



# PSYC20051 *Investigative Interviewing:* *Witnesses* Term 1 - 2019

Profile information current as at 04/05/2024 12:41 pm

All details in this unit profile for PSYC20051 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

Investigative Interviewing: Witnesses is a core unit in the Graduate Certificate in Applied Forensic Psychology. It is designed to introduce you to the key concepts, debates, and theories that underpin the interviewing of witnesses in criminal investigations. In the unit you will study the history of eyewitness testimony research, the development of research methods, and many of the leading interviewing techniques and protocols. Special focus will be on the interviewing of children, credibility assessment tools and those with 'vulnerabilities' (e.g., mental illness, intellectual disability, illiteracy, drug dependence, cultural and religious factors, Aboriginal and Torres Strait Islander people). It will feature engaged teaching and learning, with real-world content, designed to prepare you to work with community based organisations, or in private practice. For example, the teaching will include practical skills training in interviewing techniques and feature an authentic assessment: a face-to-face interview.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2019

- Online

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Essay**

Weighting: 30%

#### 2. **Case Study**

Weighting: 30%

#### 3. **Laboratory/Practical**

Weighting: 40%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Evaluate the efficacy of major models of investigative interviewing
2. Apply creative strategies to design an effective interviewing strategy
3. Investigate and synthesise complex case information involving a child witness.

N/A



## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Karena Burke** Unit Coordinator  
[k.j.burke@cqu.edu.au](mailto:k.j.burke@cqu.edu.au)

## Schedule

### Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
A history of eyewitness testimony (Part 1)	Bornstein, B. H., & Meissner, C. A. (2008). Basic and applied issues in eyewitness research: A Münsterberg centennial retrospective. 22(6), 733-736. doi:10.1002/acp.1478	

### Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
A history of eyewitness testimony (Part 2)	Loftus, E. F., & Palmer, J. C. (1974). Reconstruction of automobile destruction: An example of the interaction between language and memory. Journal of Verbal Learning & Verbal Behavior, 13(5), 585-589. doi:10.1016/S0022-5371(74)80011-3	

### Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
A history of eyewitness testimony (Part 3)	Fisher, R. P., Geiselman, R. E., & Amador, M. (1989). Field test of the cognitive interview: Enhancing the recollection of the actual victims and witnesses of crime. Journal of Applied Psychology, 74(5), 722-727. doi: 10.1037/0021-9010.74.5.722	

### Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Memory and suggestibility (Part 1)

Wells, G. L. (1978). Applied eyewitness-testimony research: System variables and estimator variables. *Journal of Personality and Social Psychology*, 36(12), 1546-1557. doi:10.1037/0022-3514.36.12.1546

#### Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Memory and suggestibility (Part 2)	Snook, B., & Keating, K. (2011). A field study of adult witness interviewing practices in a Canadian police organization. <i>Legal and Criminological Psychology</i> , 16(1), 160-172. doi:10.1348/135532510X497258	Assignment 1 due 8/04/19  <b>Should police officers use the Cognitive Interview technique?</b> Due: Week 5 Monday (8 Apr 2019) 9:00 am AEST

#### Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Memory and suggestibility (Part 3)	Buckhout, R. (1980). Nearly 2,000 witnesses can be wrong. <i>Bulletin of the Psychonomic Society</i> , 16(4), 307-310. doi:10.3758/bf03329551	

#### Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Children's eyewitness testimony (Part 1)	Goodman, G. S. (1984). Children's Testimony in Historical Perspective. <i>Journal of Social Issues</i> , 40(2), 9-31. doi:10.1111/j.1540-4560.1984.tb01091.x	

#### Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Children's eyewitness testimony (Part 2)	Bruck, M., & Ceci, S. J. (1999). The suggestibility of children's memory. <i>Annual Review of Psychology</i> , 50, 419-439. doi:10.1146/annurev.psych.50.1.419	

#### Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Children's eyewitness testimony (Part 3)	Brown, D. A., & Lamb, M. E. (2015). Can children be useful witnesses? It depends how they are questioned. <i>Child Development Perspectives</i> . doi: 10.1111/cdep.12142	Assignment 2 due 13/05/19  <b>Can children be credible witnesses?</b> Due: Week 9 Monday (13 May 2019) 9:00 am AEST

#### Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Best practice (part 1)	Wells, G. L., Bull Kovera, M., Douglass, A. B., Brewer, N., Meissner, C. A., & Wixted, J. T. (2019, July 30). Policy and procedure recommendations for the collection and preservation of eyewitness identification (February 4 draft). <a href="http://ap-ls.wildapricot.org/resources/Documents/Feb42019EWwhitepaper.pdf">http://ap-ls.wildapricot.org/resources/Documents/Feb42019EWwhitepaper.pdf</a>	

#### Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Best practice (part 2)	Crown Prosecution Service. (2011). Achieving best evidence in criminal proceedings: Guidance on interviewing victims and witnesses, and guidance on using special measures. London: UK Government. Retrieved from <a href="https://www.cps.gov.uk/sites/default/files/documents/legal_guidance/best_evidence_in_criminal_proceedings.pdf">https://www.cps.gov.uk/sites/default/files/documents/legal_guidance/best_evidence_in_criminal_proceedings.pdf</a>	

#### Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Best practice (part 3)

Benton, T. R., Ross, D. F., Bradshaw, E., Thomas, W. N., & Bradshaw, G. S. (2006). Eyewitness memory is still not common sense: comparing jurors, judges and law enforcement to eyewitness experts. *Applied Cognitive Psychology*, 20(1), 115-129. doi:10.1002/acp.1171

### Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Assignment 3 due 10/06/19
		<b>How not to talk to children (and adults)</b> Due: Review/Exam Week Monday (10 June 2019) 9:00 am AEST

### Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Should police officers use the Cognitive Interview technique?

#### Assessment Type

Essay

#### Task Description

In this assessment task you will critically evaluate the efficacy of the Cognitive Interview technique. Identify how the technique could be modified to meet the needs of vulnerable populations.

#### Assessment Due Date

Week 5 Monday (8 Apr 2019) 9:00 am AEST

Submit via Moodle

#### Return Date to Students

Week 7 Monday (29 Apr 2019)

Returned via Moodle

#### Weighting

30%

#### Minimum mark or grade

50

#### Assessment Criteria

Abstract (10 marks)

- Concise and accurately summarises the topic addressed

Body (70 marks)

- On topic, concise and develops argument
- Research led arguments
- Referenced where appropriate (in-text)
- Evidence of critical evaluation and discussion of material

References (10 marks)

- 10 or more, majority peer-review journal articles
- Correct APA format in-text and reference list
- In-text and reference list match exactly

Style/Presentation (10 marks)

- Grammar, spelling and sentence structure
- Overall readability, flow of writing
- Appropriate use of sub-headings

Full details of length, formatting, etc. can be found on Moodle.

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

## Submission

Online

## Submission Instructions

Submit via Moodle

## Learning Outcomes Assessed

- Evaluate the efficacy of major models of investigative interviewing
- Apply creative strategies to design an effective interviewing strategy

## Graduate Attributes

- Knowledge
- Communication
- Research
- Self-management

## 2 Can children be credible witnesses?

### Assessment Type

Case Study

### Task Description

Identify a criminal case in which the credibility of the testimony of a child witness was a key issue in the investigation and prosecution of a suspect. Identify the strengths/weaknesses of the interviewing techniques in the case and highlight ways in which the investigative interview(s) could have been improved.

### Assessment Due Date

Week 9 Monday (13 May 2019) 9:00 am AEST

Submit via Moodle

### Return Date to Students

Week 11 Monday (27 May 2019)

Return via Moodle Gradebook

### Weighting

30%

### Minimum mark or grade

50

### Assessment Criteria

Abstract (10 marks)

- Concise and accurately summarises the topic addressed

Body (70 marks)

- Includes a case summary

- On topic, concise and develops argument

- Research led arguments concerning how the interview(s) could have been improved

- Referenced where appropriate (in-text)

- Evidence of critical evaluation and discussion of material

References (10 marks)

- Correct APA format in-text and reference list

- In-text and reference list match exactly

Style/Presentation (10 marks)

- Grammar, spelling and sentence structure

- Overall readability, flow of writing

- Appropriate use of sub-headings

Full details of length, formatting, etc. can be found on Moodle.

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

## Submission

Online

## Learning Outcomes Assessed

- Evaluate the efficacy of major models of investigative interviewing
- Investigate and synthesise complex case information involving a child witness.

## Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

## 3 How not to talk to children (and adults)

### Assessment Type

Laboratory/Practical

### Task Description

This assignment is based on an original study by Hughes and Grieve (1980) which attempted to show how children will try to make sense of any question, no matter how strange it may be. Children, aged 5 and 7, were asked "bizarre" or "conceptually ill-formed" questions like, "Is milk bigger than water?", and "Is red heavier than yellow?" Although these questions were apparently meaningless, the children would typically give answers. In this practical assignment, you will conduct four interviews (ideally, two children and two adults) replicating the Hughes and Grieve study, and in addition, introduce an experimental manipulation (e.g., different interviewing instructions, changing the physical environment) in which you will attempt to reduce the apparent suggestibility of children and adults.

### Assessment Due Date

Review/Exam Week Monday (10 June 2019) 9:00 am AEST

Submit via Moodle

### Return Date to Students

Exam Week Friday (21 June 2019)

Return via Moodle Gradebook

### Weighting

40%

### Minimum mark or grade

50

### Assessment Criteria

Abstract (10 marks)

- Concise and accurately summarises the study

Introduction (20 marks)

- On topic, concise and develops argument

- Research led arguments

- Referenced where appropriate (in-text)

Method (15 marks)

- Appropriate subheadings for each section (e.g., Participants)

- Contains sufficient information about the methodology for another researcher to repeat the research project

Results (15 marks)

- Demonstrates clear testing of the research aims/hypotheses

- Data and analyses are reported

Discussion (20 marks)

- Addresses all research aims/hypotheses

- Interpretation of results is logical and well situated in the literature

- Results are discussed in the light of the literature from the introduction

- Contains discussion of the application/relevance of the theoretical models/frameworks with respect to the results obtained

- Addresses limitations and implications of the research and recommendations for future research

- Provides thoughtful and considered argument

References (10 marks)

- Correct APA format in-text and reference list

- In-text and reference list match exactly

Style/Presentation (10 marks)

- Grammar, spelling and sentence structure



- Overall readability, flow of writing
  - Uses table/s to summarise key data (optional)
  - Appropriate use of sub-headings
- Full details of length, formatting, etc. can be found on Moodle.

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Submit via Moodle

### **Learning Outcomes Assessed**

- Apply creative strategies to design an effective interviewing strategy
- Investigate and synthesise complex case information involving a child witness.

### **Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem