

LOS ANGELES POLICE DEPARTMENT
Interview & Interrogation Skills R-Virtual
1850-31445
Expanded Course Outline

Instructional Goal: The student will be able to conduct a more ethical and insightful interview. They will be able to organize data for planning and constructing communications, apply effective communication skills to build rapport, develop questioning strategies to work towards objectives, determine cues to truthfulness, and utilize evidence more effectively.

Performance Objectives: Using synchronous and asynchronous activities including video analysis, the student will:

- Review skills using science-based (Cognitive) Interview and Interrogation techniques.
- Enhance proficiency in gathering information, analyzing and planning a strategic interview.
- Manage first impressions.
- Demonstrate concept of branding and its effects upon an interview.
- Demonstrate engaging and explaining one's intent
- Demonstrate methods of rapport-building
- Utilize motivational interviewing techniques.
- Review the use of the Funnel interview method.
- Enhance skills in dealing with difficult/dominating people through ORBIT.
- Enhance skills in identifying motivations through Cylinder model / Sensemaking.
- Understand the importance of when and how to use evidence in a strategic manner.
- Complete class learning exercises, a live interview, student evaluations, and testing.

References: Instructors, facilitator and training supervisors shall ensure that the most current references are utilized.

Instructor lead on-line training: This course is a mix of synchronous and asynchronous sessions held over the span of one week (40 hours). The synchronous sessions will be held in a live, interactive format using Zoom. There will be some asynchronous assignments that are accomplished as homework or within the academic day. Students will be required to pre-register for the course and complete a homework activity prior to attending. To maintain proper student engagement, class size is limited to 15 students. Students are required to have access to their own computer with video and audio capabilities to participate in the course. Both features must be activated at all times. Students may mute their audio when not required to verbally participate.

During the synchronous sessions, a total of three instructors will be online to monitor the Chat feature, execute Polls, and monitor break-out sessions (small groups). Students will be provided a passcode to enter the main, virtual classroom. Student learning will be verified through facilitated discussions, independent work that is submitted, a culminating planning and interview session, and a course assessment.

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Day 1

Independent Work

- I. Introductions & Planning Review/Application** (*asynchronous*) **(60 min)**
- A. Review LAPD Science-Based I & I Guide
 - 1. This guide will be provided to the students prior to the start of the course.
 - B. Send an introductory email to instructors and full class
 - 1. This email will contain specific instruction and details regarding the course.
 - C. The planning exercise scenario
 - 1. Read provided scenario.
 - 2. Complete planning exercise.
 - 3. Send to class manager
- II. Overview & Introductions** (*synchronous*) **(30 min)**
- A. Open course
 - 1. Introductions.
 - a. Introductions of instructors
 - b. Introduction of students
 - 2. Course expectations and overview
 - a. On-line expectations
 - b. Use of chat feature
 - c. Review of Operational Framework
- III. Planning & Analysis** (*synchronous*) **(60 min)**
PSP IV (a)(b)
- A. Data Assessment (Boards)
 - 1. Review the Boards
 - B. Practical Exercise: Planning #1.
 - 1. Discussion of homework scenario
 - 2. Application of planning principles
 - 3. *Breakout groups (5:1 student to instructor ratio)*
- IV. First Impressions** (*synchronous/asynchronous*) **(240 min)**
PSP IV (a)(b)(f)
- A. Impression Management review (*synchronous*)
 - 1. Warmth & Competence
 - 2. Branding
 - 3. Opening Lines
 - 4. Predictable Dialogue
 - B. Planning Exercise #2. (*asynchronous*)

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1. Revisit Branding matrix
2. Create Opening Lines that consider warmth & competence and branding
3. Address subject's likely concerns
4. Maximum of 2 paragraphs
5. Predict 3 directions dialogue may go

C. Planning Exercise Debrief (*synchronous*) (*breakout groups*)

1. Share Opening Lines
2. Come to a team consensus on an Opening Line
3. Pick a person to try the lines

D. Opening Lines Fishbowl Exercise (*synchronous*)

E. Content Wrap-up

PSP IV (a)

V. Miranda & Limitations (*synchronous*)

(90 min)

A. The Fifth Amendment and Miranda vs Arizona

1. Background
2. Requirements for admissibility
3. Exceptions and Special Issues

B. The Sixth Amendment and Messiah vs United States

1. Right to counsel
2. Advisement and Waivers
3. Offense specific, Witness Interviews, Invocation

C. Fourteenth Amendment

1. Coercive Police Conduct
2. Deception

D. Fourth Amendment

1. Fruit of the Poisonous Tree
2. Involuntary Statements
3. Miranda Issues
4. Too much Miranda

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Day 2: The Interview

- VI. Recap & Rapport-Based Models Review** (*synchronous & asynchronous*) **(180 min)**
- A. Discuss reflections from Day 1 (*synchronous*)
1. Overview of Rapport-Based Models (*synchronous*)
 2. Review Motivational Interview Principles (*synchronous*)
 3. Clip 1 analysis and response (*asynchronous*)
 4. Discuss clip analysis (*synchronous*)
 5. Clip 2 Analysis (MI/WC) (*synchronous*)
- VII. Sensemaking** (*synchronous*) **(120 min)**
- A. Review
1. *It's not about the nail*
 2. Discuss frames
- B. Practice
1. Clip 3 Analysis
- VIII. ORBIT** (*synchronous and asynchronous*) **(120 min)**
- A. Review (*asynchronous*)
1. Read provided information on ORBIT
 2. Clip 4 Analysis and response
- B. Discuss Analysis and responses (*synchronous*)
- C. Clip 5 Analysis (*synchronous*)
- IX. Questioning Strategies & Funnels** (*synchronous*) **(30 min)**
- A. Review Questioning Strategies
1. Introduce using funnels
 2. Demonstrate funnel construction
- X. Practical Exercise HW task** (*asynchronous*) **(30 min)**
- A. Practical use of Questioning Strategies
1. Practical use of funnels
 2. Exercise in funnel construction
- PSP IV (a)**

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Day 3

- XI. Recap & Memory & Cognition Review** (*synchronous*) **(90 min)**
- A. Report out homework
1. Discuss suggestibility and memory
 2. Review the CI
- XII. Revisit Questioning Strategies & Funnels** (*synchronous*) **(60 min)**
- A. Tie to cognition & MI
1. Create a class funnel for Day 2 subject interview
- XIII. Credibility Assessment** (*synchronous*) **(120 min)**
- A. Review Deception Detection
1. Non-verbal Indicators
 2. Cognitive Load
- XIV. Pulling it together Video Analyses** (*synchronous and asynchronous*) **(150 min)**
- A. Read new scenario; watch Clip 1; analyze for Opening Lines (*asynchronous*)
1. Discuss analysis (*synchronous*)
 2. Watch follow-on clips to apply course concepts (*synchronous*)
- XV. Practical Exercise HW task** (*asynchronous*) **(60 min)**
- A. Scenario Analysis **PSP IV (a)(b)(c)(f)**
1. Memory & Cognition
 2. Questioning Strategies & Funnels
 3. Credibility Assessment

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Day 4

XVI. Recap & Strategic use of Evidence Review (*synchronous*) **(120 min)**

- A. Debrief homework assignment
 - 1. Review SUE
 - 2. Video analysis of SUE clip
 - 3. Discuss

XVII. Practical Exercise: Planning (*asynchronous & synchronous*) **(360 min)**

- A. Conduct planning & analysis for final exercise (*asynchronous*)
 - 1. Collaborate on plans with small teams in break-outs (*synchronous*)
 - 2. Teams brief out and discuss Opening Lines and possible perspective of subject (*synchronous*)
 - 3. Review final framework slide: What have you gained confidence in?

Day 5

XVIII. Practical Exercise: Interview (*synchronous*) **(300 min)**

- A. Finalize team plans
 - 1. Go to break-out rooms with role player and coach
 - 2. Focus on skills from the week
 - 3. Debrief exercise
 - a. How did that go?
 - b. What models worked?

XIX. Research Unit/Course Wrap-up (*synchronous and asynchronous*) **(180 min)**

- A. Research Unit Way Forward (*synchronous*)
 - 1. End-of-course-critique (*asynchronous*)
 - 2. Course Assessment (*synchronous*)