



PSYC20053 *Investigative Interviewing: Suspects*

Term 2 - 2020

Profile information current as at 11/04/2024 09:13 am

All details in this unit profile for PSYC20053 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: Suspects 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 suspects in criminal investigations. The unit focuses on the history of interviewing and interrogation, research methods, interviewing techniques and protocols, the right to silence, detecting truth and deception, interviewing vulnerable suspects (age/developmental immaturity, mental illness, intellectual disability, illiteracy, drug dependence, cultural and religious factors, Aboriginal people and Torres Strait Islanders), false confessions, and miscarriages of justice. The residential school will include practical skills training in interviewing techniques and feature an authentic assessment: an interview with a suspect (an actor) in which you will devise your own interviewing strategy. 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.

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 2 - 2020

- Mixed Mode

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).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

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](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student email

Feedback

Students appreciated the support offered during the semester and flexibility over assignment deadlines.

Recommendation

Continue to offer teaching and learning support throughout the term.

Feedback from Student evaluation

Feedback

The weekly lectures were well received, with students commenting positively on the delivery style (e.g., lecturer's use of humour), and clear structures.

Recommendation

Continue to use the existing lecture structures and engaging delivery style.

Feedback from Student evaluation, emails and class feedback.

Feedback

The residential school was very well received. Students appreciated the opportunity to conduct mock interviews inside a police training college.

Recommendation

Continue the residential school with the mock interview exercise retained.

Unit Learning Outcomes

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

1. Evaluate the efficacy of major models of investigative interviewing (suspects)
2. Investigate and synthesise complex case information in criminal investigations that resulted in a miscarriage of justice
3. Apply creative strategies to design an effective interviewing strategy for an adult suspect.

N/A

Alignment of Learning Outcomes, Assessment and Graduate Attributes

| | | | | | |
|---|--|--|--|--|--|
|  N/A Level |  Introductory Level |  Intermediate Level |  Graduate Level |  Professional Level |  Advanced Level |
|---|--|--|--|--|--|

Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | |
|--------------------------------|-------------------|---|---|
| | 1 | 2 | 3 |
| 1 - Essay - 30% | • | • | |
| 2 - Case Study - 30% | • | | • |
| 3 - Laboratory/Practical - 40% | | • | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | |
|--|---|---|---|
| | 1 | 2 | 3 |
| 1 - Knowledge |  |  |  |
| 2 - Communication |  |  |  |
| 3 - Cognitive, technical and creative skills | |  |  |
| 4 - Research |  |  |  |
| 5 - Self-management |  |  |  |
| 6 - Ethical and Professional Responsibility | |  |  |
| 7 - Leadership | | |  |
| 8 - Aboriginal and Torres Strait Islander Cultures | | | |

Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks | Graduate Attributes | | | | | | | |
|--------------------------------|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1 - Essay - 30% |  |  | |  |  | | | |
| 2 - Case Study - 30% |  |  |  |  |  |  | | |
| 3 - Laboratory/Practical - 40% |  |  |  |  |  |  |  | |

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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Nathan Brooks Unit Coordinator
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Schedule

Week 1 - 13 Jul 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|------------------------------|
| From interrogation to investigative interviewing | Williamson, T. (1993). From interrogation to investigative interviewing: strategic trends in police questioning. <i>Journal of Community and Applied Social Psychology</i> , 3, 89-99. | |

Week 2 - 20 Jul 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|------------------------------|
| Research methods: From anecdotes to archives to experiments | Kassin, S. M., & McNall, K. (1991). Police interrogations and confessions: Communicating promises and threats by pragmatic implication. <i>Law and Human Behavior</i> , 15, 233-251. Moston, S., Stephenson, G.M. & Williamson, T.M. (1992). The effects of case characteristics on suspect behaviour during police questioning. <i>British Journal of Criminology</i> , 32, 23-40. | |

Week 3 - 27 Jul 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------------------|--|------------------------------|
| The art and science of interrogation | Meissner, C. A., Surmon-Böhr, F., Oleszkiewicz, S., & Alison, L. J. (2017). Developing an evidence-based perspective on interrogation: A review of the US government's high-value detainee interrogation group research program. <i>Psychology, Public Policy, and Law</i> , 23(4), 438-457. doi:10.1037/law0000136 | |

Week 4 - 03 Aug 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|--|------------------------------|
| Confessions | Moston, S., & Engelberg, T. (2011). The effects of evidence on the outcome of interviews with criminal suspects. <i>Police Practice and Research</i> , 12(6), 518-526. doi:10.1080/15614263.2011.563963 | |

Week 5 - 10 Aug 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---|--|
| Denials | Moston, S., & Stephenson, G. M. (2009). A typology of denial strategies by suspects in criminal investigations. In R. Bull, T. Valentine, & T. Williamson (Eds.), <i>Handbook of psychology of investigative interviewing: Current developments and future directions</i> (pp. 17-34). Cornwall, UK: Wiley-Blackwell. | Evaluate the efficacy of a major model for the interviewing of suspects Due: Week 5 Monday (10 Aug 2020) 9:00 am AEST |

Vacation Week - 17 Aug 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------|---------|------------------------------|
| Vacation week | | |

Week 6 - 24 Aug 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---|------------------------------|
| Silence | Smalarz, L., Scherr, K. C., & Kassin, S. M. (2016). Miranda at 50: A psychological analysis. <i>Current Directions in Psychological Science</i> , 25(6), 455-460. doi:10.1177/0963721416665097 | |

Week 7 - 31 Aug 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Identifying and interviewing vulnerable offenders

Kassin, S. M. (2017). False confessions: How can psychology so basic be so counterintuitive? *American Psychologist*, 72(9), 951-964. doi:10.1037/amp0000195
 Hill, J. & Moston, S. (2011). Police perceptions of investigative interviewing: training needs and operational practices in Australia. *British Journal of Forensic Practice*, 13(2), 72-83. doi: 10.1108/14636641111134314

Week 8 - 07 Sep 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Other factors in the interview room: From lawyers to technology. | Lassiter, G. D. (2010). Psychological science and sound public policy: Video recording of custodial interrogations. <i>American Psychologist</i> , 65(8), 768-779. doi:10.1037/0003-066X.65.8.768 Wakefield, S.J., Kebbell, M.R., Moston, S. & Westera, N. (2015). Perceptions and profiles of interviews with interpreters: A police survey. <i>Australian and New Zealand Journal of Criminology</i> , 48(1), 53-72. doi: 10.1177/0004865814524583 | |

Week 9 - 14 Sep 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------------------|---|--|
| How to conduct an interview (Part 1) | Kanopy. (2015). Investigative Interviewing 3: Suspect. (Video). | How police interviewing techniques can create a false confession Due: Week 9 Monday (14 Sept 2020) 9:00 am AEST |

Week 10 - 21 Sep 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------------------|---|------------------------------|
| How to conduct an interview (Part 2) | Scott, A. J., Tudor-Owen, J., Pedretti, P., & Bull, R. (2015). How intuitive is PEACE? Newly recruited police officers' plans, interviews and self-evaluations. <i>Psychiatry, Psychology and Law</i> , 22(3), 355-367. | |

Week 11 - 28 Sep 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------------|---|------------------------------|
| Knowing the offender | Ryan, N., Westera, N., Kebbell, M. R., Milne, B., & Harrison, M. (2019). Where is the body? Investigative interviewing strategies in missing body homicide cases. <i>Investigative Interviewing: Research and Practice</i> , 10, 61-77. https://www.iiirg.org/journal/volume-10-issue-1/ | |

Week 12 - 05 Oct 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Interviewing challenging offender populations

Häkkinen-Nyholm, H. (2012). Interpersonal Aspects and Interviewing Psychopaths. In *Psychopathy and Law* (pp. 261-285). Chichester, UK: John Wiley & Sons.
Pearse, J. (2015). Challenge, Compromise and Collaboration: Part of the Skill Set Necessary for Interviewing a Failed Suicide Bomber. In J. Pearse (Ed.), *Investigating terrorism: Current, political, legal and psychological issues* (p. 134-172).

How to interview a suspect in a criminal investigation Due: Week 12 Monday (5 Oct 2020) 9:00 am AEST

Review/Exam Week - 12 Oct 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Exam Week - 19 Oct 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Term Specific Information

The unit previously has had a residential school, however, due to the current COVID-19 concerns, lecture material will be provided online instead.

Assessment Tasks

1 Evaluate the efficacy of a major model for the interviewing of suspects

Assessment Type

Essay

Task Description

There are two major models of investigative interviewing: the Inbau and Reid model (used mainly in the USA), and the PEACE model (UK, Australia, etc.).

In this assignment you will critically evaluate the scientific basis for one of these models. You should include a brief outline of how the model works (e.g., underlying assumptions) and critically assess the evidence that training in the model is effective.

Assessment Due Date

Week 5 Monday (10 Aug 2020) 9:00 am AEST

Submit via Moodle

Return Date to Students

Week 7 Monday (31 Aug 2020)

Returned via Moodle

Weighting

30%

Assessment Criteria

Assessment criteria (100 marks)

Abstract (10 marks)

- Concise and accurately summarises the topic addressed

Body (70 marks)

- Summary of how the interviewing model works (e.g., assumptions)

- Critical evaluation and discussion of research evaluations

- Critical evaluation of the role that the model plays in creating/preventing miscarriages of justice (citing cases where possible)

- Implications for police training

- Referenced where appropriate (in-text)

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
- Adheres to word limit

Length: 1500 to 2000 words

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submit via Moodle

Learning Outcomes Assessed

- Evaluate the efficacy of major models of investigative interviewing (suspects)
- Investigate and synthesise complex case information in criminal investigations that resulted in a miscarriage of justice

Graduate Attributes

- Knowledge
- Communication
- Research
- Self-management

2 How police interviewing techniques can create a false confession

Assessment Type

Case Study

Task Description

Identify a single case in which a suspect (or group of suspects) made a false confession during a police interview. You should identify the *type* of false confession (e.g., coerced-reactive) and briefly review data on the frequency of that type of false confession.

You should then provide an overview of the interview (e.g., timeline of interviews, number of interviewers, etc.). A full case timeline is not required. Concentrate your analysis on the events once the suspect has been identified and questioned by police (most probably this will be inside a police station).

Identify some of the police interviewing techniques (e.g., repeated questioning, sleep deprivation) that helped to create the false confession. Use quotes/extracts from the interview where possible.

For each police interviewing technique that you identify, critically examine the evidence that the technique can result in false confessions. Note that there may be an interaction between suspect characteristics, such as mental illness, and the impact of each technique.

Assessment Due Date

Week 9 Monday (14 Sept 2020) 9:00 am AEST

Submit via Moodle

Return Date to Students

Week 11 Monday (28 Sept 2020)

Return via Moodle

Weighting

30%

Assessment Criteria

Assessment criteria (100 marks)

Abstract (10 marks)

- Concise and accurately summarises the topic addressed

Body (70 marks)

- Summary of interview(s)
- identification of police interviewing techniques (with quotes)
- Critically evaluate the effects of the interviewing techniques
- Conclusion (including implications for police training)

- Referenced where appropriate (in-text)
- 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
 - Adheres to word limit
- Length: 1500 to 2000 words (excluding interview quotes)

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submit via Moodle

Learning Outcomes Assessed

- Evaluate the efficacy of major models of investigative interviewing (suspects)
- Apply creative strategies to design an effective interviewing strategy for an adult suspect.

Graduate Attributes

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

3 How to interview a suspect in a criminal investigation

Assessment Type

Laboratory/Practical

Task Description

In this assignment, you will be tasked with interviewing a murder suspect. The DNA of the suspect has been found at the scene, along with the body of a male who has been repeatedly stabbed. DNA evidence of the suspect has been found under the fingernails of the murdered male and the fingerprints of the suspect have been identified on a hunting knife found behind a couch at the scene of the murder. A matter of concern to the investigation, is the missing female partner of the deceased. The suspect is not known to have been an associate of either the deceased male or missing female, however, resides in the same street.

Your task is to conduct an interview with the suspect through a role play. Using interviewing strategies, you will be required to question the suspect about the evidence found at the scene and the missing person.

The interview should be approximately 15-20 minutes in length and can be conducted with family, friends or another student. In addition, a five minute self-reflection video should be provided, discussing the strengths, weakness and challenges of the interview.

Video recordings of the interview should include both the interviewer and the interviewee in the image. Once recorded, the video of the interview and the self-reflection should be uploaded to Youtube and the video listed as private. Students should submit a word document to Moodle that includes their name, student number and a link to the the video.

Assessment Due Date

Week 12 Monday (5 Oct 2020) 9:00 am AEST

Submit via Moodle

Return Date to Students

Exam Week Monday (19 Oct 2020)

Return via Moodle

Weighting

40%

Assessment Criteria

Starts the interview by framing the issue, providing reasons for the interview and outlines the provisional aims (20%)

Uses a combination of open and closed ended questions to direct the interview (20%)

Employs evidence of a predominant interviewing strategy and structure (20%)

Consideration and responsiveness to the context, situational cues, and interviewee behaviour (20%)

Through self reflection undertakes a discussion of strengths, weakness and challenges of the interview (20%)

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Offline

Learning Outcomes Assessed

- Investigate and synthesise complex case information in criminal investigations that resulted in a miscarriage of justice
- Apply creative strategies to design an effective interviewing strategy for an adult suspect.

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