

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

JUST303 – INVESTIGATIVE INTERVIEWS

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**SCHOOL OF SCIENCE, HEALTH & CRIMINAL JUSTICE
CRIMINAL JUSTICE
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JUST303 – INVESTIGATIVE INTERVIEWS

- A. **TITLE:** Investigative Interviews
- B. **COURSE NUMBER:** JUST303
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE No**
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Fall and Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:** 2 hours lecture, 2 hours lab per week
- H. **CATALOG DESCRIPTION**
 This course provides students with proven techniques which apply to conducting accusatory and non-accusatory interviews. Students develop skills related to preparing for an investigative interview with an emphasis on a proactive role. These skills include developing an interview strategy, interpreting physical and verbal cues, conducting a cognitive interview, developing admissions and confessions and recognizing a false confession. Course includes the most recent court rulings related to investigative interviews and admissibility of statements into court.
- I. **PRE-REQUISITES/CO-COURSES:** Pre-requisite: 45 credit hours in Criminal Investigations, Criminal Justice: Law Enforcement Leadership or Homeland Security or permission of instructor.
- J. **GOALS (STUDENT LEARNING OUTCOMES):**
 By the end of the semester, the student will be able to:

<i>Course Objective</i>	<i>Institutional SLO</i>
a. Compare and contrast an accusatory interview with a non-accusatory interview	2. Critical Thinking
b. Describe and demonstrate appropriate techniques for conducting investigative interviews of witnesses, victims and suspects.	1. Communication 2. Critical Thinking 3. Prof. Comp. 4. Inter-Intrapersonal Skills
c. Describe and demonstrate fifteen interrogation techniques	1. Communication 2. Critical Thinking 3. Prof. Comp. 4. Inter-Intrapersonal Skills
d. Identify physiological responses which demonstrate either truthful or deceptive answers.	2. Critical Thinking
e. Describe and demonstrate various strategies of building rapport with people.	1. Communication 2. Critical Thinking 3. Prof. Comp. 4. Inter-Intrapersonal Skills

K. TEXTS

Wicklander, D.E & Zulawski, D.E. (2002). *Practical aspects of interview and interrogation* (2nd ed.). Boca Raton, FL: CRC Press.

L. REFERENCES:

US Supreme Court Cases, various appellate courts cases/decisions

M. EQUIPMENT: Access to Payson interview suite; televisions with access to Genetech video system

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS:

- Quizzes
- Written assignments
- Laboratory exercises
- Class participation
- Exams

P. DETAILED COURSE OUTLINE:

I. Interview basics

- A. Definitions
- B. Myths
- C. Building rapport
- D. Purposes of interviews

II. Preparation process and developing a strategy

- A. Use of evidence
- B. Background of offender
- C. Case investigation
- D. Use of case files
- E. Selecting an interviewer
- F. The interview setting
- G. The act of communicating
- H. Use of an interpreter

III. Legal aspects of interviews

- A. Four part test of admissibility of statement
 - i. 4th amendment – illegal search?
 - ii. 5th amendment – custodial interrogation?
 - iii. 6th amendment – denied counsel?
 - iv. 14th amendment – due process?
- B. Voluntary statements

IV. Interpreting verbal and physical behaviors

- A. Behavioral clusters
- B. Evaluating verbal behavior
- C. Evaluating physical behavior
- D. Attempts by suspect to mask the truth
 - i. Incongruence
 - ii. Emblems
 - iii. Illustrators

- iv. Adaptors
- v. Leakage

- V. Nonaccusatory interviews**
 - A. Complainants and witnesses
 - B. Victims
 - C. Steps of nonaccusatory interview

- VI. Determining truthfulness of subject**
 - A. Selective interview technique
 - B. Questions of enticement

- VII. Cognitive interviewing**
 - A. Definition
 - B. Purpose of the cognitive interview

- VIII. Interviewing children**
 - A. Non accusatory interviews
 - B. Accusatory interviews

- IX. The denial process**
 - A. Types of denials
 - B. Causes of denials
 - i. Interrogator's role
 - ii. Suspect's contributions

- X. Accusing the suspect**
 - A. Timing the accusation**
 - B. Selecting the accusation**
 - i. Introductory statement approach
 - ii. Direct approach
 - iii. Factual approach

- XI. Interrogation techniques**
 - A. Minimizing the seriousness of the offense
 - B. Switch the blame away from the suspect
 - C. Choice silence
 - D. Focusing on the future and past
 - E. Guilt
 - F. Ego and control
 - G. Logical explanations
 - H. Props
 - I. Lies
 - J. Religion
 - K. Change perspectives
 - L. Sympathy
 - M. Mistake
 - N. Indifference
 - O. Necessity
 - P. Overwhelming evidence

- XII. Recording the interview**
 - A. Written record
 - B. Audio record

C. Video record

XIII. Denials

- A. Types of denials
 - i. Emphatic
 - ii. Explanatory
- B. Evaluating denials

XIV. Admissions v Confessions

- A. The initial admission
- B. Developing the admission

XV. Recording the admission and confession

- A. Written record
- B. Audio record
- C. Video record

XVI. False confessions

- A. Definition
- B. Categories of false confessions
 - i. Voluntary
 - ii. Coerced compliant
 - iii. Coerced internalized
- C. Factors contributing to false confessions
 - i. Age
 - ii. Memory
 - iii. Behavioral differences
 - iv. Suggestibility
 - v. Misinterpretation of language

XVII. Use of Technology

- A. Polygraph
- B. Computer voice stress analyzer

Q. LABORATORY OUTLINE

- I. Rapport building lab
- II. Cognitive interview lab
- III. Interrogation techniques and rationalizations
- IV. Interrogation lab
 - a. Introductory statement approach