



## COURSE OUTLINE: NRL105 - CASE MANAGEMENT

Prepared: James Pardy

Approved: Karen Hudson, Dean, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	NRL105: INTERVIEWING & INTRO TO CASE MANAGEMENT
<b>Program Number: Name</b>	5006: NAT RES/ENV LAW-INSP
<b>Department:</b>	NATURAL RESOURCES PRG
<b>Academic Year:</b>	2024-2025
<b>Course Description:</b>	<p>This course focuses on the interviewing and investigation skills necessary to retrieve information from victims, witnesses and suspects using legally accepted techniques. Credibility and verbal and non-verbal indicators of deception will be discussed. Rules of competence and compellability contained in the Canada Evidence Act will also be examined.</p> <p>Students will be taught the basic steps of conducting an investigation including the practical development of note taking and witness and suspect interviewing.</p> <p>The Charter of Rights and Freedoms will be examined highlighting the obligations placed upon a person in authority.</p> <p>The enhanced rights of young persons will be identified along with the procedures to be followed by persons in authority when interviewing young persons.</p>
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	42
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Substitutes:</b>	PFP304
<b>This course is a pre-requisite for:</b>	NRL215
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<p><b>5006 - NAT RES/ENV LAW-INSP</b></p> <p>VLO 6 Familiarize the student with the laws of evidence and judicial procedures.</p> <p>VLO 7 Provide instruction on the proper use of legal documents, the proper techniques used while investigating a common type of offence, the keeping of proper notes, collecting and preserving of evidence and the preparation of crown briefs.</p>
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	



- EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
- EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- EES 10 Manage the use of time and other resources to complete projects.
- EES 11 Take responsibility for ones own actions, decisions, and consequences.

**Course Evaluation:**

Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

**Books and Required Resources:**

Martin’s Annual Criminal Code 2024 - Student Edition by Greenspan  
 Publisher: Thomson Reuters Edition: 2024  
 ISBN: 9781668715116

**Course Outcomes and Learning Objectives:**

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Understand the objectives of an investigation.	1.1 Identify the objectives of an investigation. 1.2 Explain the term Facts in Issue. 1.3 Explain tunnel vision in the context of an investigation. 1.4 Explain the basic process followed by investigators to prove the facts in issue.
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Explain the legal rights and obligations identified by Charter of Rights and Freedoms from the perspective of law enforcement.	2.1 The Supremacy of the Constitution of Canada (Charter of Rights and Freedoms) 2.2 Reasonable Limits (Section 1) 2.3 Life, Liberty and Security of Person as applicable to interviewing (Section 7) 2.4 Unreasonable Search or Seizure (Section 8) 2.5 Arbitrary Detention (Section 9) 2.6 Rights upon Detention (Section 10) 2.7 Non-compellability of an accused (Section 11) 2.8 Protection against self-incrimination (Section 13) 2.9 Enforcement of Guaranteed Rights and Freedoms (Section 24)
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Identify appropriate sources of information relative to investigative needs. Gather witness information.	3.1 Interview individuals and groups to collect evidence, elicit, and validate information. 3.2 Differentiate between a witness interview and a suspect interview. 3.3 Identify the objectives of a witness interview. 3.4 Explain how memories are formed and the limitations of the recall process 3.5 Recognize the limitations of accurate eyewitness recall.



	<p>3.6 Explain Cognitive Interviewing</p> <p>3.7 Use active listening and questioning techniques to gather, clarify, and validate information.</p> <p>3.8 Identify methods of suspect identification by witnesses</p> <p>3.9 Explain how to conduct simultaneous and sequential photo line-ups and identify the advantages and disadvantages of each method.</p> <p>3.10 Record statements and observations accurately and objectively.</p> <p>3.11 Determine witness credibility.</p>
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Understand and apply the rules of evidence contained in the Canada Evidence Act regarding competence and compellability of witnesses.	<p>4.1 Explain hearsay evidence</p> <p>4.2 Identify exceptions that may allow the admissibility of hearsay evidence</p> <p>4.3 Identify when a witness is legally competent to testify</p> <p>4.4 Identify when a witness may be legally compelled to testify</p> <p>4.5 Identify when an accused and co-accused may be compellable</p> <p>4.6 Differentiate between witnesses, informants and agents of the state.</p> <p>4.7 Identify methods used to protect the confidentiality of an informant</p> <p>4.8 Complete a Subpoena</p>
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Apply Charter provisions when interacting with a suspect.	<p>5.1 Explain the concept of a person in authority</p> <p>5.2 Identify when a witness or suspect must be cautioned and the purpose of the caution</p> <p>5.3 Identify when a suspect must be informed of his/her Charter rights</p> <p>5.4 Identify and recognize the admissibility of Res Gestae statements</p> <p>5.5 Comply with provincial, civil, and criminal law and use rules of evidence to guide investigations and interactions and to ensure admissibility of evidence within the boundaries set out by court decisions defining Charter rights and limitations</p>
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
6. Identify the components of effective interview techniques.	<p>6.1 Identify effective interviewer-based attributes.</p> <p>6.2 Explain how the interview setting assists with obtaining accurate information.</p> <p>6.3 Explain why it is important and how to develop a rapport with the interviewee.</p> <p>6.4 Identify barriers that interfere with effective communication.</p>
<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
7. Apply suspect interview techniques	<p>7.1 Choose communication strategies, techniques, and language to meet the needs of an individual or group.</p> <p>7.2 Explain the Confession Rule.</p> <p>7.3 Explain the term Inducement from the perspective of suspect interviewing.</p>

	<p>7.4 Identify the actions/inactions that may constitute minor and major inducements.</p> <p>7.5 Explain the admissibility of information obtained through an induced statement.</p> <p>7.6 Explain the concept of Inevitable discovery.</p> <p>7.7 Explain the importance of the Behavioural Analysis Interview</p> <p>7.8 Identify when open and closed questions should be used.</p> <p>7.9 Explain the advantages and disadvantages of assumptive questioning.</p> <p>7.10 Explain the differences between accusatory and non-accusatory interview techniques.</p> <p>7.11 Explain when accusatory or non-accusatory interviewing techniques should be used.</p> <p>7.12 Identify speech patterns that may indicate deception. Recognize non-verbal indicators of deception.</p> <p>7.13 Apply components of Statement Analysis to determine credibility or possible deception.</p> <p>7.14 Comply with provincial and criminal law and use rules of evidence to guide investigations and interactions.</p>
<b>Course Outcome 8</b>	<b>Learning Objectives for Course Outcome 8</b>
8. Identify the enhanced procedural requirements created by the Youth Criminal Justice Act and the Provincial Offences Act regarding taking of statements from Young Persons.	<p>8.1 Identify the enhanced legal rights of Young Persons</p> <p>8.2 Explain the requirements of the `caution` by a person in authority pertaining to young persons.</p> <p>8.3 Determine the statements or behaviours exhibited by a person in authority that may be viewed as inducements in the context of interviewing a young person</p> <p>8.4 Adapt accepted interviewing techniques to the requirements of the Youth Criminal Justice Act and applicable case law.</p>

<b>Evaluation Process and Grading System:</b>	<b>Evaluation Type</b>		<b>Evaluation Weight</b>
	Assignments (Case Studies x 4)		20%
	Test One		30%
	Test Two		30%
	Video Assignment (Components of Suspect Interviewing/Deception)		10%
	Video Assignment (Deceptive behaviours)		10%

<b>Date:</b>	June 21, 2024
<b>Addendum:</b>	Please refer to the course outline addendum on the Learning Management System for further information.