

ITT Technical Institute

CJ253P

Policing Techniques: Interviewing and

Interrogation

Onsite Course

SYLLABUS

Credit hours: 4

Contact/Instructional hours: 66 (56 Theory Hours, 10 Lab Hours)

Prerequisite(s) and/or Corequisite(s):

Prerequisites: CJ151P Principles of Policing and Law Enforcement

Course Description:

This course explores police techniques and tactics used to combat and prevent crime. Emphasis is placed on the knowledge and working skills involved in the art of interviewing and interrogating witnesses and suspects, and the relevant legal parameters that must be followed during field procedures.

SYLLABUS: Policing Techniques: Interviewing and Interrogation

Instructor: _____

Office hours: _____

Class hours: _____

Major Instructional Areas

1. The Interviewer – Personal Qualities, Communication Skills
2. The Interview and Interrogation Process
3. Interview and Interrogation Techniques
4. Legal Requirements and Rights for In-Custody Interrogations
5. Confessions

Course Objectives

After successful completion of this course, the student will have the opportunity to:

1. Describe the personal qualities that affect the interview process.
 - 1.1 Describe personal qualities that can reduce the effectiveness of an interview.
2. Using the Internet and/or ITT Tech Virtual Library, research articles involving successful interviewing and interrogation of witnesses.
3. Differentiate an interview from an interrogation.
4. Formulate a list of questions that can be used in purposeful interrogation.
5. Identify the steps in the interview process.
6. Compare the traditional interview method with the cognitive interview method.
 - 6.1 Identify how the two methods are alike, and how are they different, and how would an officer decide to use one over the other.
7. Identify the constitutional and legal considerations that must be made during a criminal interrogation.
8. Using case studies analyze the techniques used by officers in obtaining a confession and make suggestions for improvement.
9. Describe interview approaches for special populations.

Related SCANS Objectives

1. Identify the need for data, and then obtain the data relevant to successful interviewing and interrogation of witnesses from the internet or ITT Tech Virtual Library while evaluating its relevance and accuracy.
2. Analyze and interpret data to formulate list of questions that would be used in purposeful interviewing.
3. Effectively present ideas or data using oral, written, graphic, pictorial, or multi-media methods to illustrate the point at which the interview would become an interrogation.
4. Uses critical thinking to identify the steps in the interview process.
5. Use ideas or information to gain new perspectives while interviewing.
6. Organize and maintain information to maximize retention and expression of knowledge.
7. Use critical thinking to analyze the techniques used by officers in obtaining a confession.
8. Uses computers to research the Internet or ITT Tech Virtual Library about successful interviewing and interrogation of witnesses.

9. Allocate time and energy in completing projects in a consistent and timely manner.
10. Acquires, evaluates, organizes, maintains, interprets, and communicates information.

Teaching Strategies

The curriculum is designed to promote a variety of teaching strategies that support the outcomes described in the course objectives and that foster higher cognitive skills. Delivery makes use of various media and delivery tools in the classroom.

Course Resources

Student Textbook Package

- Gosselin, D.K.(2006)_*Smart Talk contemporary interviewing and interrogation*. (Custom ed.). Boston, MA: Pearson Custom

References and Resources

ITT Tech Virtual Library

Login to the ITT Tech Virtual Library (<http://library.itt-tech.edu/>) to access online books, journals, and other reference resources selected to support ITT Tech curricula.

- **General References**

- **Periodicals**

The following periodicals/journals are related to this course and are available through the ITT Tech Virtual Library:

- **Periodicals>EbscoHost**

- Ekman, Paul. "Why don't we catch liars?" *Social Research*, 1996, 801-817.
 - Kebbell, M. R., Shane D. Johnson, Irene Froyland, Melvin Ainsworth. "The Influence of Belief that a Car Crashed on Witnesses' Estimates of Civilian and Police Car Speed." *The Journal of Psychology*, November 2002, 597-607.

- **Periodicals>ProQuest**

- Adams, S. H. "Statement Analysis Beyond the Words." *FBI Enforcement Bulletin*, April 2004. Criminal Justice Periodicals, 22-23.
 - Artwohl, A. "Perceptual and memory distortion during officer-involved shootings." *FBI Law Enforcement Bulletin*, October 2002. Criminal Justice Periodicals, 18-24.
 - Engel, R. S., Eric Silver. "Policing mentally disordered suspects: A reexamination of the criminalization hypothesis." *Criminology*, May 2001, 225-252.
 - Napier, M. R., Susan H. Adams. "Criminal confessions: Overcoming the challenges." *FBI Law Enforcement Bulletin*, November 2002. Criminal Justice Periodicals, 9-15.
 - Smith, S. S., Roger W. Shuy. "Forensic psycholinguistics: Using language analysis for identifying and assessing offenders." *FBI Law Enforcement Bulletin*, April 2002. Criminal Justice Periodicals, 16-21.

- **Other Resources**

- **Books:**

- Benson, Ragnar. *Ragnar's Guide to Interviews, Investigations, and Interrogations: How to Conduct Them, How to Survive Them*. Boulder, CO: Paladin Press, 2000.

- Gordon, Nathan J., William Fleischer, C. Donald Weinberg. *Effective Interviewing and Interrogation Techniques*. United Kingdom. Academic Press, 2001.
 - Holmes, Warren D. *Criminal Interrogation: A Modern Format for Interrogating Criminal Suspects Based on the Intellectual Approach*. Springfield, IL: Charles C. Thomas Publisher, Ltd., 2002.
 - Holstein, James A. and Jaber W. Gubrium. *Postmodern Interviewing*. Thousand Oaks, CA: Sage Publications, 2003.
 - Milne, Rebecca and Ray Bull. *Investigative Interviewing: Psychology and Practice*. Hoboken, NJ: John J. Wiley & Sons, 2001.
 - Nance, Jeff. *Conquering Deception*. Kansas City, MO: Irvin-Benham, 2001.
 - Schafer, John R., and Joe Navarro. *Advanced Interviewing Techniques: Proven Strategies for Law Enforcement, Military, and Security Personnel*. Springfield, IL: Charles C. Thomas Publisher Ltd., 2003.
 - Shuy, Robert. *The Language of Confessions, Interrogation, and Deception*. Thousand Oaks, CA: Sage Publications, 1998.
 - Walters, Stan. *The Principles of Kinesic Interrogation, 2E*. Boca Raton, FL: CRC Press, 2002.
 - Wengraf, Tom. *Qualitative Research Interviewing: Biographic Narrative and Semi-Structured Methods*. Thousand Oaks, CA: Sage Publications, 2001.
 - Wilson, J. Claire. *Guide to Interviewing Children: Essential Skills for Counselors, Social Workers, Police Lawyers*. New York, NY: Routledge, 2001.
 - Yeschke, Charles A. *The Art of Investigative Interviewing: A Human Approach to Testimonial Evidence*. United Kingdom. Butterworth-Heinemann, 2002.
 - Zulawski, David L. *Practical Aspects of Interview and Interrogation*. Boca Raton, FL: CRC Press, 1992.
- **Web Sites:**
- “Center on Wrongful Confessions. Causes and Remedies: False Confessions” (Northwestern University School of Law). <http://www.law.northwestern.edu/depts/clinic/wrongful/FalseConfessionsIndex.htm> (January 19, 2006).
 - “Eyewitness Evidence: A Trainer's Manual for Law Enforcement” (National Institute of Justice). <http://www.ojp.usdoj.gov/nij/pubs-sum/188678.htm> (January 19, 2006).
 - (National Criminal Justice Reference Service). <http://www.ncjrs.org/> (January 19, 2006)
 - (Legal Information Institute). http://straylight.law.cornell.edu/topics/state_statutes2.html#criminal_code (January 19, 2006)
 - “A police officer's guide when in contact with people who have mental retardation” (The Arc, 1996). <http://www.thearc.org/publications/> (January 19, 2006).
 - (The National Criminal Justice Association). http://www.ncja.org/web_resources.html (January 19, 2006).

All links to web references outside of the ITT Tech Virtual Library are always subject to change without prior notice.

Evaluation & Grading

COURSE REQUIREMENTS

1. **Attendance and Participation**
Regular attendance and participation are essential for satisfactory progress in this course.
2. **Completed Assignments**
Each student is responsible for completing all assignments on time.
3. **Team Participation (if applicable)**
Each student is responsible for participating in team assignments and for completing the delegated task. Each team member must honestly evaluate the contributions by all members of their respective teams.

Evaluation Criteria Table

The final grade will be based on the following weighted categories:

CATEGORY	WEIGHT
Assignments	25%
Participation	10%
Quizzes	20%
Project 1	15%
Project 2	15%
Final Project	15%
Total	100%

Grade Conversion Table

Final grades will be calculated from the percentages earned in class as follows:

A	90 - 100%	4.0
B+	85 - 89%	3.5
B	80 - 84%	3.0
C+	75 - 79%	2.5
C	70 - 74%	2.0
D+	65 - 69%	1.5
D	60 - 64%	1.0
F	<60%	0.0

Course Outline

The following examples can help you understand the numbering in the Course Outline:

- “Unit 1-Lesson 1” under the Writing Assignment column: A writing assignment is assigned and is due in Unit 1 Lesson 1.

- "Unit 2-Lesson 2A" under the Writing Assignment column: A writing assignment is assigned in Unit 2, Lesson 2. There are three Writing Assignment in this unit, called A, B, and C.
- For the assignments that are not due in the same unit, the due unit is indicated.

Wk	Lsn	Lesson Title	Reading	Quiz	Writing Assignment	Discussion	Project	Activity-based Assignment
1	1	Interrogation and Interviewing for Criminal Justice	Chapter 1		Unit 1-Lesson 1 (Due Unit 2)			Unit 1-Lesson 1A Unit 1-Lesson 1B
2	2	The Interview Process	Chapter 2		Unit 2-Lesson 2A (Due Unit 3) Unit 2-Lesson 2B (Due Unit 3) Unit 2-Lesson 2C (Due Unit 4)	Unit 2-Lesson 2		
3	4	Traditional, Structured, and Inferential Interviewing with Statement Analysis	Chapter 4	Unit 3-Lesson 4	Unit 3-Lesson 4A (Due Unit 4) Unit 3-Lesson 4B (Due Unit 4) Unit 3-Lesson 4C (Due Unit 4)			
4	5	The Forensic Hypnosis and Cognitive Interviewing	Chapter 5			Unit 4-Lesson 5		Unit 4-Lesson 5
5	6	Behavioral Interviewing and Interrogation Techniques	Chapter 6		Unit 5-Lesson 6 (Due Unit 6)			Unit 5-Lesson 6
6	7	Interviewing Children	Chapter 7	Unit 6-Lesson 7	Unit 6-Lesson 7 (Due Unit 7)			
6	8	Interviewing Elders	Chapter 8 (Initial Considerations when Questioning the Older Person & The Elder as a Witness)		Unit 6-Lesson 8 (Due Unit 7)		Unit 6-Lesson 8 (Due Unit 8)	

Wk	Lsn	Lesson Title	Reading	Quiz	Writing Assignment	Discussion	Project	Activity-based Assignment
7	9	Developmentally Developed Persons	Chapter 9		Unit 7- Lesson 9A (Due Unit 8) Unit 7- Lesson 9B (Due Unit 9)			
8	10	Interrogation Process and the Law	Chapter 10		Unit 8- Lesson 10A (Due Unit 9) Unit 8- Lesson 10B (Due Unit 9)	Unit 8- Lesson 10		
9	11	Confessions	Chapter 11	Unit 9- Lesson 11	Unit 9- Lesson 11 (Due Unit 10)	Unit 9- Lesson 11	Unit 9- Lesson 11 (Due Unit 10)	
10	12	Techniques for Interrogation	Chapter 12		Unit 10- Lesson 12A (Due Unit 11) Unit 10- Lesson 12B (Due Unit 11)	Unit 10- Lesson 12		
11	Final Project							

Intent/Interface

This course explores the personal qualities that enhance effective interviewing and the legal requirements for interrogation. Students learn interviewing skills by practicing specific interviewing methods and reviewing diverse approaches to interviewing special population groups. Emphasis is placed on the constitutional requirements for a legally permissible interrogation and the societal concerns over false confessions.

This course builds on the techniques students learned in CJ 151 Principles of Policing and Law Enforcement, which is a prerequisite for taking this course. Building on the students' previously learned knowledge; this course will enable them to effectively communicate with the public through improved service and response