Course Description:

This seminar is designed to critically learn about forensic psychology. Forensic psychology is the interface between psychology and the law. So all psychological services provided for the legal community are forensic psychological services. However, most forensic psychologists provide services are both clinical and forensic in nature. When a psychologist treats an individual who was emotionally traumatized by an accident, the treatment is clinical in nature, designed to assist the individual in recovering from the trauma. But, when the psychologist is asked to provide a report for the court, regarding the extent of the trauma, and to assess the psychological damage incurred, then the psychologist is providing forensic services.

The following are things that would fall under the auspices of forensic psychology and will likely be touched on in this seminar: Child Custody Evaluations, Visitation Risk Assessments, Grandparent Visitation Evaluations, Mediation of Parental Conflicts about Children, Child Abuse Evaluations, Adoption Readiness Evaluations, Development of Family Reunification Plans, and Evaluations to Assess Termination of Parental Rights, Personal Injury Evaluations, IME Second Opinion Evaluations, Assessment of Emotional Factors in Sexual Harassment and Discrimination, Worker's Compensation Evaluations, Civil Competency Evaluations, and Evaluations of Juveniles accused of criminal acts, Juvenile Pre-sentencing Evaluations, Juvenile Probation Evaluations, Juvenile Waiver Evaluations, Evaluating the Credibility of Child Witnesses, Assessment of Juvenile and Adult Sexual Offenders, Competency and Diminished Capacity Evaluations, and Adult Pre-sentencing Evaluations.

In this course, students will develop a theoretical understanding and gain practical knowledge selecting and administering psychological assessment instruments in a forensic setting. The course will be roughly equally divided between understanding the theoretical underpinnings and psycho-legal utility of forensic assessment instruments as well as practical issues in their administration, scoring, and interpretation. The types of forensic assessment instruments covered include tests of malingering and deception, risk assessment tools and techniques, sex offender and psychopathy assessment, neuropsychological and personality assessment in the context of forensic evaluations.

This seminar will be open to all areas of psychology but is geared towards people wanting to learn about clinical work. Personal areas of student interest for individual projects could include but not be limited to:

1. Child Custody Evaluations
2. State and Private Disability Evaluations
3. Consulting to schools regarding IEP and health related accommodations
4. LD evals and mandated academic accommodations
5. Criminal investigations including competency to stand trial, diminished capacity and insanity
defense consultation
6. Issues of competency to manage own affairs in the elderly.
7. Psychological assessments in Civil litigation and personal injury
8. Consulting to attorneys and the courts on various manners
9. The role of neuropsychological assessments in civil and criminal litigation
10. The different underlying presumptions and philosophy in the judicial system versus academia and
clinical practice

Prerequisite Education:

This is designed as a graduate psychology course. Coursework in personality and neuropsychological
psychological assessment is preferable, but not required.

Text:


It should be noted that this is a dense text and requires that the student puts genuine effort into class
preparation. As you will see later in the syllabus, the course is designed to make digestion of the text
to be more palatable.

Seminar Format:

We will meet on Tuesday and Thursday afternoons. One topic area will be covered per week. A text
chapter will be assigned to be read for Tuesday class. On that Tuesday class there will be an instructor
review of the chapter along with what is hoped to be a lively discussion of the reading material. The
Thursday class of that week will be both more applied with case examples from the instructor and
student driven, by way of questions and comments driven by the student. Thus, the assignment for the
Tuesday class will be to read and prepare the chapter; and the student assignment for the Thursday
class will be to derive questions, comments and research area of interest as pertained to the topic. This
plan will be in place through November 19th. On that day a take home exam will be handed out in class.
Students will have an opportunity to review and start the exam during this class period and seek
clarification from the instructor. The exam will be due on December 1st, the first class after break.

Once the exam is turned in by the beginning of class on 12/1/09 we will start student presentations that
will run two a class for 4 class periods. The student is welcome to research a topic area that is outside
the text book that is of particular interest that was not covered in prior class periods. An alternative is
to choose to review and prepare a presentation from one of the following 15 chapters in the text that
are not covered in class. In either case, it is required to prepare a PowerPoint presentation that should
be emailed to all participants in the seminar. The PowerPoint and the in class presentation will
constitute the grade for this project. Topic areas for student presentation will be on a first come/first serve basis. If desired, the following chapters available to use for presentation in the text are as follows:

4. The Personality Assessment Inventory: Issues in Legal and Forensic Settings (Leslie C. Morey, Ph.D., Megan B. Warner, Ph.D., and Christopher J. Hopwood, M.S.).

5. Rorschach Assessment in Forensic Cases (Irving B. Weiner, Ph.D., ABPP).


11. Evaluating Capacity to Consent to Treatment (Jennifer Moe, Ph.D., Michele J. Karel, Ph.D., and Jorge C. Amesto, Ph.D.).

12. Termination of Parental Rights (Lois Oberlander Condie, Ph.D., ABPP, and Don Condie, M.D.).


15. Postconviction Assessment (Eric Y. Drogin, J.D., Ph.D., ABPP).

20. Workplace Violence: Advances in Consultation and Assessment (Harley V. Stock, Ph.D., ABPP).


22. Psychological Evaluation and Testimony in Cases of Clergy and Teacher Sex Abuse (William E. Foote, Ph.D., ABPP).


24. Evaluating the Psychological Sequelae of Elder Abuse.

27. Psychopathology of Homicide (Louis B. Schlesinger, Ph.D., ABPP).


**Course task and point allocation:**

| Course task and point allocation: | Points | %
|----------------------------------|--------|---
| 1. Class Attendance and Participation | 100    | 33.4 |
| 2. Take Home Exam | 100    | 33.3 |
| 3. Student Presentation | 100    | 33.3 |

Total possible points = 300

**GRADING SCALE:** 100-93% = A, 92-90% = A-, 89-87% = B+, 86-82% = B, 81-79% = B-, 78-76% = C+, 75-71% = C, 70-68% = C-, 67-65% = D+, 64-60% = D, 59-57% = D-, <57% = F

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENT DUE</th>
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<tbody>
<tr>
<td>8/25</td>
<td>Review Syllabus and class structure</td>
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<td>Read Chapter</td>
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<tr>
<td>8/27</td>
<td>Forensic Psychology: Toward a Standard of Care (Alan M. Goldstein, Ph.D., ABPP)</td>
<td>Chapter 1</td>
<td>Read Chapter</td>
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<td>Date</td>
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<td>Chapter</td>
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<td>9/01</td>
<td>A Principles-Based Approach to Forensic Mental Health Assessment: Utility and Update (Kirk Heilbrun, Ph.D., ABPP, Geoffrey Marczyn, J. D., Ph.D., David DeMatteo, J. D., Ph.D., and Jenette Mack-Allen, Psy.D.)</td>
<td>Chapter 2</td>
<td>derive questions, comments and research area of interest as pertained to the topic</td>
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<td>9/03</td>
<td>The different underlying presumptions and philosophy in the judicial system versus academia and clinical practice</td>
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<td>Read Chapter</td>
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<tr>
<td>9/08</td>
<td>Forensic Applications of the MMPI-2 (Roger L. Greene, Ph.D.)</td>
<td>Chapter 3</td>
<td>derive questions, comments and research area of interest as pertained to the topic</td>
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<tr>
<td>9/10</td>
<td>MMPI-2 examples</td>
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<td>Read Chapter</td>
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<tr>
<td>9/15</td>
<td>Neuropsychology for the Forensic Psychologist (Wilfred G. van Gorp, Ph.D., ABPP)</td>
<td>Chapter 6</td>
<td>derive questions, comments and research area of interest as pertained to the topic</td>
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<td>9/17</td>
<td>Neuropsychogical Examples</td>
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<td>Read Chapter</td>
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<tr>
<td>9/22</td>
<td>Ethics and Forensic Psychological Practice (Paul D. Lipsitt, LL.B., Ph.D., ABPP)</td>
<td>Chapter 7</td>
<td>derive questions, comments and research area of interest as pertained to the topic</td>
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<td>9/24</td>
<td>Case examples of workplace grievance and lawsuits</td>
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<td>Read Chapter</td>
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<td>9/29</td>
<td>The Role of the Psychologist in Civil Commitment (David F. Mrad, Ph.D., ABPP, Erik Nabors, J.D., Ph.D.)</td>
<td>Chapter 10</td>
<td>derive questions, comments and research area of interest as pertained to the topic</td>
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<td>10/01</td>
<td>Civil Case Examples</td>
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<td>Read Chapter</td>
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<td>10/06</td>
<td>Recent Criminal Legal Decisions: Implications for Forensic Mental Experts (Michael L. Perlin, J.D.)</td>
<td>Chapter 13</td>
<td>derive questions, comments and research area of interest as pertained to the topic</td>
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<td>10/08</td>
<td>Criminal Case Examples</td>
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<td>Read Chapter</td>
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<td>10/13</td>
<td>Expert Witness Testimony: Law, Ethics and Practice (Steven C. Bank, Ph.D., ABPP, and Ira K. Packer, Ph.D., ABPP)</td>
<td>Chapter 16</td>
<td>derive questions, comments and research area of interest as pertained to the topic</td>
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<td>10/15</td>
<td>Expert Witness Examples</td>
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<td>Read Chapter</td>
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<td>10/20</td>
<td>Lessons for Forensic Practice Drawn from the Law of Malpractice (Stuart A. Greenberg, Ph.D., ABPP, Daniel W. Shuman)</td>
<td>Chapter 17</td>
<td>derive questions, comments and research area of interest as pertained to the topic</td>
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<td>10/22</td>
<td>Dealing with sex offenders</td>
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<td>Read Chapter</td>
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<td>10/27</td>
<td>Off the Witness Stand: The Forensic Psychologist as Consultant (Eric Y. Drogin and Curtis L. Barrett)</td>
<td>Chapter 18</td>
<td>derive questions, comments and research area of interest as pertained to the topic</td>
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<td>10/29</td>
<td>Consulting with Attorneys</td>
<td>Read Chapter</td>
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<td>11/03</td>
<td>The Disability Psychological Independent Medical Evaluation: Case Law, Ethical Issues, and Procedures (David A. Vore).</td>
<td>Chapter 19, derive questions, comments and research area of interest as pertained to the topic</td>
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<td>11/05</td>
<td>Disability Eval Examles</td>
<td>Read Chapter</td>
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<td>11/10</td>
<td>Judicial Decision Making About Forensic Mental Health Evidence (Richard E. Redding, J.D., Ph.D., and Daniel C. Murrie, Ph.D.).</td>
<td>Chapter 26, derive questions, comments and research area of interest as pertained to the topic</td>
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<td>11/12</td>
<td>Personal Injury cases</td>
<td>Read Chapter</td>
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<td>11/17</td>
<td>Forensic Issues at the End of Life (Barry Rosenfield, Ph.D., ABPP, and Colleen McClain Jacobson, Ph.D.).</td>
<td>Chapter 25, Organize your material</td>
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<td>11/19</td>
<td>Handout Class Examination</td>
<td>Exam!!!!!</td>
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<td>11/24</td>
<td>Thanksgiving Break</td>
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<td>11/26</td>
<td>Thanksgiving Break</td>
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<tr>
<td>12/01</td>
<td>Exam due: Student Presentation</td>
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NOTE: Due dates for the research paper and exam are firm expectations. The paper is due via email at the indicated class time. Late papers, without prior notification and discussion with the instructor, will be docked points to be determined by the instructor.

- All of the procedures and schedules described in the syllabus are subject to change. If any changes become necessary, you will be notified of the course adjustments as soon as possible in class or by e-mail. For example, we may have an attorney or two come in on a Thursday.

Disability Accommodations: If you have a disability and require accommodation, please contact the instructor during the first week of the semester and indicate your need for accommodation so that your learning needs may be appropriately met. You will also need to obtain a Student Academic Accommodation Request (SAAR), a form to be presented to the instructor that describes the needed accommodation. It can be obtained from the following resource:

Student Disability Resources Phone: 515-294-7220 E-mail: disabilityresources@iastate.edu Dean of Students Office Academic Success Center 1076 Student Services Building Ames, IA 50011-2222--------------------------