

Relationship To Program Learning Outcomes

Police Foundations Vocational Outcomes	Generic Skills
<ol style="list-style-type: none"> 1. act in a manner consistent with all relevant law and legislation, and professional, organizational, and ethical standards. 2. document, prepare, and assist in the presentation of court cases in compliance with criminal and provincial law, rules of evidence, and the Charter of Rights and Freedom. 3. initiate, promote, and facilitate partnerships to meet community policing and security needs. 4. assess the relationship of policing services to other participants in the criminal justice system and other community service agencies. 5. assess information gathering skills used in basic investigative techniques. 	<ol style="list-style-type: none"> 1. communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of audiences. 2. use a variety of computer hardware and software and other technological tools appropriate and necessary to the performance of tasks. 3. evaluate her or his own thinking throughout the steps and processes used in problem solving and decision making. 4. collect, analyse, and organize relevant and necessary information from a variety of sources. 5. create innovative strategies and/or products that meet identified needs.

Course Learning Outcomes

I. COURSE DESCRIPTION:

This course focuses on the interviewing and investigation skills necessary to retrieve information from victims, witnesses and suspects using legally accepted techniques. Indicators of deception and potential violence will be discussed. Rules of competence and compellability contained in the Canada Evidence Act will also be examined. The Charter of Rights and Freedoms will be examined highlighting the obligations placed upon a “person in authority.” Students will also learn the basic steps of conducting an investigation including the practical development of note taking and observation skills.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE

Upon successful completion of this course, the student will demonstrate the ability to:

Explain the legal obligations created by Charter of Rights and Freedoms from the perspective of a “Person in Authority.”

- 1.1 The Supremacy of the Constitution of Canada (Charter of Rights and Freedoms)
- 1.2 Reasonable Limits (Section 1)
- 1.3 Life, Liberty and Security of Person as applicable to interviewing (Section 7)
- 1.4 Unreasonable Search or Seizure (Section 8)

- 1.5 Arbitrary Detention (Section 9)
- 1.6 Rights upon Detention (Section 10)
- 1.7 Non-compellability of an accused (Section 11)
- 1.8 Protection against self-incrimination (Section 13)
- 1.9 Enforcement of Guaranteed Rights and Freedoms (Section 24)

Gather information utilizing legally and ethically acceptable interviewing techniques.

- 2.1 Interview individuals and groups to collect evidence, elicit, and validate information
- 2.2 Recognize the differing interview techniques used when obtaining information from a witness versus obtaining information from a witness.
- 2.3 Differentiate between an interview and an interrogation
- 2.4 Explain the advantages of non-accusatory interviewing and when accusatory interview techniques should be used
- 2.5 Identify when “open” and “closed” questions should be used.
- 2.6 Explain the advantages and disadvantages of assumptive questioning.
- 2.7 Comply with provincial, civil, and criminal law and use rules of evidence to guide investigation and interactions, and to ensure admissibility of evidence

Select and apply appropriate interviewing techniques.

Recognize the significance of body language and environment in the interviewing process.

- 3.1 Influence or persuade others using a variety of communication strategies and techniques.
- 3.2 Choose communication strategies, techniques, and language to meet the needs of an individual or group
- 3.3 Apply accepted interview techniques such as the Reid and PEACE Interview Techniques
- 3.4 Identify speech patterns that may indicate deception
- 3.5 Recognize non-verbal indicators of deception

Apply effective communication and listening skills.

- 4.1 Collect, analyze, and synthesize information through observation, research, and consultation
- 4.2 Explain the importance of and how to conduct a Behavioural Analysis Interview
- 4.3 Record statements and observations accurately and objectively adhering to identified Common Law, Charter and legislative requirements.
- 4.4 Identify when information obtained may be classified as “Hearsay” evidence
- 4.5 Identify exceptions that allow the admissibility of hearsay evidence.

Apply Charter provisions and Judges Rules when obtaining admissions/confessions

- 5.1 Explain the concept of a “Person in Authority.”
- 5.2 Identify when a witness or suspect must be “cautioned” and the purpose of the “caution”
- 5.3 Identify when a suspect must be informed of his/her Charter rights
- 5.4 Identify what actions/inactions constitute minor and major inducements
- 5.5 Understand when a statement has been “induced” and the legal implications of information obtained from an induced statement.
- 5.6 Identify and recognize the admissibility of Res Gestae statements.
- 5.7 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

Understand and apply the rules of evidence contained in the Canada Evidence Act regarding competence and compellability of witnesses.

- 6.1 Identify when a witness is legally competent to testify
- 6.2 Identify when a witness may be legally compelled to testify
- 6.3 Identify when an accused and co-accused may be compellable
- 6.4 Identify the limitations of compellability and competence
- 6.5 Complete a Subpoena

Identify appropriate sources of information relative to investigative needs.

- 7.1 Differentiate between witnesses, informants and “agents of the state.”
- 7.2 Protect confidentiality of an informant

Construct and apply descriptive factors for identification of suspects and other persons.

- 8.1 Recognize the limitations or accurate “eye witness” recall.
- 8.2 Use questioning techniques to gather, clarify, and validate information.
- 8.3 Record statements and observations accurately and objectively.
- 8.4 Identify means of suspect identify identification by witnesses
- 8.5 Explain how to conduct simultaneous and sequential photo line-ups, and identify the advantages and disadvantages of each method.

Identify the enhanced procedural requirements created by the Youth Criminal Justice Act and the Provincial Offences Act regarding taking of statements from Young Persons.

- 9.1 Enhanced legal rights of Young Persons
- 9.2 “Caution” requirements, including recognition of inducements
- 9.3 Statement taking procedures, Youth Criminal Justice Act

III. COURSE TOPICS:

1. Definitions and terms relating to investigative procedures
2. Basic investigative principles, procedures and sequence
3. The Charter of Rights and Freedoms relating to investigations
4. Rules of evidence regarding the admissibility of statements
5. Interview techniques
6. Victim interviews
7. Witness interviews
8. Suspect interviews
9. Interrogation principles and procedures
10. Detecting deception
11. Recording statements
12. The legal rights of Young Persons

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Criminal Code of Canada, Martin's 2015 or 2016 edition

V. EVALUATION PROCESS/GRADING SYSTEM:

Terminology Quiz	10%
Assignments	20%
Exam 1	30%
Exam 2	25%
Exam 3	15%

The following grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 – 79%	2.00
C	60 – 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.

X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

Students enrolled in Police Foundations or Protection, Security and Investigation programs will require a minimum of 60% (C) as a passing grade in each course.

It is also important to note, that the minimum overall GPA required to graduate from a Sault College program is 2.0.

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum are located on the portal and form part of this course outline.