

# Welcome to PSY 368 Forensic Psychology

My name is **Tess Neal**, and I am your instructor. In this course, we will focus on the assessment and treatment of people who interact with the legal system. This course focuses on the ways in which psychologists do clinical work (assessment and treatment) to help courts make informed decisions about cases. Be sure to view the Course Tour video to become familiar with course navigation, submitting assignments, checking your grades, etc. to ensure a successful experience.

## Course Number

PSY 368

## Course Title

Forensic Psychology

## Credits

3

## Prerequisites

- Prerequisite(s): PSY 101; PSY 290 or minimum 45 hours

## Faculty

**Name:** Tess M.S. Neal, Ph.D.

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**Course Assistants:** Cassandra Hamza and Ashley Trow

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**Office hours:** Mondays 4-4:30pm AZ time (with course assistant Cassandra Hamza), Wednesdays 1-1:30pm AZ time (with Course assistant Ashley Trow), or at other times by appointment. To meet on a Monday, Wednesday, or any other time, students must sign up at least 24 hours in advance. To sign up for a Monday appointment, email Cassandra ([chamza@asu.edu](mailto:chamza@asu.edu)) at least 24 hours in advance of that week's session. To sign up for a Wednesday session, email Ashley ([Ashley.trow@asu.edu](mailto:Ashley.trow@asu.edu)) at least 24 hours in advance of that week's session. To sign up for an alternative timeslot, email either of the course assistants. Office hours will be offered online or in person, depending on the student's preference for each meeting.

## Required Textbooks

Huss, M. (2013). *Forensic Psychology* (2<sup>nd</sup> Ed). Wiley. ISBN: 978-1118554135

Ewing, C.P. & McCann, J.T. (2006). *Minds on Trial: Great Cases in Law and Psychology*. Oxford University Press. ISBN: 0-19-518176-x

## Catalog Description

Clinical practice of forensic psychology: the assessment and treatment of people who interact with the legal system. Focuses on the ways in which psychologists do clinical work (assessment and treatment) to help courts make informed decisions about cases.

## Course Overview



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This course will provide you with an introduction to forensic psychology – the application of psychological science or professional psychological practice to the law to inform a pending legal decision (APA, 2013; Neal, under review). “Forensic” comes from the Latin word for “court,” and “forensic psychologists” are psychologists who help courts make decisions about people when some question related to psychology is involved. Thus, forensic psychologists typically are involved in cases “pre-adjudication,” which means before the legal decision is made, and they help courts make informed decisions about cases. Forensic psychologists provide services (e.g., assessment, treatment, presentation of research) explicitly for the purposes of informing a legal decision (e.g., performing a child custody evaluation to inform the court’s upcoming decisions about parenting time and rights in a divorce decree, conducting competency restoration treatment services in an attempt to restore trial competency so that the defendant can be adjudicated “competent” and move forward with their ongoing legal case, providing a summary of the research data about factors that contribute to a false confessions or mistaken eyewitness identifications while the case is ongoing). In this course, we will learn about how forensic psychology developed as a field and the major ways in which psychologists are involved in both the criminal and civil court systems. For example, in the criminal justice system, psychologists help resolve legal questions about defendants’ competency to stand trial, sanity at the time of offense, risk of future violence, and risk of future sex offenses. In the civil justice system, psychologists help resolve cases involving sexual harassment, child custody, and personal injury, among other issues.

## Learning Outcomes

At the completion of this course, students will be able to:

- Demonstrate an ability to think critically and analyze the issues presented in forensic psychology.
- Identify and discuss landmark cases that demonstrate the practical role of forensic psychology.
- Explain the unique challenges that forensic psychologists face clinically, legally, and ethically.
- Analyze how the law can be therapeutic or anti-therapeutic for the people most directly affected by it.
- Apply the concepts learned in the course to current real-life cases.
- Discover how to become a forensic psychologist and identify various careers in forensic psychology.

## Notes About this Course

This paragraph contains secret information that will only be helpful to *homo sapiens* (i.e., humans). If you are not a member of this group, feel free to skip this paragraph. Research indicates that people learn material better and retain it longer when they actively participate in the learning process, so I encourage you to do just that. You will not learn as much in your classes passively listening and mindlessly reading the text or memorizing definitions. I strongly encourage you to talk about what you are learning with others, write about it, relate it to past experiences, and apply it to your daily life. To encourage this kind of learning, we will be asking questions, engaging in written conversations, watching videos clips of clients showing the symptoms of the disorders we learn about and discussing the legal and ethical issues involved in these cases, and reading voraciously. Please note that classes will not always closely follow the books. Although I will discuss some of the concepts covered in the book, much of the materials each week is intended to get you more involved with the material and to give you additional information. Thus, we’ll do a variety of things: lectures, discussions and activities, case studies, exercises and demonstrations, brief writing assignments, and videos among other things.

Forensic psychology is a fascinating application of psychology every single day in courtrooms around the world. To help you learn to understand how psychologist help inform legal decisions, you will be reading the assigned readings and answering reading questions as “homework” on selected topics. (This is also a way to help you digest the material.) I will provide 10 reading prompts/questions. You need to complete all 10 of these assignments in your reading journal for full credit (each is worth 2% of your final grade). In grading these assignments, I will look for a concise, accurate, and sophisticated analysis based on the reading material. And oh yeah – the material covered in our course is often both thought provoking and awesome, so feel free to clap a little or do a little dance when we cover something cool.

Any of the material covered in class lectures, class activities, and assigned readings will be fair game for the exams. There will be 50 questions on each exam, and each is worth 20% of your final grade. The third exam - the final - is non-cumulative (covers only the last third of the course). I will provide you with a study guide for each exam. You will come to love these study guides. In the past, the study guides have been the subject of love poems. Okay, not really. But they help on the exams.

None of the materials from this course (the lectures, the slides, the videos, etc.) are to be used outside of this course. They are all copyrighted material. I hold the copyright to all the material I created, and others hold the copyright for the other material we’re using in the course. This means you may not edit any of the materials in this course or use them for any purposes outside of this course.

## Honors Enrichment Contracts

Students taking this course for honors enrichment will participate in a "*Forensic Psychology in Literature*" reading group that will meet virtually for one hour every week over the course of the class. The group will choose which book(s) to read from a list developed by Dr. Neal of literature reflecting forensic psychology issues. Each member of the honors reading group will be expected to develop questions prior to each meeting based on the reading for that segment (such as 1-2 chapter of the novel) and then pose questions to the group and participate in discussion when other group members pose their questions. At the end of the book / reading group, each honors student will write a short summary (~1 page) about forensic psychology in the book(s).

## Course Topics, Schedule & Grading

Activities used for instruction and assessment of learning include: textbook and supplemental readings; written responses to reading questions; discussion activities; case scenarios; and exams.

ACTIVITIES/ASSIGNMENTS	POINTS	DUE DATE
All assignments are due at 11:59 P.M. on the date listed below		
<b>WEEK 1: Forensic Psychology &amp; Expert Witness Testimony</b>		
Discussion Post #1.1 Introduction	1	Friday 03/17
Discussion Post #1.2 Syllabus Quote	1	Friday 03/17
Discussion Post #1.3 What is Forensic Psychology?	1	Friday 03/17
Reading Journal #1	2	Friday 03/17
Reading Journal #2	2	Sunday 03/19
<b>WEEK 2: Competency to Stand Trial</b>		
Reading Journal #3	2	Friday 03/24
Discussion Post #2.1	1	Sunday 03/26
Discussion Post #2.2	1	Sunday 03/26
Exam 1	20	Monday 03/27
<b>WEEK 3: Insanity &amp; Diminished Capacity</b>		
Reading Journal #4	2	Friday 03/31
Discussion Post #3.1	1	Sunday 04/02
Discussion Post #3.2	1	Sunday 04/02
Discussion Post #3.3	1	Sunday 04/02
<b>WEEK 4: Psychopathy &amp; Violence Risk Assessment</b>		
Reading Journal #5	2	Friday 04/07
Discussion Post #4.1	1	Sunday 04/09
Discussion Post #4.2	1	Sunday 04/09
Discussion Post #4.3	1	Sunday 04/09
"Reading" Journal #6 (i.e., Study Guide 2 Responses)	2	Sunday 04/09
Exam 2	20	Monday 04/10
<b>WEEK 5: Child Custody</b>		

Reading Journal #7	2	Friday 04/14
Discussion Post #5.1	1	Sunday 04/16
Discussion Post #5.2	1	Sunday 04/16
<b>WEEK 6: Civil Commitment</b>		
Reading Journal #8	2	Friday 04/21
Discussion Post #6.1	1	Sunday 04/23
Discussion Post #6.2	1	Sunday 04/23
<b>Week 7: Sexually Violent Predator Commitment</b>		
Reading Journal #9	2	Friday 04/28
Discussion Post #7.1	1	Sunday 04/30
Discussion Post #7.2	1	Sunday 04/30
Discussion Post #7.3	1	Sunday 04/30
Exam 3	20	Monday 05/01
<b>Week 7.5: Careers in Forensic Psychology</b>		
Reading Journal #10	2	Tuesday 05/02
Discussion Post #8.1	1	Tuesday 05/02
Discussion Post #8.2	1	Tuesday 05/02

## Grading

Final grades consist of graded discussion post assignments (20%), graded reading journal responses (20%), and 3 exams (20% each). Grades can be determined with this chart:

	<u>Points Earned</u>	<u>Raw Final Grade Percent</u>
Reading journal responses	_____ (out of 20) =	_____
Discussion posts	_____ (out of 20) =	_____
Exam 1	_____ (score out of 100%) x .20 =	_____
Exam 2	_____ (score out of 100%) x .20 =	_____
Exam 3 (Non-Cumulative Final Exam)	_____ (score out of 100%) x .20 =	_____
	<b>FINAL GRADE</b> (total from above) =	_____

Grade	Percentage
A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
E/F	Below 60%

## Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within one week of the due date via the Gradebook.

## Communicating With the Instructor

This course uses a discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor or assigned TA. You can expect a response within 48 hours.

## Online Course

This is an online course. There are no face-to-face meetings. You can log into your course via MyASU or <https://my.asu.edu>.

## Email and Internet

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

## Course Time Commitment

This three-credit course requires approximately 135 hours of work. Please expect to spend around 18 hours each week preparing for and actively participating in this course.

## Late or Missed Assignments

Notify the instructor BEFORE an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

## Submitting Assignments

All assignments, unless otherwise announced, MUST be submitted to the designated area of Blackboard. Do not submit an assignment via email.

## Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

## Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

## Student Conduct and Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>. Additionally, required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.

[Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

## Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

## Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

## Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

## Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations](#). Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing [DRC@asu.edu](mailto:DRC@asu.edu). To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus    Polytechnic Campus  
University Center Building, Suite 160        480-727-1165 (Voice)  
602-496-4321 (Voice)

West Campus                                         Tempe Campus 480-965-1234 (Voice)  
University Center Building (UCB), Room 130  
602-543-8145 (Voice)

## Computer Requirements

This course requires a computer with Internet access and the following:

Web browsers ([Chrome](#), [Internet Explorer](#), [Mozilla Firefox](#), or [Safari](#))

[Adobe Acrobat Reader](#) (free)

[Adobe Flash Player](#) (free)

Microphone (optional) and speaker

## Technical Support

This course uses Blackboard to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Blackboard home page at <https://myasucourses.asu.edu>

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk call toll-free at 1-855-278-5080.

## Survival Guide for This Class

This is an online course. To be successful:

- take the class seriously
- expect to work hard throughout the entire course
- be organized and manage your time (do not procrastinate)
- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- draw examples from your personal experiences to illustrate the topics
- have fun learning!!!

<b>Unit</b>	<b>Topics</b>	<b>Objectives</b> What do you want students to be able to do by the end of the unit?	<b>Assessments</b> What are the methods of measuring achievement of the learning objectives? (discussions, papers, exams, projects, presentations, articles, case studies)	<b>Materials/Activities</b> List of materials to be used in the unit. Include any instructional technologies to facilitate content delivery and optimal learning for students.
"Start Here" Section				Watch the "Welcome to Class" video



1	Forensic Psychology & Expert Witness Testimony	<p>Define "Forensic Psychology"</p> <p>Describe how the court uses expert witnesses and debate the pros/cons of the approach</p>	<p>Reading Questions #1 – worth 2 points</p> <p>Activity assignment #1.1 – worth 1 point: Discussion post assignment – tell something unique about yourself in one sentence in the discussion board</p> <p>Activity assignment #1.2 – worth 1 point read the syllabus and submit your favorite quote from it</p> <p>Activity assignment #1.3 – worth 1 point "what is forensic psychology"</p> <p>Reading Questions #2 – worth 2 points</p>	<p>"What is forensic psychology?" Read: Ewing &amp; McCann: Preface &amp; Introduction Huss Ch. 1 &amp; 2 Neal article, under review</p> <p>Read the "What is Forensic Psychology" Slides &amp; watch the lecture video</p> <p>Watch a 4-minute video called "Introduction to the Field of Psychology and Law" produced by the American Psychology-Law Society</p> <p>Watch a 3-minute video called "Working as a Forensic Clinician" produced by the American Psychology-Law Society</p> <p>"Expert Witnesses &amp; Testimony" Read Ewing &amp; McCann: -Ch. 7 "Cameron Hooker: Judging the Experts?" &amp; -Ch. 12 "Jeffrey Dahmer: Serial Murder, Necrophilia, &amp; Cannibalism" Huss Ch. 3 Three short chapters from Brodsky's "The Expert Expert Witness" book – will be posted on blackboard</p> <p>Read the "Expert Witnesses" slides &amp; watch the lecture video</p> <p>Wach 6-min video clip of Dr. Judith Becker's testimony in the Jeffrey Dahmer case (a defense expert witness)</p> <p>Watch a 5-minute clip of Dr. Dietz's testimony in the Jeffrey Dahmer case (a prosecution expert witness)</p> <p>Read the "Expert Testimony" slides &amp; watch the lecture video</p> <p>Read the "Expert Bias" slides &amp; watch lecture video</p> <p>Wonder Woman's Secret Past – The New Yorker story</p>
2	Competency to Stand Trial	Describe the legal rationale of competency to stand trial and explain how mental illness is relevant to competency (and how it is distinct).	<p>Reading Questions #3 – worth 2 points</p> <p>Activity Assignment #2.1 – worth 1 point Discussion post re: competencies as uniform or not</p>	<p>Readings: Ewing &amp; McCann: Ch. 15 "Colin Ferguson: A Fool for a Client" &amp; Ch. 16 "Ralph Tortorici: A Question of Competence" Huss Ch. 8 p. 167-184</p>

		<p>Explain the ethical quandaries mental health professionals face when asked to restore an incompetent defendant to adjudicative competency.</p> <p>Describe the methods forensic psychologists most commonly use for evaluating a defendant's competency to stand trial.</p>	<p>Activity Assignment #2.2 – worth 1 point Discussion post - read and reflect on the CST example report &amp; the example petition for commitment of IST defendant</p> <p>Exam 1</p>	<p><i>Dusky v. U.S.</i> (1960) legal case opinion (one page)</p> <p>“Basics of Competency to Stand Trial” slides &amp; short lecture</p> <p>Watch a couple short videos depicting defendants who are incompetent to stand trial (e.g., defendant Mitchell in the Elizabeth Smart case, a defendant yelling and turning over a table in court).</p> <p>Read the short forensic report in the Ralph Tortorici case, a famous case in which an incompetent defendant was allowed to stand trial</p> <p>“Advanced Issues in Competency to Stand Trial” slides &amp; short lecture</p> <p>Watch ~5 minute video of Colin Ferguson (the Long Island Railroad Massacre shooter) represent himself pro se in court, when he was arguably not competent to stand trial, yet he was able to do so because of the <i>Godinez v. Moran</i> (1993) SCOTUS decision.</p> <p>“The Evaluation of CST” slides &amp; short lecture</p> <p>Watch news videos relating to the case of Jared Loughner – the Tucson shooter who was ruled incompetent to stand trial, received treatment to restore his competency in the federal system, and who then pled guilty after he was restored. First read this short news article about him being found IST. Then, watch this short video about when he was deemed Competent and pled guilty to federal charges.</p> <p>Example CST report</p>
Exam 1				Exam 1 Study Guide
3	Insanity & Diminished Capacity	<p>Explain the legal concept of mens rea and how it is relevant to forensic psychology.</p> <p>Demonstrate familiarity with famous cases in the history of the insanity defense that</p>	<p>Reading Questions #4 – worth 2 points</p> <p>Activity assignment #3.1 – worth 1 point - Discussion post- read and reflect on the</p>	<p>Readings: Ewing &amp; McCann: Ch. 8 “John W. Hinckley, Jr.: Shooting for the Stars” Ch. 19 “Andrea Yates: An American Tragedy” Huss Ch. 9</p>

		<p>have shaped this area of the law.</p> <p>Compare and contrast the different insanity standards used in different jurisdictions.</p> <p>Describe the methods forensic psychologists most commonly use for evaluating a defendant's mental state at the time of offense.</p>	<p>insanity report example</p> <p>Activity assignment #3.2 – worth 1 point Discussion post re: the Insanity Trial of Hamlet</p> <p>Activity Assignment #3.3 – worth 1 point – post to discussion board 3/2/1 activity</p>	<p>The Basics of the Insanity Defense (slides and short lecture) "Insane Jeopardy" Game</p> <p>The Initial History of the Insanity Defense (Before Hinckley) (slides &amp; short lecture)</p> <p>Check out the online repository of information / documents / photos related to the John Hinkley case, including for example his letter to Jodie Foster depicting his mental state before he attempted to assassinate President Reagan</p> <p>The Recent History of the Insanity Defense (Since Hinckley) (slides &amp; short lecture)</p> <p>Clark v. Arizona (2006) Supreme Court one-page case brief</p> <p>Forensic Evaluations of Insanity (slides &amp; short lecture)</p> <p>Example of a Criminal Responsibility report</p> <p>Watch or read this CBN News piece about John Hinckley's ongoing civil commitment / imminent release</p> <p>Check out the CNN "fast facts" page about the Andrea Yates case</p> <p>Watch and respond to three short clips from "The Insanity Trial of Hamlet"</p> <p>Neal &amp; Grisso (2014) article</p>
4	Psychopathy & Violence Risk Assessment	<p>Describe the competing tensions between public safety and individual rights in questions about how to deal with people who might hurt other people.</p> <p>Explain how the law has balanced the two competing tensions described above and name the cases in which this balance was struck.</p> <p>Debate the pros and cons of psychopathy conceptualized as a "brain disorder."</p>	<p>Reading Questions #5 – worth 2 points</p> <p>Activity Assignment #4.1 – worth 1 point Discussion post (think-pair-share re: "dark personalities")</p> <p>Activity Assignment #4.2 – worth 1 point – post to discussion board re: psychopaths &amp; insanity</p>	<p>Readings:</p> <p>Ewing &amp; McCann: Ch. 5 "Prosenjit Poddar &amp; Tatiana Tarasoff: Where the Public Peril Begins" and Ch. 17 "Mike Tyson: Predicting the Violence of a Professional Fighter"</p> <p>Huss Ch. 4 &amp; 5</p> <p>Psychopathy &amp; Violence Risk Intro (slides &amp; very short lecture)</p> <p>Psychopathy Part 1 (slides &amp; short lecture), including a discussion of "successful psychopathy" based on James Bond – based on a real WWII British spy</p>

		Describe the methods forensic psychologists most commonly use for evaluating a defendant's risk of future violence.	<p>Activity Assignment #4.3 – worth 1 point – post to discussion board re: “what causes psychopathy” from NPR story</p> <p>Reading Questions #6 – worth 2 points Study Guide for Exam 2 – answer &amp; turn in for points</p> <p>Exam 2</p>	<p>Read Hare’s “Without Conscience” book 2 chapters</p> <p>Read Keihl 3-pg article in <i>Nature</i> – Brain Scans in Court</p> <p>Psychopathy Part 2 (slides &amp; short lecture), including a discussion of the “Ken and Barbie” killers Karla Homolka and Paul Bernardo (i.e., psychopathy in women and men)</p> <p>Listen to this 6-minute NPR story about Neuroscientist uncovering evidence of psychopathy in his own brain</p> <p>Violence Risk Assessment (slides &amp; lecture)</p> <p>Optional reading for this section: short ASU Now Story about bias in the violence assessment forensic work of “Dr. Death” and Dr. Neal’s research program Watch both episodes of “Brains on Trial”?? <a href="http://brainsontrial.com/">http://brainsontrial.com/</a></p>
Exam 2				Exam 2 study guide (turn in responses for “Reading” Assignment #6)
5	Child Custody	<p>List the different standards that have been used by the law over time to determine child custody.</p> <p>Describe the benefits and drawbacks of the law’s current standard for determining child custody.</p> <p>Demonstrate familiarity with mediation model and parenting plans in child custody cases.</p> <p>Describe the methods forensic psychologists most commonly use for approaching child custody evaluations.</p>	<p>Reading Questions #7– worth 2 points</p> <p>Activity Assignment #5.1 – worth 1 point Discussion post (think- share re: mediators and parenting plans)</p> <p>Activity assignment #5.2 – worth 1 point – the pros/cons of the ALI Approximation rule</p>	<p>Readings:</p> <p>Ewing &amp; McCann Ch. 13 “Woody Allen and Mia Farrow: A Swing of King Solomon’s Sword”</p> <p>Huss Ch. 12</p> <p>Read this short but fascinating real legal case decision in a child custody case: <a href="#">Painter v. Bannister, 258 Iowa 1390, 140 N.W.2d. 152 (1966)</a></p> <p>Child Custody Intro (slides &amp; lecture, including discussion of the Parents Apart program and parenting plans)</p> <p>Child Custody Legal Standards (slides &amp; lecture)</p> <p>Evaluations for Child Custody (slides &amp; lecture)</p> <p>AZ Supreme Court’s Guide for Parenting Plan – excellent PDF</p>

6	Civil Commitment	<p>Explain the legal landscape of civil commitment and how the clinical-legal requirements for involuntary commitment and the right to treatment emerged over time and across specific cases.</p> <p>Describe the methods forensic psychologists most commonly use for evaluating an individual's need for civil commitment.</p> <p>Apply different civil commitment statutes in case studies to determine when and why a person might meet criteria for commitment in one jurisdiction vs. another.</p>	<p>Reading Questions #8– worth 2 points</p> <p>Activity Assignment #6.1 – worth 1 point – John Oliver clip response on discussion board</p> <p>Activity Assignment #6.2 – worth 1 point Civil commitment case studies</p>	<p>Readings: Ewing &amp; McCann Ch. 2 “Lee Harvey Oswald: The Formative Years of an Assassin”</p> <p>Huss Ch. 7</p> <p>Civil Commitment short intro (slides &amp; short lecture)</p> <p>A Short History of Insane/Lunatic Asylums in the U.S. (slides &amp; short lecture, including examples of Kirkbride Building architecture in the old “Insane/Lunatic Asylum” models (e.g., Shutter Island movie filmed in one of these Kirkbride buildings)).</p> <p>Rosenhan (1973) on being sane in insane places</p> <p>Civil Commitment Legal Cases &amp; Standards (slides &amp; lecture)</p> <p>Birnbaum (1960) The Right to Treatment article</p> <p>Birnbaum (2012) Remembering Right to Treatment article</p> <p>Wyatt v Stickney (1972) 1-pg legal case brief – Civil Commitment treatment standards</p> <p>Dangerousness To Self and/or Others (slides &amp; short lecture), including a discussion of civil commitment to protect people from committing suicide (with an example of the Robin Williams suicide case).</p> <p><b>TIPS FOR STUDENTS</b> for helping someone who may be in danger:</p> <p>John Oliver “Last Week Tonight” clip – “Mental Health” system (12 minutes)</p> <p>Civil Commitment Closing Slides (slides &amp; short lecture), including an introduction to psychiatric advanced directives and “presidential assassination syndrome”</p> <p>Read this example of petition to court for civil commitment of a mentally ill and dangerous person (deidentified) (note: this is the same case as the petition for the incompetent person – the one shown in the CST section)</p>
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				Civil commitment case studies
7	Sexually Violent Predator Commitment	<p>Explain the ongoing legal challenges to this area of the law. Specifically, what is the Supreme Court's take on the constitutionality of the civil commitment of sex offenders after the completion of their criminal sentence and the "double jeopardy" clause of the U.S. constitution?</p> <p>Debate the pros and cons of different sex offender policies, such as registration laws, zoning laws, treatment laws, and preventative therapy.</p> <p>Describe the methods forensic psychologists most commonly use for evaluating a defendant's risk for future sexual offenses.</p>	<p>Reading Questions #9 – worth 2 points</p> <p>Activity assignment #7.1– worth 1 point –discussion post re: pros/cons of preventative therapy</p> <p>Activity assignment #7.2– worth 1 point –discussion post re: pros/cons of "paraphilic coercive disorder" to add to the DSM for rapists</p> <p>Activity assignment #7.3 – worth 1 point – "Assess" Jerry Sandusky's risk of future sex offenses with the Static99 risk assessment tool online</p> <p>Exam 3</p>	<p>Readings:</p> <p>Grudzinskas, A.J. &amp; Henry, M.G. (1997). Analysis and Commentary: Kansas v. Hendricks. <i>Journal of the American Academy of Psychiatry and the Law</i>, 25, 607-612)</p> <p>Huss Ch. 6</p> <p>Sexually Violent Predator Commitment Intro (slides &amp; lecture), including discussion of age of consent laws, clergy as sex offenders, women as sex offenders, and preventative therapy for sexual offenses.</p> <p>Preventative therapy commercial for sex offender treatment (translated from German with subtitles)</p> <p>Watch ~8 min ABC news video of Mary Kay Letourneau, a woman convicted of being a sex offender who was a 34-year old elementary school teacher who began dating and later married her 12-year old student. Convicted of child rape, went to prison, married and had children with him.</p> <p>Evaluation of Sexual Offense Risk (slides &amp; lecture), including a mock assessment of the Jerry Sandusky case (Penn State asst football coach convicted of 45 counts of child sexual abuse)</p> <p>Major Cases in Sex Offender Legislation (slides &amp; lecture), including examples of Arizona's department of public safety website with sex offender tool search and clustering maps.</p> <p>Optional podcast: "In the Dark," a podcast about a 27-year old child abduction investigation that changed the nation. (The Jacob Wetterling case – excellent). <a href="http://www.apmreports.org/in-the-dark">http://www.apmreports.org/in-the-dark</a></p> <p>Arizona State Senate Research Brief – Sex Offender Laws</p>
7.5	Careers in Forensic Psychology	Determine which areas of psychology-law is	Reading Questions #10 – worth 2 points submitted	Readings:

		<p>most interesting to you as a student.</p> <p>Describe how you could go on to graduate study to further your education in that particular area of most interest to you, if you so chose to go on in that area.</p>	<p>as an assignment, not through discussion board</p> <p>Activity Assignment #8.1– worth 1 point: Discussion post re: APPIC match rate comparison</p> <p>Activity Assignment #8.2: – worth 1 point Final 3/2/1 assignment re: course</p>	<p>Forensic Psychology Career (2-page PDF from Karen Franklin’s blog)</p> <p>Forensic Psychology: Is it the Career for Me? (4-page PDF from Karen Franklin’s blog)</p> <p>American Psychology-Law Society’s (AP-LS) “Careers in Psychology and Law” website information (10-page PDF)</p> <p>Pages 1-10 of the AP-LS Guide to Graduate Programs in Forensic and Legal Psychology</p> <p>Psych Degree Career Info (slides &amp; lecture)</p> <p>Psych-Law Programs at ASU (slides &amp; very short lecture)</p> <p>Careers in Psychology-Law (slides &amp; short lecture)</p> <p>Careers in Psych info – including sample job ads with the CIA and CA prisons for people interested in psych-law, info about what people with bachelor’s degrees in psych do, info about debt, and more.</p> <p>Psychology Degree Career Exploration Guide (info about hundreds of possible things you can do with a psych degree)</p>
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