

Strategic Evidence Disclosure when Interviewing Suspects



SYLLABUS

VU GRADUATE WINTER SCHOOL

9 JANUARY - 20 JANUARY 2023



Course Strategic Evidence Disclosure when Interviewing
Suspects by prof. Simon Oleszkiewicz, PhD



Any questions for the Winter School staff?
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Syllabus and timetable

Strategic evidence disclosure when interviewing suspects

Simon Oleszkiewicz

January 2023	Morning (approx. 9.00-11.00)	Reading	Afternoon (approx. 13.00-15.00)	Reading
9 Mon	Intro class Overview		Self-study	
10 Tue	Theory 1 The Research	Dominos' Case	Theory 2 Research to Practice	Chapter I&II
11 Wed	Class 1 Good Qs	Chapter I&II	Exercise 1 Good Qs	Chapter III
12 Thu	Class 2 Plan & Prep	Chapter IV	Class 3 Evidence Disclosure	Rib Shack Case
13 Fri	Self-study		<i>Submit Evidence Disclosure Plan (RSC)</i>	
16 Mon	Exercise 2A Disclosure (fish bowl)		Exercise 2B Disclosure (fish bowl)	Chapter IV
17 Tue	Class 4 Resistance	School Theft Case	<i>Submit Evidence Disclosure Plan (STC)</i>	
18 Wed	Exercise 3A (role-playing)		Exercise 3B (role-playing)	
19 Thu	Self-study		Self-study	
20 Fri	Self-study		<i>Submit Final Report</i>	

Introduction to the Course: Getting to know each other and overviewing the course. We will address three questions; (i) why should interviewers disclose evidence in interviews, (ii) what are the three reasons for why a subject may not be forthcoming with details, and (iii) what can research tell us about evidence disclosure?

Theory 1: The Research. We will familiar ourselves with survey studies, observational studies, and experimental studies on investigative interviewing, and discuss some main theoretical foundations of this research and discuss its evidence-based training models.

Theory 2: Research to Practice. We will go through the main modifications made to the research when developing the proximity-based evidence disclosure technique and discuss the importance of considering an operational purpose when translating research to practice.

Class 1: Good Questions. We will go through examples of productive vs. unproductive questions, funnel strategies, and use active listening and evocation tactics. The aim is to learn how to ask good questions to steer the interview without contaminating a subject's responses.

Class 2: Plan & Prep. We break down the steps for how investigators should plan and prepare for an interview. This includes how identify evidence, how to distinguish available from potential evidence, how to assess evidence limitations, how to assess investigative links, and how to raise key questions and identify objectives for the interview.

Class 3: Evidence Disclosure. We will break down how investigators can slice each item of evidence into its components and then learn how to insert each item of evidence in the Evidence Framing Table. We then learn how to develop an evidence disclosure plan that will help resolve the interview objectives identified during planning and preparation.

Class 4: Resistance to Evidence Disclosure. We will discuss how investigators can mitigate resistance by (i) adopting a professional demeanor that demonstrates the investigator's credibility, (ii) setting the stage before disclosing evidence, and (iii) managing reluctance to address evidence after disclosure. We will also discuss why and how investigators should pause evidence disclosure during an interview.

Exercises 1: The students will interview each other by using productive questions, funnel strategies, and active listening.

Exercises 2: We will do a fish bowl exercise where one person role-plays as a suspect and the class interviews the suspect together. The class will be divided into two groups (A & B) for this exercise.

Exercises 3: The students will role-play as both investigator and suspect and interview each other during this exercise. The class will be divided into two groups (A & B) for this exercise.

Learning outcomes

By the end of this course the students will have

- An understanding of some limitations with directly implementing research-based interview methods in practice
- The ability to distinguish three reasons (memory, negative attitudes, and information management) for why a subject might not provide details during an interview
- A general understanding for how to avoid contaminating a subject's responses during an interview
- An understanding for how to assess evidence limitations and reliability for an investigative interview
- The ability to develop an evidence disclosure order based on proximity
- The ability to slice and insert evidence in the evidence framing table
- The ability to assess when to pause evidence disclosure

