

**Department of Psychology -- University of Toledo**  
**Psych 6510/7510 – Spring 2017**  
**Seminar in Forensic Developmental Psychology**  
**Tuesdays and Thursdays, 9:30am – 10:45am, University Hall 1840**

Professor: Kami London, Ph.D. Phone: 419-530-2352  
Office: University Hall 1880A Email: [kamala.london@utoledo.edu](mailto:kamala.london@utoledo.edu)  
Office Hours: Tuesdays and Thursdays 11 am-noon or by appointment

**Course Description:** Throughout most of the 19<sup>th</sup> and 20<sup>th</sup> centuries, children were not allowed to give uncorroborated courtroom testimony until they reached adolescence. People cited incidents such as the Salem Witch trials as examples of children's wild imaginations and inability to distinguish fantasy from reality. In the 1970's, there was a major shift in the zeitgeist in law and public policy towards children and families. Children as young as two years old began giving testimony, and the courts were flooded with children despite the fact they had few guidelines for how to handle children. Since then, a field of science called forensic developmental psychology has emerged. In this field, developmental psychologists conduct research in order to better understand how we can tailor legal and forensic proceedings to best suit people as they develop from toddlerhood to old age.

**Aim:** This course is a graduate level introduction to forensic developmental psychology and will provide you with an *insider's view* of the scientific and applied issues in the field. For each topic, we will critically evaluate the existing science and discuss issues with external validity and generalizability. We also will focus on ethical and moral constraints that arise in the scientific pursuit of knowledge on these topics. We also will discuss the differences between clinical interviews and forensic interviews. The overriding goal of the class is to make you aware of the techniques that promote (versus distort) eyewitness reports.



**Readings:** Poole, D. A. (2016). Interviewing children: The science of conversation in forensic contexts. American Psychological Association. ISBN: 978-1-4338-2215-5

Additional readings will be made available online, Blackboard, our library system, or email.

### **Course Requirements & Evaluation**

#### **Midterm and final project**

You will complete one major project for the class. The project should present a research proposal relating the science of forensic developmental psychology to an area that is relevant to your personal training goals.

*Midterm.* You should clear the topic with me by January 15, 2017. You will turn in a rough draft of the final project by March 2 that is no more than 6 pages. The midterm should be an outline or rough draft of your final project.

*Final.* Your final project should be no more than 10-12 pages (standard margins, in 12-font, double spaced) excluding references, tables, and graphs. It will account for 35% of your final grade. It is due

Further details on the requirements for the research proposal will be provided in class.

### **Class attendance and participation**

Your attendance and contribution to class discussions will account for 25% of your grade. You are expected to attend each class session having read the assigned readings and be prepared to discuss, critique, and evaluate the readings. On occasion, you will be asked to find other outside articles relevant to class and to share them with the group.

As a graduate seminar class, your participation is critical both to your learning and to the learning climate of the class. As the instructor, I will facilitate class discussions. There will be minimal lectures. Learning will take place by students taking active roles in digesting and critiquing the material. Some people are more talkative than others but I strongly encourage you to take an active role in your learning and join class discussions.

Students are responsible for all in-class announcements. Announcements also may be occasionally made via email.

### **Reflection papers**

Reflection papers will count for the remaining 25% of your grade. Each Tuesday (holidays and exam days excluded) you should come to class with a brief written description (total of 2 double spaced pages maximum) of two important questions or issues concerning the day's topic and readings, along with some thoughts about these issues to share with the group. These reflection papers should demonstrate an in depth understanding of the assigned material for the day. Examples of strong and weak reflection papers will be provided in class. Only typed papers will be accepted.

### **Grading Criteria**

<u>Assignment</u>	<u>Points</u>	<u>% Grade</u>
Midterm project	30 points	15%
Final project	70 points	35%
Reflection papers	50 points	25%
Attendance & discussion participation	50 points	25%
TOTAL	200 points	

Course grades are determined using the following system:

93-100 A	87-89 B+	77-79 C+	67-69 D+	0-59 F
90-92 A-	83-86 B	73-76 C	63-66 D	
	80-82 B-	70-72 C-	60-62 D-	

### Class Policies

- Please **turn off** all electronic devices unless you have extenuating circumstances and the instructor's approval.
- Arrive on time and do not leave early.
- Attendance: written documentation should be provided for excused absences (e.g., doctor's note, car towing bill). When possible, absences should be cleared with the instructor in advance. Appointments should be scheduled outside of class time.
- Classroom citizenship (i.e., following classroom policies) during graduate courses is a big part of training and a reflection of professional behavior. Please follow these policies.

### Changes to Syllabus

The information in this syllabus, including the provisional schedule, is subject to change. Changes will be announced in class.

### Provisional Schedule

#### Week 1

T Jan 10      **Course Introduction and Overview**

R Jan 12      **Introduction to forensic psychology**

Loftus, E. F. (2007). Elizabeth F. Loftus (Autobiography). In Lindzey, G. & Runyan, M.(Eds). *History of Psychology in Autobiography Vol. IX* Washington, DC: APA, 198-227. (available on her website)

On your own: Loftus TED talk, visit Loftus website and peruse her publications

#### Week 2

T Jan 17      **Child maltreatment: prevalence, causes, and consequences**

Both of the following readings are available at the follow site:

<http://www.unh.edu/ccrc/Trends/index.html>

David Finkelhor and Lisa Jones (2006). Why have Child Maltreatment and Child Victimization Declined. *Journal of Social Issues*, 62(4): 685-716.

Finkelhor, D., Saito, K., & Jones, L. (2016). *Updated Trends in Child Maltreatment, 2014*. Durham, NH: Crimes against Children Research Center.

Also locate, read, and bring in one *scientific article* to summarize to the class on prevalence, causes, or consequences of maltreatment.

Visit NCANDS website and be prepared to discuss your observations

R Jan 19      **Video:** *Witchhunt*

Week 3    **Necessity of protocols: Examples of (bad) legal cases**

T Jan 24

Bruck, M., & Ceci, S.J., Principe, G. (2006). *The child and the law*. In K.A. Renninger and I.E Sigel (Vol. Eds.) *Child psychology in practice*, Vol 5. In W. Damon and R. Lerner (Gen. Eds.), *Handbook of child psychology*, 6th edition. New York: Wiley.

Research the case of Bernard Baron or Phillip Riback; be prepared to discuss

R Jan 26

Garven, S., Wood, J. M., Malpass, R. S., & Shaw, J. S. (1998). More than suggestion: The effect of interviewing techniques from the McMartin Preschool case. *Journal of Applied Psychology*, 83, 347-359.

Schreiber, N., Bellah, L.D., Martinez, Y., McLaurin, K.A., Strok, R., Garven, S., & Wood, J.M. (2006). Suggestive interviewing in the McMartin Preschool and Kelly Michaels daycare abuse cases: A case study. *Social Influence*, 1, 16-47.

Visit innocence Project website; be prepared to discuss

Week 4      **Suggestibility**

T Jan 31

Thompson, W.C., Clarke-Stewart, K.A., & Lepore, S. (1997). What did the janitor do? Suggestive interviewing and the accuracy of children's accounts. *Law & Human Behavior*, 21, 405-426.

Lawson, M., **London, K.**, & Hall, A. (2016). Preparing the forensic interview. In M. Fanetti (Eds.). In W. O'Donohue & M. Fanetti (Eds.), *Forensic interviews regarding child sexual abuse: A guide to evidence-based practice*.

R Feb 2

Principe, G.F. & Schindewolf, E.(2012). Natural Conversations as a Source of False Memories in Children: Implications for the Testimony of Young Witnesses. *Developmental Review*, 32, 205-223.

Week 5      **Interview Fundamentals, Part 1**

T Feb 7      Chapters 1 and 2 (Poole text)

R Feb 9      Video: Forensic child interviewing technique (La Rooy)

Week 7 **Interview Fundamentals, Part 2**

T Feb 14      Chapters 3-4 (Poole text)

R Feb 16      Video: Tom Lyon 10 Step Protocol (Lyon)

Week 8      **Disclosure of abuse**

T Feb 21

London, K., Bruck, M., Ceci, S. J., & Shuman, D. (2005). Children's disclosure of sexual abuse: What does the research tell us about the ways that children tell? *Psychology, Public Policy, & the Law*, *11*, 194–226.

Lyon, T. D. (2007). False denials: Overcoming methodological biases in abuse disclosure research. In M. E. Pipe, M. E. Lamb, Y. Orbach, & A.C. Cederborg (Eds.), *Child sexual abuse: Disclosure, delay, and denial* (pp. 41-62). Mahwah, NJ: Lawrence Erlbaum Associates.

R Feb 23

No additional reading

Week 9

Feb 28      **Video: *Murder on a Sunday Morning***

Mar 2      **Developmental issues with suspect interrogation**

Arndorfer, A., Malloy, L.C., & Cauffman, E. (2015). Interrogations, confessions, and adolescent offenders' perceptions of the legal system. *Law & Human Behavior*, *39*, 503-513.

Pimentel, P.S., Arndorfer, A., & Malloy, L.C. (2015). Taking the blame for someone else's wrongdoing: The effects of age and reciprocity. *Law & Human Behavior*, *39*, 219-231.

Week 10

Mar 7      No class- spring break

Mar 9      No class- spring break

## Week 11

### T Mar 14     **Developmental Differences**

Wylie, L.E., Patihis, L., et al (2014) Misinformation effects in older versus younger adults. In M.P. Toglia et al (Eds). *The Elderly Eyewitness in Court*. UK: Taylor & Francis, p. 38-66.

Mueller-Johnson, K. & Ceci, S. J. (2004). Memory and suggestibility in older adults. *Journal of Applied Cognitive Psychology*, 18, 1109-1127.

Kuhn, D. (2006). Do cognitive changes accompany developments in the adolescent brain? *Perspectives on Psychological Science*, 1, 59-67.

R Mar 16     No class- American Psychology-Law Society meeting

## Week 12 Dolls and Drawings

Mar 21

NCAC's 2015 Position Paper on the Use of Anatomical Diagrams Excerpt from OJJDP Juvenile Justice Bulletin

Poole, D.A., & Bruck, M. (2012). Divining Testimony. *Developmental Review*.

Mar 23

Lytle, N., London, K., & Bruck, M. (2015). Young children's ability to use two-dimensional and three-dimensional symbols to show placements of body touches and hidden objects. *Journal of Child Experimental Psychology*, 134, 30-42.

Brown, D.A., Pipe, M.E., Lewis, C., Lamb, M.E., & Orbach, Y. (2007). Supportive or suggestive: Do human figure drawings help 5–7 year old children to report touch? *Journal of Consulting and Clinical Psychology*, 75, 33–42.

## Week 13

Mar 28

Lamb, M. E., Malloy, L. C., & La Rooy, D. J. (2011). Setting realistic expectations: Developmental characteristics, capacities and limitations. *Children's testimony: A handbook of psychological research and forensic practice*, 15-48.

Mar 30

No additional reading

Topic: distinguishing true and false reports

## Week 14

Apr 4 ATSA task force report  
Apr 6

Poole, D. A., & Wolfe, M. A. (2009). *Child development: Normative sexual and nonsexual behaviors that may be confused with symptoms of sexual abuse*. In K. Kuehnle & M. Connell (Eds.), *The evaluation of child sexual abuse allegations. A comprehensive guide to assessment and testimony* (pp. 101–128). Hoboken, NJ: Wiley.

## Week 15

Apr 11 London, K., Henry, L. A., Conradt, T., & Corser, R. (2012). Memory and suggestibility in children with typical development and intellectual disabilities. In *Investigative Suggestibility: Theory, Research, and Applications* (A Ridley, Ed.) John Wiley and Sons, Inc.

Apr 13 Video: **Facilitated Communication: Prisoners of Silence**

## Week 15 **Managing Children's Emotional & Clinical Needs**

Apr 18

Kuehnle, K., & Connell, M. (2011). Managing children's emotional and clinical needs. *Children's testimony: A handbook of psychological research and forensic practice*, 179-198.

Malloy, L. C., Brubacher, S. P., & Lamb, M. E. (2013). "Because She's One Who Listens" Children Discuss Disclosure Recipients in Forensic Interviews. *Child maltreatment*, 18(4), 245-251.

Video: Vicky Kelly's TED talk

Apr 20 clinical issues? (Brianna)

## Week 16

Apr 25 Best practices regarding language translation? (Christina)

Apr 27 Animal assisted interviews? (Amy)

\*Final project is due via email attachment no later than 4 pm on May 2, 2017.