



5055 Santa Teresa Blvd  
Gilroy, CA 95023

---

## Course Outline

**COURSE:** JLE 208                      **DIVISION:** 50                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Fall 2022                      **CURRICULUM APPROVAL DATE:** 12/13/2022

**SHORT TITLE:** INTERVIEW AND INTERROGATION

**LONG TITLE:** Interview and Interrogation

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
.5 TO 1	18	Lecture:	.45	8.1
		Lab:	.9 TO 1.8	16.2 TO 32.4
		Other:	0	0
		Total:	1.35 TO 1.8	24.3 TO 32.4
		Total Learning Hrs:	40.5 TO 56.7	

### **COURSE DESCRIPTION:**

This course is designed to teach students an interview process that is supported by empirical research and evaluated by scientific standards and give the skills they need when they enter interview witnesses, suspects and victims. PREREQUISITE JLE 100.

### **PREREQUISITES:**

Completion of JLE 100, as UG, with a grade of C or better.

### **COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

### **GRADING MODES**

P - Pass/No Pass

**REPEATABILITY:** N - Course may not be repeated

### **SCHEDULE TYPES:**

- 02 - Lecture and/or discussion
- 03 - Lecture/Laboratory
- 04 - Laboratory/Studio/Activity

**STUDENT LEARNING OUTCOMES:**

By the end of this course, a student should:

1. Be able to see the difference in communication styles
2. Compare and contrast the interview process that is supported by empirical research and evaluated by scientific standards of reliability and validity.

**COURSE OBJECTIVES:**

By the end of this course, a student should:

1. Provide students with a workable plan to apply when completing interviews.

**CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 12/13/2022

**LECTURE CONTENT:****I. Introduction and Overview (.5 Hours)****A. Introductions**

1. Instructor cadre
2. Students
3. Student expectations
4. Interview experience and training
5. Validate student experience

**B. Ground Rules (.5 Hours)**

1. Participation required
2. Open-minded
3. Curious
4. Safe learning environment

**C. Interview goal(s) and objectives: Investigator mindset (1 Hours)**

1. Interviewee focused
2. Motivation for a person to provide accurate information
3. Truth-seeking vs. obtaining a confession
4. Commitment to their account of the event

**D. A science-based approach to interviews (2 Hours)**

1. An interview process that is supported by empirical research and evaluated by scientific standards of reliability and validity.
2. When feasible, the process should begin with an initial planning phase that is designed to assist the investigative team in:
3. The interviewer should seek to engage the subject ethically and professionally and to seek the truth about events to provide the best evidence in the interests of justice
4. The role of the interviewer is not simply to extract a confession
5. Cues to deception should be found in the details of the account of the event rather than in signs of anxiety or nonverbal behaviors

**E. History (.5 Hours)**

1. Interrogation History
2. Risk factors with traditional interrogation approaches
3. High-Value Detainee Interrogation Group (HIG)
4. Science-based Interviewing Methodology

- F. Legal Considerations (.5 Hours)
  - 1. Interrogation Defined
  - 2. Miranda Custody Defined
  - 3. Juveniles: 625 WIC (625.6 January 2021) vs. Miranda
  - 4. Juveniles and Adults: 825 PC vs. Miranda
  - 6. Beheler Admonition
  - 7. 6th Amendment - Right to Counsel
- G. Interview Framework Model (3 Hours)
  - 1. Planning and Analysis
  - 2. The Interview
  - 3. The Closing

**LAB CONTENT:**

- II. Summary, Planning and Analysis (2.5 - 5 hours)
  - A. Data Assessment (Boards)
    - 1. Facts (verifiable)
    - 2. Information (unverified)
    - 3. Inferences (what we think about it)
    - 4. Strength and confidence levels
    - 5. Key gaps and objective setting
    - 6. Scalable preparation
  - B. Context Management: Logistics
    - 1. Determine interviewer(s)
    - 2. Interview location
    - 3. Room set-up
    - 4. Proxemics
    - 5. First contact planning
    - 6. Interviewee needs
  - C. Impression Management
    - 1. Thought processing
    - 2. Cognitive biases
    - 3. Brand identification and development
    - 4. Stereotype Content Model
  - D. First Lines and Predictable Dialogue
    - 1. Drawing inferences about how the first conversation will go
    - 2. Forecasting the first conversation
    - 3. Developing a plan before the interview
  - E. Questioning Strategies
    - 1. Framing Questions
    - 2. Funnel Metaphor

### III. The Interview (7.5 - 15 hours)

#### A. Active listening

1. Immediacy Behaviors
2. Encouragers
3. Silence
4. Paraphrasing
5. Summarizing
6. Reflecting
7. Reframing
8. Emotion labeling
9. Affirmations

#### B. Motivational Interviewing (MI)

1. Principles of MI

#### C. Building Rapport

1. Definition
2. Allowing the suspect to develop a sense of autonomy
3. Solicits cooperation and trust and refrains from judgment
4. Immediacy behaviors
5. Self-disclosure: telling something about yourself
6. Active listening
7. Common ground

#### D. Interpersonal Behavior Wheels (IBW)

1. Adaptive
  2. Maladaptive
- #### E. Memory Overview

1. Three process model
2. Problems with each process

#### F. Cognitive Interview

1. Explain the ground rules and expectations
2. Eye closure instructions
3. Context reinstatement: Mentally return to the event, using senses
4. Request a free narrative, uninterrupted
5. Model statement
6. Probing by asking questions
7. Alternative memory retrieval attempts

#### G. Closing

1. Reaffirm Rapport
2. Targeted message
3. Summary

#### H. Identifying and Mitigating Resistance

1. Defined: Any attempt to interfere with the gathering of truthful, actionable information
2. Conceptualizing Resistance
3. Resolving ambivalence

#### IV. Credibility Assessment and Evidence Disclosure (6.5 - 12 hours)

##### A. Credibility Assessment

1. Non-verbal cues are not a statistically reliable method to detect deception
2. Statement-to-evidence consistency/inconsistency is the only truly valid method to determine credibility
3. Goals and objectives
4. Verbal cues of a truth teller
5. A deceptive person will have difficulty because requires significant cognitive resources
6. Asking for an initial and second narrative to compare
7. Sketching while answering questions
8. Unanticipated questions that increase cognitive load

##### B. Proximity-Based Evidence Disclosure

1. Psychology of suspects: why a suspect may withhold details
2. Evidence disclosure research background
3. Framing statement to disclose evidence

##### C. The Practical Evaluation

1. Interview Scenarios and Role Play
2. Assign roles and responsibilities:
3. Grading Rubric
4. Course Debrief

#### **METHODS OF INSTRUCTION:**

Lecture, Lab, Class Exercises, Scenario Training, Demonstration, Class Participation.

#### **OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours 16

Assignment Description

Reading instructor handouts. Students will practice their given scenario prior to the Lab portion of class.

#### **METHODS OF EVALUATION:**

Skill demonstrations

Evaluation Percent 50

Evaluation Description

Class participation during scenario training in interview and interrogation presentation.

Problem-solving assignments

Evaluation Percent 20

Evaluation Description

Problem solving class exercise with a non willing subject at an interrogation. (Mock Scenario)

Objective examinations

Evaluation Percent 30

Evaluation Description

Skills examinations during Scenario testing of mock interviews and interrogations.

**REPRESENTATIVE TEXTBOOKS:**

POST . California Penal Code . California : California ,2022.

Reading Level of Text, Grade: 12

**OTHER MATERIALS:**

Instructor Handouts

Student Manual (Instructor Created)

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000587526

Sports/Physical Education Course: N

Taxonomy of Program: 210500