminars and it has been very popular among students for many years. However, since around 2007 it became gradually apparent that due to the ever-increasing phenomenon (caused by the popular TV programs) called the “CSI Effect”⁵ and the unrealistic expectations that the general public builds towards the investigative services⁶ there is an urgent need of setting up such a project that would show the students the reality of the forensic and investigative work and would allow them to get the best quality knowledge, unbiased by the exaggerated hype caused by the television shows.

I had a privilege to co-operate closely with the Police forces of Poland, United States, Canada and United Kingdom since the end of the 1990s and such networking allowed me to participate in the law-enforcement conferences and training programs. During one of these events, in winter of 2007 (the 21st Annual Forensic Identification Conference organized by the Toronto Police and the Ontario Center for the Forensic Sciences) I came across the University of Ontario Institute of Technology (UOIT) program designed for the Science students that plan to pursue their careers in the forensic fields⁷. Their curriculum included semi-realistic scenarios that the students would work on in a controlled environment. It was planned in such a way that the students would be able to test their theoretical

² *Criminalistics*, Merriam-Webster.com. Merriam-Webster, n.d. Wed. 10 Dec. 2014, <http://www.merriam-webster.com/dictionary/criminalistics>.

³ E. Gruza, M. Goc, J. Moszczyński, *Kryminalistyka, czyli rzecz o metodach śledczych*, Warszawa 2008, p. 21.

⁴ T. Hanausek, *Kryminalistyka. Zarys wykładu*, Kraków 2005, p. 23.

⁵ See i.e. The Economist, *Forensic science: the CSI effect*, accessed Tue. 4 Nov. 2014, <http://www.economist.com/node/15949089>.

⁶ See i.e. D. E. Shelton, *The CSI Effect: does it really exist*, “NIJ Journal”, No. 259, accessed Wed. 15 Oct. 2014, <http://www.nij.gov/journals/259/pages/csi-effect.aspx>.

⁷ <http://uoit.ca/programs/science/forensic-science.php>, accessed Tue. 28 Oct. 2014.

knowledge and laboratory-based experience at mock crime scenes. I learned that it is one of the very few courses of that kind offered to the civilian (but still: scientific) audience. It looked very promising, but at that time it lacked the tactical (procedural, psychological, etc.) component that I considered to be important. It was still a very unique course and it gave me the first idea of bringing such an experience to the University of Warsaw.

My second experience with a partially similar approach was during the spring of 2008 networking visit to the University of Central Lancashire (UCLan) in the United Kingdom. The School of Forensic and Investigative Sciences that I visited was at the time the first civilian institution in the UK (and the only one in Europe) that used the concept of the so-called crime scene houses⁸. These three terraced houses owned by the University were set up as permanent mock crime scenes where Science students would learn the practice of crime scene investigation. Rooms were prepared in such a way that they would imitate different locations: a residential house, a bar, a hotel room, a shop, etc. Their exterior features, such as gardens and outbuildings were also used as mock scenes for varied scenarios. It was a very interesting and professionally prepared environment that I considered an invaluable tool or teaching aid that could allow us to greatly enhance the content of our program at the University of Warsaw. I believed that such a tool would work even better if the circumstances/scenarios would have an option of being different, depending on the needs of a particular student group (the UCLan “crime houses” had permanent and repetitive layout and the consecutive groups of students – throughout the years – would work in exactly identical space). The repetitiveness factor has its advantages, especially as it allows the clear comparison of students’ progress, but its methodology does not allow for circumstantial changes that might be necessary if the course was to be calibrated to the specific crime category or problem. Additionally, in my view, the house environment was not sufficient for the training of investigators and forensic technicians, as it did not allow them to practice in the open areas where the weather condition and/or terrain layout could radically influence the strategy and tactics of the investigation.

These experiences were an impulse to design an in-depth and hands-on course of crime scene investigation for the University of Warsaw. I consulted the preliminary idea with the Head of the Department of Forensic and Criminalistics Studies and we came up with a conclusion, that it would offer and unprecedented wealth of practical experience and cutting-edge knowledge to our students. The graduates of the Faculty of Law pursue a very broad spectrum of careers. Some of them become practicing lawyers; others join the Police forces or other law-enforcement agencies and justice administration institutions. We believed, that the access to the expertise and practice of investigative techniques and tactics would undoubt-

⁸ http://www.uclan.ac.uk/schools/forensic_investigative_sciences/about.php, accessed Tue. 28 Oct. 2014.

edly enhance their position on the job market and in the professional environment. In our view – based partially on the experience of setting up and running the University of Warsaw Center for Forensic and Investigative Sciences⁹), there is a clear need for high quality education in forensics and criminalistics among not only Police officers, criminal lawyers (attorneys, prosecutors and judges) and expert witnesses, but also among representatives of other legal fields, as well as specialists in various scientific and engineering disciplines who might become actors in the criminal procedure throughout their careers. Hence, we decided that such a new and practical course should not be limited only to the students of Law, but also embrace students of other Faculties who might be interested in criminal investigation.

Since there were no courses of that kind ran at any of the European Universities (except of the United Kingdom), the design of a new one had to take into account the local (University of Warsaw) requirements and the Polish Criminal Procedure as well as associated legal acts (including the law enforcement operational instructions and protocols). My British and Canadian experiences were certainly helpful, but the whole structure and content of the program had to be built as an entirely new project.

The financial and administrative part of the initiative were backed up by the “Modern University Program” at the University of Warsaw¹⁰, as well as the “Teaching Innovations Fund”. The University of Warsaw “Teaching Innovations Fund” (FID)¹¹ is a competition-based grant system that finances the preparation and implementation of the novel and original courses, allowing the Faculties to introduce new teaching solutions without initial financial burden. The course that we designed at the Department of Forensic and Criminalistics Studies won the 5th FID Contest in January 2009 and we were awarded a grant to introduce the new program called “Crime Scene Investigation – facts vs. fiction. CSI: Warsaw” in the summer semester of 2009.

The “CSI: Warsaw” program is offered to the best students who can prove that their knowledge and interest in the area of forensic techniques and tactics is substantially above the average. We invite the students who had already completed the half-year course of Forensic Science and Criminalistics (FS&C, which consists of one lecture and one exercise workshop a week and provides the introductory theoretical information and the general orientation in practical aspects of evidence collection and interpretation, as well as the interviewing/interrogation methods and strategies). The FS&C courses are held at the Faculty of Law, but are open to students from other Faculties as well. They are elective (not obligatory), but tend to be highly popular among the students community. The FS&C

⁹ <http://cns.uw.edu.pl>.

¹⁰ <http://www.nuw.uw.edu.pl/eng>.

¹¹ http://www.bss.uw.edu.pl/nowa/index.php?option=com_content&task=view&id=60&Itemid=51.

classes are available to the students of the 3rd, 4th and 5th year of legal studies and to the graduate (MA/MSc) students of other Faculties. It is worth noting that at the University of Warsaw all programs have the undergraduate (Baccalaureate; 3 years) / graduate (Masters; 2 years) structure, with the exception of Law and Psychology that have the full five years Masters structure (no undergraduate option is available).

During the FS&C course, the students are carefully assessed by the instructors and they are encouraged to participate in practical exercises and role-playing activities. Throughout the semester, we try to establish which participants would be most likely to succeed in the extremely demanding and challenging environment of the “CSI: Warsaw”. Each year, around 200–240 students take the FS&C courses, but only twenty of them can join the “CSI” program. The applicants submit their academic Curriculum Vitae, as well as a cover letter in which they explain how they would benefit from the “CSI” course and what kind of specific skills and knowledge they can bring in for the benefit of the group. They are encouraged to list all of the relevant experience, such as the list of other elective courses in Forensic and Investigative Science spectrum (the course offered at the Faculty of Law includes i.e. forensic psychology, investigative tactics, theory of Police operations and several others), Criminal Law and Criminal Procedure, extracurricular scientific groups or clubs, conference participation, job experience, etc.

The competition is very strong and demanding and we base our choices not only on the academic merit but also on our experience with the particular students’ involvement in the FS&C courses when we check their ability to work under stress and in the challenging role-playing exercises when they need to prove their abilities. We aim to select the most diverse group in terms of individual skills and interest and we happily welcome the applicants from Science Faculties and Psychology. The successful applicants are fully aware that the course that they are about to participate in is difficult and time-consuming and that we expect them to be available for extended hours, regular lengthy field exercises and laboratory visits.

Within the general framework of the “CSI: Warsaw” course we divide the 20 students into four groups. Each group would later be responsible for the preparation and leading of one major exercise (under the guidance and care of the course instructor). There are four such exercises throughout the semester – on average once a month. In practice, this allows us to divide the semester into four sections – each of them having similar outline and structure. For the clarity of the report, the following description explains the organization of one typical section (taking approximately four to five weeks to complete, depending on the level of difficulty and complexity):

1. The group of students (five individuals) chosen to lead the particular section discusses the theme of the planned exercise with the course instructor.

They design the scenario, choose the location or locations for the exercise, plot the entire event in detail, invite actors/helpers (usually fellow students, but also friends, colleagues, family members, associates), and plan the necessary accessories and items that need to be acquired. They are obliged to keep the entire drill in absolute secrecy, so that the experience would be the most realistic (unexpected, surprising) to the rest of the class (remaining fifteen students). The course instructor leads the preparations, offers advice, helps in logistics and takes care of the necessary administrative duties. This process takes the first three weeks of the course section.

2. During the first and second week of the section, all of the “CSI: Warsaw” students participate in advanced lectures and exercises that enhance their knowledge of forensic and investigative techniques and tactics. These activities are either campus based (usually 4–5 hours a week) or have a form of the off-campus workshops or laboratory visits. Usually, students have the opportunity of meeting experts from the law enforcement community, technicians from the forensic identification services, or court expert witnesses.

3. The first two weeks of the section are also used (if necessary and justified by the scenario of the planned major exercise) to pass some “operational” data to the students. They might receive the wiretap recordings, operational photographs, case files and other documents that are related to the “case” that they would be working on in the weeks to follow.

4. The third week (in some cases: week three and four) of the section is devoted to the major exercise (so-called “Case Week”). This is when the fifteen remaining students of the “CSI: Warsaw” course are confronted with very realistic, real-time mock crime scene(s) that they need to investigate. The nature of the typical “Case Week” will be described in the following part of this article.

5. In the time that follows the major exercise but precedes the “Summary Week” (explained below) the investigative team works on the collected evidence, interprets it and has the option of sending specific questions regarding the specific evidence to the “Laboratory”. The “Laboratory” is usually virtual environment, where the students who prepared the exercise offer answers to the technical questions (AFIS checks, DNA analysis, sample comparison, etc.).

6. The fourth week (in some cases: week five) of the section is the “Summary Week”. This is when the students who formed the investigative team present their findings in the form of investigative versions and conclusions. Their statements must be backed by specific evidence that they collected, secured, documented and interpreted. During the “Summary week” they can also summon the witnesses and interrogate the suspects if necessary. Finally, they need to prepare their statement describing their reasoning and offer the explanation of the case that they consider to be legally viable and “usable” in terms of the further prosecution. The team that prepared the exercise for the particular section confronts the presented version/opinion with the reality of the scenario, indicating which pieces

of evidence were omitted, which were misinterpreted and what were the gaps or inconsistencies in the investigative team’s work. Finally, the course instructor offers a set of solutions and best practices that would mitigate the risk of such problems arising in the further exercises and real-life circumstances.

The six-step process described above forms one section of the “CSI: Warsaw” course. There are four sections like that throughout the semester, and they are designed in an increasing level of difficulty manner, where the fourth and final section usually has the most complex and challenging scenario.

The “Case Week” is the essence of the “CSI: Warsaw” course. The set-up of the mock crime scene is exceptionally realistic and we try by all means to enable our students to work in the most diverse range of circumstances. Our objective is to train our students, as we would teach the best investigators, prosecutors and forensic experts. We respect their high expectations towards the course and the time and resources that they devote. The “Case Week” exercises are performed in real time: sometimes they take eight to ten hours to complete (that is: to process the crime scene(s) and collect the necessary information from the witnesses), but it is quite normal for them to take two or three days. Some of the mock crime scenes are limited to a single location, but usually they require the students to visit several places (some of them out of Warsaw, sometimes within a range of a few-hour drive from each other). The locations could be in buildings or in open spaces. We use (with all the necessary permits) private apartments or houses, office premises, farm buildings, disused factories, public grounds and parks, forests and farms. The “Case Weeks” go on regardless of the time of the day, season of the year and the weather conditions.

The “Case Week” requires the students to be familiar with and use the real forensic equipment (full sets of tools, powders, labels, chemicals, alternate light sources, etc.). In order to avoid contamination and cross-contamination, they must wear the full protective clothing (hooded forensic overalls, gloves, masks, goggles, shoe protection). They collect the evidence samples with the use of real probes, testers and swabs. Every piece of evidence that they collect must be secured in proper packaging, sealed, described, and protected. We take the utmost care in teaching the students all of the necessary procedural algorithms, including the proper filling-in of the forms, labels and protocols. Every action and procedure must be carefully documented (forensic photography and video recording) in the same fashion, as it would happen in real life circumstances.

We tend to use mannequins if bodies or body parts are a necessary element of the crime scenario, but some exhibits or pieces of evidence require us to use the more naturalistic teaching aids. For example, detection of blood with various forensic chemicals (i.e. Kastle-Meyer test, Luminol) demands use of blood, not paints or dyes – in that case we use safe, veterinary-tested animal blood. If we need to teach the students the methods of exhumation, we use biohazard-free

(veterinary tested) animal bones and body parts. Such items are also necessary if the particular scenario requires the students to use their knowledge in forensic entomology or other specific methods and techniques that would be used in the real life criminal cases.

Sometimes our objective of confronting the students with the most realistic interpretation of the investigative work necessitates a very difficult and complex preparation of the “Case Week” exercises. For example, with the help of our associates or former students we are able to procure old/wrecked cars that are used in cases of accidents, hit and run crimes or arson. In our opinion, it is crucial to experience the most varied scenarios in a safe, secure and controlled environment but to do it in the circumstances that are as close to reality as possible.

The scenarios that we use during the “Case Weeks” are very diverse. We tend to change them frequently and calibrate them according to the students’ needs and interests. The examples of staged crime scenes that we used in the “CSI: Warsaw” program include homicide, kidnapping, arson, organized crime (students were earlier trained by the Police Criminal Analysis Unit expert), cybercrime, sexual crimes, break and entry, human trafficking, narcotics crime, hostage taking (students had the opportunity of learning the basic skills of hostage negotiations from the Police Negotiator), serial sexual crimes and murder (with a help and expertise of Police psychologist and offender profiler), and staged crimes. Occasionally, we build our scenarios on the cold-case material, with meticulously prepared “old” case files (the materials include black and white analog photography and typewriter filled files and protocols printed on the vintage paper) that the students analyze and try to employ modern techniques and methods to re-open the investigation and solve the crime.

In order to make the “Case Week” settings as realistic and interdisciplinary as possible, we try to include not only the strictly forensic and investigative actions in our scripts, but we also teach our students the methods and techniques of observation, infiltration, undercover work, intelligence (including the Open Source Intelligence and social networks analysis¹²), and other measures used by the law enforcement agencies. They learn these techniques as well as the legal framework in which these measures operate.

It is critical for the success of the “CSI: Warsaw” course to enable our students to meet and consult the specialists in the field of crime scene investigation and associated areas of Police work and forensic sciences. We frequently invite guest speakers: investigators, forensic laboratory technicians, scientists and expert witnesses. The “CSI: Warsaw” students had an opportunity to work with Police psychologists and profilers, BPA (Blood Pattern Analysis) expert, DNA analyst, forensic dentist, SWAT team leader, hostage negotiator, criminal intelligence

¹² K. Gradoń, *Crime Science and the Battlefield of the Internet. Securing the Analogue World from the Digital Crime*, “IEEE Security & Privacy Magazine”, Sept/Oct 2013, Vol. 11, No. 5, pp. 93–95.

officer, cybercrime investigator, firearms and ballistics investigator, and several other guests that offered us their expertise and guidance.

One of the most important aspects of the “CSI: Warsaw” program is to teach the students the techniques, tactics and art of dealing with persons who are the usual actors of the crime scene ecosystem. Our students are taught the crowd management, media management and public relations techniques. Sometimes they employ the basic skills of negotiations that they also learn throughout the course. The crucial part of their training is the psychological and tactical approach to the issues of interviewing witnesses and interrogating suspects. The students are continuously trained in that field, and if they need to use that knowledge during the “Case Week”, they have to perform their duties in full accordance with the rules of the Criminal Procedure Code. They also need to document all of their actions, which are usually audio and video recorded. We use the recordings to assess the techniques that were used and we critically analyze the processes and their outcomes with all of the students and actors involved.

Some of the witnesses that are interviewed require special attention (from the procedural or tactical point of view): children need to be interviewed in the presence of their parents or trained psychologists, elderly or ill persons are usually assisted by medical personnel and non-native speakers or foreigners have to be spoken to with the help of a skilled interpreter. We try to include such “difficult” witnesses (or carefully prepared actors) in our scenarios, so that our students learn how to deal with these (sometimes unexpected) turns of the events. Sometimes, when we expect a particularly interesting interview/interrogation, we set up the interviewing room with cameras and microphones, so that the students who do not participate in the actual confrontation with a witness or suspect can watch the procedure live, without disturbing the main actors.

One of the training aids that were developed by us within the “CSI: Warsaw” program was the method that we now use in the preliminary phases of teaching our students how to interview witnesses. It enables future lawyers and investigators to understand that the witnesses’ statements are very often inaccurate or biased. The simple technique that we designed requires staging a scene (scenes that we use range from very dynamic to moderately static and from obviously “suspicious” in nature to supposedly “innocent”). The actors then play out a carefully arranged and staged event. The incident is filmed simultaneously with four cameras, from four different perspectives and distances, simulating the observation points of witnesses (static, or mobile – walking, moving car). Each film is then shown to one person (the witness) who watches it only once without any commentary, explanation or clarification. Later on (hours or days later) each of the witnesses is interviewed in regard to the single video footage that they watched. Even though all four persons would see exactly the same event, they differ enormously in their description of the event. Usually, their statements are so different, that the transcripts seem to concern four totally unrelated situations. Although our witnesses

are law students who understand that they are being shown these videos for a reason (and so they tend to watch them with an above average concentration), they commonly miss important details. We found that such an exercise is a perfect way of teaching the future lawyers how to approach and assess the statements that they might analyze in the court of law. Such “CSI: Warsaw” teaching tool is now a regular part of training our students during the introductory course of Forensic Science and Criminalistics and is yet another example of enhancing the quality of professional development and education of lawyers and other actors of the justice system and law enforcement.

There is a belief that “lawyers and forensic scientists enjoy a close, yet often uneasy, relationship”¹³. I hope that the “CSI” course that we designed is a perfect method of making that relationship much more straightforward and comfortable, thanks to the increased mutual awareness and understanding. In the seventh year of running the “CSI: Warsaw” program at the Faculty of Law we have a lot of very positive feedback from our graduates who are now practicing lawyers and Police officers. Both they and their supervisors and legal partners confirm that the “CSI” course has greatly enhanced the quality of their work. Our project has been received with interest of the professional community as well as the specialist media¹⁴.

I believe that the “CSI: Warsaw” course that I designed and that our team developed for the University of Warsaw Faculty of Law is a very successful program that both the faculty and students benefit from. It is obviously difficult and time consuming, but it allows us to teach the state of the art methods and techniques and provide our students with the highest standard of knowledge. We not only train future investigators and Police officers – in my opinion, our criminal justice system profits highly as we raise the awareness of the future judges, public prosecutors and criminal attorneys in regard to the broadest possible spectrum of the crime scene investigation and analysis trade. These lawyers will certainly perform their duties in a more educated fashion, since their knowledge is built on the evidence-based, practical and empirical research and exercises. They will be better prepared to analyze the evidence material, confront the versions, statements and opinions and understand the complexity of the criminal justice system.

¹³ J. J. Nordby, *Here we stand. What a Forensic Scientist does*, (in:) S. H. James, J. J. Nordby (eds), *Forensic Science. An Introduction to Scientific and Investigative Techniques*, 3th ed., CRC Press, Boca Raton 2009, p. 4.

¹⁴ See i.e. M. Rydel, *CSI Warsaw*, “Rzeczpospolita Legal Pages”, December 2012, <http://prawo.rp.pl/artykul/567750.html>.

“CSI: WARSAW” – CRIME SCENE INVESTIGATION TRAINING AT THE UNIVERSITY OF WARSAW

Summary

The author presents the position of forensic and investigative sciences within the framework of legal education at Polish universities. The paper confronts the traditional scope of the highly theoretical criminalistics/forensics courses with the modern and innovative hands-on workshops designed and successfully employed at the Faculty of Law and Administration, University of Warsaw. The educational project nicknamed “CSI: Warsaw” was designed in order to mitigate the pop-culture driven and unrealistic expectations of the general public towards the potential and effectiveness of the investigative sciences (an approach known as the “CSI Effect”). The practical course of crime scene analysis, evidence collection and interpretation became and instantly popular and sought-after part of the University of Warsaw curriculum. The paper describes the outline and structure of the course, providing the description of the students’ selection process, the nature of the highly realistic, hands-on and real-time exercises and their assessment, as well as the practical effects for the course graduates when they enter the job market in the legal and law-enforcement professions.

“CSI: WARSAW”, WARSZTATY KRYMINALISTYCZNE NA UNIwersytecie Warszawskim

Streszczenie

Autor przedstawia umiejscowienie kryminalistyki i nauk sądowych w systemie nauczania prawa na polskich uniwersytetach. W swoim artykule konfrontuje tradycyjne, wysoce teoretyczne podejście do kryminalistyki z nowoczesnym i innowacyjnym programem praktycznych warsztatów, które zostały z powodzeniem wdrożone na Wydziale Prawa i Administracji Uniwersytetu Warszawskiego. Projekt edukacyjny znany pod nazwą „CSI: Warsaw” powstał, by przeciwstawić się podsycanym przez kulturę popularną, oderwanym od rzeczywistości oczekiwaniom społecznym wobec możliwości i skuteczności nauk sądowych (podejście takie określa się mianem „Efekt CSI”). Opracowany na WPiA UW kurs praktyczny analizy miejsca zdarzenia, ujawniania, zabezpieczania i interpretacji materiału dowodowego stał się bardzo szybko popularnym elementem programu kształcenia na Uniwersytecie Warszawskim. W artykule opisano szkielet i strukturę przedmiotu zajęć, procedurę selekcji kandydatów, charakterystykę bardzo realistycznych, praktycznych i odbywających się w czasie rzeczywistym warsztatów,

a także ocenę ich skuteczności. Dodatkowo przedstawiono efekty praktyczne programu, przekładające się na pozycję zawodową absolwentów Wydziału Prawa, wchodzących na rynek pracy w profesjach związanych z wymiarem sprawiedliwości.

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crime Scene Investigation, forensic sciences, criminalistics, CSI Effect, CSI: Warsaw, workshops, law-enforcement, criminal procedure, evidence law, teaching innovations

SŁOWA KLUCZOWE

oględziny miejsca zdarzenia, nauki sądowe, kryminalistyka, Efekt CSI, CSI: Warsaw, warsztaty, organa ścigania, postępowanie karne, prawo dowodowe, innowacje dydaktyczne