

**ARGOSY UNIVERSITY
HAWAII CAMPUS**

**FORENSIC PSYCHOLOGY
COURSE SYLLABUS
SUMMER 2002**

Jack S. Annon, Ph. D. ABFP

Course: PP 606
Dates: 9 am to 4:30 pm Saturdays, July 13, 20, 27, & August 3
9 am to 12 pm Sunday, August 4
Contact time: Monday through Sunday, 9:00 a.m. – 4:30 p.m.
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COURSE OBJECTIVES

The discipline of psychology is about understanding, predicting, and, if appropriate, changing human behavior. The discipline of law is about controlling human behavior. Although there has been some limited interaction since the beginning of the century, only in the past couple decades have professionals from both fields become increasingly aware of the potential for closer interaction.

This course is designed to provide you with an overview of current interactions of psychology and the law, and to help you to acquire an understanding of how basic psychological knowledge can be applied to central features of the U. S. legal system in an ethical manner.

COURSE FORMAT

The course will consist of lectures, guest lectures, role-playing, and student participation; in conjunction with numerous relevant audio/visual aids, such as videotapes, slides, overheads, audiotapes, newspaper and magazine articles, and handouts.

COURSE REQUIREMENTS

It will be assumed that you will have completed the assigned reading for each class session and therefore can regularly participate in class discussions. Many of the controversial questions we discuss will have no “right” or “wrong” answers. The personal views you express in class, or in papers, or presentations will not affect your grades, so please feel free to say what you really think, to disagree with me and with other students, and to present reasoned arguments to support your own viewpoint.

Class participation. This counts 10% of your course grade. If you find it difficult to get a word in, perhaps we will be able to structure the format so that you will be more comfortable. If you tend to dominate discussions, please give others a chance, as participation quality is more important than quantity, and it is important to listen to what others have to say.

Paper and presentation. You will be responsible for one paper and a class presentation based on that paper, or a panel presentation, depending on the number of students in the class. Your presentation and paper (12 to 15 double spaced, typewritten pages long, **not** counting title page, abstract, or references, using at most a 12 point font or less) is due on August 3, depending upon the number of students.

The purpose of the paper is to write an analytical paper that examines in depth a controversial issue in mental health law. You should write a coherent essay that makes a few points clearly. The paper should show that you have done library research, and where appropriate, interviews, or other original research. Do not restrict your research to newspaper or popular magazine articles.

Papers should be issue based, research based, and legally based. Literature should integrate how issues and research affect court rulings. Major court cases and rulings (statutory and case law) should be included in the papers. This paper should combine psychological and legal thought.

In your paper, you should not just summarize what other people have said about your topic. Instead critically analyze the issue, seeking to prove a point and show why alternative perspectives are wrong. Use the APA style for references and footnotes. You should use books, review articles, original research published in professional journals, or if appropriate newspaper, or magazine articles or organization pamphlets.

Your topic may be selected from a suggested list that I will provide on the first day of class, or you may select another topic of your choice according to your own interest, with my approval. There will be **no final examination** in this course. Many students do much better work writing papers than taking comprehensive examinations. You will gain the most if you put serious effort into the assignment. The paper presentation will count for 25% of your course grade.

Quizzes. There will be five-question quizzes at the end of each subject segment that will be based on the required reading and/or class presentation. B students will be expected to average 3-4 correct answers, and A students will be expected to average 4-5 correct answers, over the total number of quizzes. Quizzes will count for 55% of your course grade. **BE SURE TO READ THE REQUIRED READINGS PRIOR TO EACH CLASS, INCLUDING THE FIRST CLASS.**

Attendance. It is expected that you will be present for all 5-class sessions. If you miss more than six hours for any reason, you will be dropped from the course. Classes start at the scheduled time and continued lateness will be considered as an absence. No incomplete will be given unless prior arrangements have been made with me in writing. Class attendance counts for 10% of your course grade.

Extra credit. In order to receive extra-credit, you must write a brief critical analysis or concept paper (approximately 3-5 typed written double spaced pages, not counting title page, abstract, or references, (using a 12 point font or less) on any journal article or book chapter listed under the *Optional Readings* of the Syllabi.

In each paper, get to your point quickly. Do not summarize the readings. Do not do library research. Instead, critically evaluate controversial issues, expressing your own views and justifying why you think you are correct. You should develop a single theme in depth rather than comment superficially on any topic. You do not have to be objective about the topic. I want to know what you think, but you do have to be fair in considering alternative perspectives. The ideal paper would be an analytical, persuasive, and personal elaboration on a single theme.

You might consider such questions as: What surprised you about the reading and why? How does the topic relate to your views about mental health and the law? How does the topic reconcile conflicts between law and psychology? Between paternalism and individual rights? Between free will and determinism? What are the social consequences of this topic? How does this relate to public affairs? What are the professional consequences of this topic? How does it affect mental health and legal professionals? How does this question relate to your understanding of mental health and the law? Why is the topic important to you?

You may earn up to 5 percentage points for each paper, with 10 percentage points for two papers toward your course grade being the maximum that you can earn.

Evaluation. Like many professors, I don't really believe in grading. It is not only a difficult, but also a frustrating task. Reducing a subjective evaluation to a single letter is a gross over-simplification. I would much rather provide evaluative feedback in the form of one to one conferences and written comments.

Unfortunately, grading fosters excessive competition at the expense of real learning, and makes distinctions among you for the benefit of social institutions over which you have little control. Thus, although the significance of any one grade is less than you may think, worrying is inevitable when your GPA can affect graduation honors, admission to postgraduate education, and careers.

Despite these misgivings, I have to assign grades, and I take the task seriously. Grades on assignments reflect my appraisal of your work at this particular time so that you can assess your progress. I try to avoid inflation, and use the grading system as follows:

| Area | Percentage of Grade |
|------------------------|---------------------|
| Class Attendance | 10 |
| Class participation | 10 |
| Paper and Presentation | 25 |
| Quizzes | <u>55</u> |
| | 100 |
| (Extra Credit) | 5-10 |

- A (91-100) Excellent (Outstanding, Unusual, Superior)
- B (81-90) Good (Above Average, Better than Required)
- C (71-80) Fair (Average, Adequate, Satisfactory) Failure
- D (61-70) Marginal (Below Average, Poor, Minimal) Failure
- U (0-60) Unsatisfactory (Failure)

Caveats. All requests for individual student exceptions to any of the above must be submitted in writing and include appropriate documentation.

The course syllabus, schedule, guest lecturers, and content areas are subject to change due to weather, subpoenas, and other unforeseen circumstances.

Readings. The Course Book may be purchased from Professional Image, Inc., 2633 South King Street, across from Puck's Alley (Telephone: 973-6599).

Course Syllabus

Date: **Topic and assigned readings**

July 13 **Practice Issues in Forensic Psychology.** Overview of the legal system. Overview of forensic psychology. Ethical issues in forensic practice. The psychologist in Family, Civil, and Criminal Courts. Paper and oral presentation assignments.

Required Readings:

- Annon, J. S. (1996), *Psychologist Who Make Unqualified Public Statements About Litigants Whom They Have Not Examined: A Cautionary Note*, Issues in Child Abuse, 8 (3/4), 170-173
- Annon, J. S. (1997), *Guidelines for Psychologists Who Receive a Subpoena for Their records*, Issues in Child Abuse Accusations, 9 (1/2), 54-82.

Optional Readings:

- American Psychological Association, Division 41 (1991), *Specialty Guidelines for Forensic Psychology*,
- Wrightsman, L. S., Nietzel, M. T., & Fortune, W. H. (1994) *Psychology and the Law: Impossible Choices*, in L. Wrightsman, M. Nietzel, & W. Fortune, (3rd ed.) Psychology and the Legal System, Pacific Grove, CA: Brooks/Cole, 1-24.
- Wrightsman, L. S., Neitzel, M. T., & Fortune, W. H. (1994) *Psychologists and the Legal System*, in L. Wrightsman, M. Nietzel, & W. Fortune, (3rd ed.) Psychology and the Legal System, Pacific Grove, CA: Brooks/Cole, 25-43.
- McGuire, J. (1997) *Ethical Dilemmas in Forensic Clinical Psychology*, Legal and Criminological Psychology, 2, 177-192.

Melton, G. B., Petrila, J., Poythress, N. G. & Slobogin, C. (1997) *Compensating Mental Injuries: Workers' Compensation and Torts*, in G. Melton, J. Petrila, N. Poythress, & C. Slobogin (Eds.) *Handbook for Mental Health Professionals and Lawyers* (2nd. ed.), New York: Guilford Press, 363-382.

Quiz #1

Forensic Assessment. Underlying theory and Assessment approaches (using the assessment of sex offenders as a model).

Required Readings:

Annon, J. S. (1981) *PLISSIT Therapy*. In R. J. Corsini (Ed.) *Handbook of Innovative Psychotherapies*, Wiley & Sons, New York, 626-639.

Annon, J. S. (1988) *The Psychological Interview in Criminal Cases: The Forensic Interview and Commentaries*, *American Journal of Forensic Psychology*, 6 (4). 5-6,63-66.

Optional Readings:

Grisso, T. (1986) *Problems in Assessment for Legal Competencies*, in T. Grisso *Evaluating Competencies: Forensic Assessments and Instruments*, New York: Plenum Press, 1-13.

Shapiro, David (1991) *Competency to Stand Trial*, in D. Shapiro, *Forensic Psychological Assessment: and Integrative Approach*, Boston: Allyn and Bacon, 1-58.

Shapiro, David (1991) *Criminal Responsibility—The Historical Background*, in D. Shapiro, *Forensic Psychological Assessment, and Integrative Approach*, Boston: Allyn and Bacon, 59-110.

Shapiro, David (1991) *Practical Parameters of the Criminal Responsibility Evaluation*, in D. Shapiro, *Forensic Psychological Assessment: and Integrative Approach*, Boston: Allyn and Bacon, 111-204.

Behnke, S. H. (1997) *Confusion in the Courtroom: How Judges Have Assessed the Criminal Responsibility of Individual with Multiple Personality Disorder*, *International Journal of Law and Psychiatry*, 20 (3), 293-310.

Cooper, D. K. & Grisso, T. (1997) *Five Year Research Update (1991-1995): Evaluations for Competence to Stand Trial*, *Behavioral Sciences and the Law*, 15, 347-364.

Hoge, S. K., Poythress, N., Bonnie, R. J., Monahan, J., Eisenberg, M. & Feuchet-Haviar, T. (1997) *The MacArthur Adjudicative Competence Study: Diagnosis, Psychopathology, and Competence-Related Abilities*, *Behavioral Sciences and the Law*. 15. 329-345.

Quiz #2

The Psychological Autopsy and Psychological Profiling. A psychological database for determining the difference between homicidal, suicidal, accidental, and natural deaths where the manner of death is unexplained. The psychological and law enforcement data base used to provide law enforcement with specific information that will hopefully eliminate unlikely suspects, and suggest a “profile” of the individual who may have committed a specific crime.

Required Readings:

- Annon, J. S. (1995) *The Psychological Autopsy*, American Journal of Forensic Psychology, 13 (2), 39-48.
Annon, J. S. (1995) *Investigative Profiling: A Behavioral Analysis of the Crime Scene*, American Journal of Forensic Psychology 13 (4), 67-75.

Optional Readings:

- Schneidman, E. (1993) *A Conspectus of the Suicidal Scenario*, in E. Schneidman, *Suicide as Psychache: A Clinical Approach to Self-Destructive Behavior*, New Jersey: Jason Aronson, 31-50.
Davis, Joseph (1996) *Criminal Investigative Analysis: Criminal-Psychological Profiling: a Viable Investigative Tool Against Violent Crime*. Paper presented at the 4th Annual Scientific Meeting of the American College of Forensic Examiners, San Diego, December.
Davis, Joseph (1998) *Profile of a Sexual Predator: A Psychological Autopsy of an American Serial Killer*, The Forensic Examiner 7 (1&2), 28-33.
Fischer, D. J. (1998) *Suicide: A Primer for Investigators*, The Forensic Examiner 7 (1&2), 35-38.
Trager, J., Brewster, J., & Madison, J. (2001): *The effectiveness of Psychological Profiles*, *Journal of Police and Criminal Psychology*, 16, (1), 20-28.

Quiz #3

July 20

Forensic Assessment and Treatment of Sexual Offenders and their Victims. Presented within the framework of the PLISSIT model.

Required Readings:

- Annon, J. S., & Robinson (1980) *Sexual Disorders*.
Annon, J. S., *General Characteristics of Sexual Child Offenders (Supported by Research and Clinical Data)*.
Annon, J. S., *Three Typology Protocols of Sexual Child Offenders (Supported by Research and Clinical Data)*.
Annon, J. S., *Three Typology Protocols of Rapists (Supported By Research and Clinical Data)*.
Annon, J. S., *Discriminators of True and False Allegations of Child Sexual Abuse (Supported by Research and clinical Data)*.

Annon, J. S. (1993), *Misuse of Psychophysiological Arousal Measurement Data*, *Issues in Child Abuse Accusations*, 5 (1), 39-43.

Optional Readings:

Annon, J. S. (1973 & 1977) *The Therapeutic Use of Masturbation in the Treatment of Sexual Disorders*, In R. Rubin, J. Brady, and J. Henderson (Eds.) *Advances in Behavior Therapy*, Volume 4, New York: Academic Press, 199-215; and in J. Fischer & H. Gochros (Eds.), *A Handbook of Behavior Therapy with Sexual Problems*, Vol. 1. *General Procedures*, New York: Pergamon, Press, 70-83.

Annon, J. S. & Robinson, C. H. (1978) *The Use of Vicarious Learning in the Treatment of Sexual Concerns*, in J. LoPiccolo & L. LoPiccolo (Eds.) *Handbook of Sex Therapy*, New York: Plenum, 35-56.

Annon, J. S. & Robinson, C. H. (1980), *Sexual Disorders*, in E. Kazdin, A. Bellack, & M. Hersen (Eds.) *New Perspectives in Abnormal Psychology*, New York: Free Press, 325-352.

Annon, J. S. & Robinson, C. H. (1981) *Video in Sex Therapy*, in J. Fryrear & B. Fleshman (Eds.) *Video therapy in Mental Health*, Springfield, Ill.: C. C. Thomas, 163-179.

Annon, J. S. & Robinson, C. H. (1982), *The Sexual Offender: Treatment and Prevention*, Paper presented in R. Smith (Chair) *Sexual Assault*, Symposium presented at the *International Symposia on Reproductive Health Care*, Maui, Hawaii, USA.

Annon, J. S., *Treating the Offender in Private Practice*, (1983), *Treatment of Sexual Aggressives News*, 5 (3), 3.

Annon, J. S. & Robinson, C. H. (1985) *Sexual Deviation*, in M. Hersen & A. Bellack (Eds.) *Handbook of Clinical Behavior Therapy with Adults*, New York: Plenum Press, 631-657.

Ong, Vickie (1985) *Child Molesters Called Addicted*, *Honolulu Advertiser*, Sept. 2.

Ong, Vickie (1985) *Therapy Urged for Sex Offenders*, *Honolulu Advertiser*, Sept. 2.

Annon, J. S. (1988) *Reliability and Validity of Penile Plethysmography in Rape and Child Molestation Cases*, *American Journal of Forensic Psychology*, 6 (2), 11-26.

Kim, Marilyn, (1989) *Killing Spree*, *Honolulu, The Paradise of the Pacific*, October 53-81.

Annon, J. S. (1996) *Treatment Programs for Sex Offenders*, *American Journal of Forensic Psychology*, 14 (2), 49-54.

Hart, S. D., (2000) *The Promise and Peril of Sex Offender Risk Assessment*, Paper Presented at the *Annual Meeting of the Treatment Of Sexual Aggressives*, San Diego, November.

Rice, M. E., (2000) *Assessing Risk Among Sex Offenders: Prospects for Dynamic Prediction?*, Paper Presented at the *Annual Meeting of the Treatment of Sexual Aggressives*, San Diego, November.

Quiz #4

Workplace Violence. This session is designed to assist in answering such questions as: How do we respond to initial threats or acts of workplace violence? How to develop an action plan? How to organize a search for information to assess a threat? How to assess and categorize a threat or violent situation? What options are available to managers to resolve threats and potential incidents of workplace violence? What are the more common types of potential workplace violence cases that an organization is likely to face? What role does a forensic psychologist play in these situations?

Required Readings:

- Annon, J. S. (1996) *The Annon Scale for Potential Violence (ASP-V): A Research Instrument of Factors Associated with the Prediction of Possible Violence.*
- Annon, J. S. (2001) *Violence in The Workplace: From Business, School, and Domestic Violence, to Stalking and Assassination.* (Unpublished Manuscript).
- Annon, J. S. (2002) *Workplace Violence: From Business, School and Domestic Violence, to Stalking and Assassination.* (Unpublished Abstract)

Optional Readings:

- U. S. Department of Justice (1998) *Protective Intelligence: Threat Assessment Investigations: A Guide for State and Local Law Enforcement Officials*, <http://www.ojp.usdoj.gov>.
- U. S. Department of Justice (1998) *Stalking in America: Findings from the National Violence Against Women Survey*, <http://www.ojp.usdoj.gov>
- American Academy of Experts in Traumatic Stress (1999, 2000). *Eastman Kodak Critical Incident Stress Management (CISM) Team A Portrait of a Corporate Crisis Response Team; Responding to Workplace Trauma; Academy Calls for New "Trauma Response Infosheets"; Trauma Response Profile: Raymond Shelton, Ph. D., BCETS, FAAETS; Preventing School Violence and Reducing the Frequency of Disturbing Threats; School Response to Terrorist Activity and Disaster: An Acute Traumatic Stress Management (ATSM) Application.*
- Advocate (APA Division 37, Child, Youth, and Family Services) (2001) *TV Violence and Children's Brains: More Reasons for Advocacy and Policy Reform*, 24 (1).
- Rulo-Pierson, J. S. (2001) *Etiology of Stalking and Violence in Troubled Youth*, *Forensic Examiner*, November/December.
- Annon, J. S. (2002) *Possible Reactions to A Traumatic Event or a Critical Incident.* (Unpublished paper).

Quiz #5

July 27

Forensic Aspects of Memory and Recall in Children, Adolescents and Adults. Methods of detecting possible distortion in eye and ear witnesses. Special issues of *Eyewitness Identification and Testimony*, *Lineups, repressed memory, the Child as a Witness, and Syndrome Testimony*.

Required Readings:

- Annon, J. S. (1987), *The Four Year Old Child as a Competent Witness*, *American Journal of Forensic Psychology*, 5 (1).
Annon, J. S. (1994), *Recommended Guidelines for Interviewing Children in Cases of Alleged Sexual Abuse*, *Issues in Child Abuse Accusations*, 6 (3), 134-138.

Optional Readings:

- Buckhout, R. (1974) *Eyewitness Testimony*, *Scientific American* 231 (6), 23-31.
Rand, D. C. (1993) *Munchausen Syndrome by Proxy: A Complex Type of Emotional Abuse Responsible for Some False Allegations of Child Abuse in Divorce*, *Issues in Child Abuse Accusations*, 5 (3), 135-155.
Loftus, E. F. & Doyle, James M. (1997) *Jurors' Beliefs About Eyewitness Testimony*, in E. Loftus & J. Doyle (3rd. ed) *Eyewitness Testimony: Civil and Criminal*, 1-8.
Memon, A. & Young, M. (1997) *Desperately Seeking Evidence: The Recovered Memory Debate*, *Legal and Criminological Psychology*, 2, 131-154.
Campbell, T. W. (1997) *Indicators of Child Sexual Abuse and Their Unreliability*, *American Journal of Forensic Psychology*, 15 (1), 5-18.
Loftus, E. F. & Doyle, J. M. (2000) *Eyewitness Testimony: Civil and Criminal; Cumulative Supplement*, Lexis Publishing.
Courtois, C. A. (2001) *Implications of the Memory Controversy for Clinical Practice: An Overview of Treatment Recommendations and Guidelines*, *Journal of Child Sexual Abuse*, 9 (3/4), 183-210.
Child Protective Services, State of Hawaii *A Guide for Mandated Reporting*.

Quiz #6

Forensic Methods for Detecting Deception and Malingering, and the Verification of Truth of the Witness, Defendant, Victim, and Patient: the Myths and Realities.

Emphasis will be on the myths and realities of each of these methods in light of the latest research evidence, and how the forensic psychologist may best use them? Individual and cultural differences related to each method will also be discussed.

The following will be covered: *Instrumentation* (polygraph, voice stress analyzer, plethysmograph, evoked potentials, etc); *Drugs* (Narcoanalysis); *Forensic Hypnosis*; *Methods of Interrogation* (a comparison of various schools); *The Cognitive Interview* (rapport, reconstructing the scene, chunking, changing perspectives and viewpoints, repeat recall); *Behavioral and Verbal Clues to Possible Deception* (voice, face, body movement, etc.); *Psychological Test and Forensic Examinations* (with special coverage of amnesia and malingering).

Required Reading:

- Annon, J. S. (1988), *Detection of Deception and Search for Truth: A Proposed Model with Particular Reference to the Witness, the Victim, and the Defendant*.
- Annon, J. S. (1989), *Use of Hypnosis in the Forensic Setting: a Cautionary Note*, *American Journal of Forensic Psychology*, 7 (2), 37-48.
- Annon, J. S. (1997-2002) *Update: Instrumentation for the Detection of Deception and Distortion; Truth Drugs; Hypnosis Questions; Guidelines for the Use of Forensic Hypnosis in Hypermnnesia Cases; The Gentle Art of Interviewing and Interrogation; Reid College 9 Steps of Interrogation, in Brief; Interrotec Kinesic Interview Technique (Detection Phase); Cognitive Methods for Refreshing Memory; Behavioral and Verbal Clues to Possible Deception; Detection of Malingering; and Amnesia*.

Optional Reading:

- Honts, C. R. *Assessing Children's Credibility: Scientific and Legal Issues in 1994*, *North Dakota Law Review*, 70 (4), 897-98.
- Annon, J. S. (1997) *Introduction to Statement Analysis*, excerpted with permission from a distance course of the American College of the American College of Forensic Examiners, Springfield, Missouri.
- Lanyon, R. I. (1997) *Detecting Deception: Current Models and Directions*. *Clinical Psychology: Science and Practice* 4 (4), 377-387.
- Geiselman, R. E. & Fisher, R. P. (1996) *Ten Years of Cognitive Interviewing*. To appear in: D. G. Payne & F. G. Conrad (Eds.), a synthesis of basic and applied approaches to human memory: New Jersey: Lawrence Erlbaum Association.
- Abrams, S. (2002) *Polygraph Evidence: Rulings and Research Indicate it's time for Polygraphs to be admitted in Court*. *Defense*, February.
- Gerson, A. R. (2002) *Beyond DSM-IV: A Meta-Review of the Literature on Malingering*, *American Journal of Forensic Psychology*, 20 (1) 57-69.

Quiz #7

August 3

Student Presentations, Part I. Possible topics to be covered: *Administrative Hearings; American Disability Act; Attorney/Client Work Product; Automatism Defense; Child Abuse and Neglect; Child Custody; Civil Commitment; Competency to be Sentenced and Executed; Competency to Care for Self; Competency to Confess; Competency to Consent to a Search or Seizure; Competency to Consent to Treatment; Competency to Execute a Will; Competency to Stand Trial; Competency to Parent; Competency to Plead Guilty; Competency to Testify; Confidentiality; Corrections Psychology; Criminal Psychology; Criminal Responsibility; Diminished Capacity; Danger to Self; Divorce Mediation; Domestic Violence; Drugs in School; Duty to Warn; Employment Discrimination; Extreme Emotional Disturbance; False Confessions; Forensic Report Writing; Friend of the Court; Grave Disability/Inability to Care for Self; Independent Psychological Evaluations; and Guardianship; Jury Decision Making; Jury Selection; Juvenile Competence to Stand Trial; Juvenile Justice; Insanity Defense; Law and Mental Health; Legal Consultation; Malpractice; Manslaughter; The Miranda Warnings; Mental Status Examination; Mock Jury Simulation; Pornography and Obscenity; Personal Injury; Police Psychology; Prediction of Dangerousness; Pretrial Procedures; Privileged Communication; Product Liability; Public Policy; Psychopathy; Rape in Prison; Police Officer Screening; Police Return to Duty Evaluations; Right to Die; Right to Refuse Treatment; Rights of the Mentally Ill; Self Defense, Provocation, Duress, and Entrapment; Sentencing Guidelines; Sexual Assault; Sexual Harassment; Suggestibility in Children and Adults; Testamentary Capacity; Tort of Emotional Distress; Violence Prediction and Risk Assessment; Waiver of Juveniles to be Tried as Adults; Workman's Compensation Evaluations; and Wrongful Termination.*

August 4

The Psychologist as an Expert Witness. This last session is to provide information for the psychologist who has been, or may be, called to appear in court, or at a deposition, as an expert witness for the first time, or the 100th time. I have abstracted a wide range of helpful "do's and don'ts" from the forensic literature, as well as from my own personal experiences over the past quarter of a century with Dr. Craig Robinson.

Required Reading:

Underwager, R. & Wakefield, H. (1993) *A Paradigm Shift for Expert Witnesses*, *Issues in Child Abuse Accusations*, 5 (3), 156-167.

Annon, J. S., (2001) *Syndrome Testimony, Base Rates, and What the Expert Can Ethically Tell the Trier of Fact in Alleged Child Abuse Cases*, *Issues in Child Abuse Accusations*, 11 (1), www.ipp-forensics.com.

Optional Reading:

Cantor, B. J. (1977) *Suggestions on Being A Good Witness*.

Daubert, et ux., etc. et al v Merrell Dow Pharmaceuticals, Inc. (1993), U. S. Supreme Court; No. 92-102. Argued March 30, 1993—Decided June 28, 1993.

Annon, J. S. (1993) *References for Expert Testimony*.

Cosnett, G. (1994) *The Art of Persuasion: Ancient Wisdom for Modern Experts*, *The Testifying Expert*, LRP Publications 2 (11), 6-7.

Myers, J., (1996), *Expert Testimony*, in J. Briere, L. Berliner, J.

Bulkley, C. Jenny, and T. Reid *The APSAC Handbook on Child Maltreatment*, Newbury Park, CA: Sage. 319-340.

Tsushima, William T. & Anderson, Jr., R. M. (1996) *Witness Qualification*, in W. Tsushima & R. Anderson, Jr. *Mastering Expert Testimony*, New Jersey: Lawrence Erlbaum Associates, 1-10.

Kumho tire Company, Ltd., et al., v. Patrick Carmichael, etc., et. Al. (1999) U. S. Supreme Court; No. 97-1709. On Writ of Certiorari to the United States Court of Appeals for the Eleventh Circuit, March 23, 1999.

Quiz #8

Summer Courses in Psychology. Scroll to programs. [Request Information about Summer Courses in Psychology 2021](#). Related fields of study. [Trusted by students since 2002, ACADEMICCOURSES is your multilingual gateway to higher and continuing education close to home and around the world.](#) StudentTests. Keystone Academic Solutions. Within the Applied Forensic Psychology program, you also have the option of completing a Major or an Honours degree. Honours require students to meet a minimum average and will need to complete more courses as well as write an Honours thesis to meet all the program requirements. As a student, you do not need to decide whether you pursue a Major or an Honours degree until your second year. Sample Courses. As part of the Applied Forensic Psychology program, students will complete courses in Forensic Psychology, Abnormal Psychology, Clinical Psychology, as well as electives from among a sui For researchers and practitioner of Forensic Psychology | Review and cite FORENSIC PSYCHOLOGY protocol, troubleshooting and other methodology information | Contact experts in FORENSIC PSYCHOLOGY to get answers. Unfortunately, due to health complaints experienced throughout my course, I graduated with a 2:2. Toward the end of third year I began to improve and by September, I had begun my postgraduate journey, studying a BPS accredited Masters in Applied Forensic Psychology. I have fortunately been in good health and have so far obtained high A's (85%+) in every module and work element, with my thesis being the last piece of work I have yet to complete. Courses and Syllabi. For course syllabi from before 2011, please see our syllabus archive. The University Catalog is the authoritative source for information on courses. The Schedule of Classes is the authoritative source for information on classes scheduled for this semester. See the Schedule for the most up-to-date information and see Patriot web to register for classes. Select a semester: Choose a term Summer 2021 Fall 2021. Psychology Fall 2021. Undergraduate. This course may count for both the Applied Psychology and Experimental Psychology lab requirements or for both the Applied Psychology and Technical Writing requirements. Limited to three attempts. Recommended Prerequisite: PSYC 300 or permission of instructor.