

Department of Psychology -- University of Toledo
Psych 6510/7510 -- Fall 2014
Seminar in Forensic Developmental Psychology
Tuesdays and Thursdays, 9:30am – 10:45am, University Hall 1840

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Office Hours: Tuesdays 11 am-1pm or by appointment

Course Description: Throughout most of the 19th and 20th centuries, children were not allowed to give uncorroborated courtroom testimony until adolescence. People cited examples 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 due to shifts 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 to better understand how we can tailor legal and forensic proceedings to best suit children's developing abilities.

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 overall goal of the class is to make you aware of the techniques that promote (versus distort) the accuracy of children's reports of prior events.

Reading: There is no text book for this course. A list of readings is provided in the attached provisional course schedule. Book chapters will be provided to you; otherwise you are responsible for obtaining the readings on-line. Additional readings may be assigned, and you will occasionally be asked to locate additional readings yourself.

Course Requirements & Evaluation

Mid-term and final projects: Research proposal

You will complete one major project for the class. The project should be turned in at mid-term and at the end of the course. You should clear the topic with me by the date announced in class. The projects should present a research proposal relating the science of forensic developmental psychology to an area that is relevant to your personal training goals.

Your mid-term project should provide a detailed outline of the project and is basically a rough draft of the final project. Your mid-term project should be no more than 6 pages (12-font) double spaced. It will account for 15% of your final grade.

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

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

***Final project is due in my mailbox stamped by Marcia no later than 4 pm the Monday of finals week. Turning your project in via email is fine too- just be sure I reply to your email to verify receipt.

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 or 1 single spaced page 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. I reserve the right to ask students in violation of class policies to leave the class. Students with more than three total violations may be asked to drop the course or receive an "F".

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 Aug 26 **Course Introduction and Overview**

R Aug 28 **History of forensic psychology as a scientific discipline**

Loftus, E. F. (2007). Elizabeth F. Loftus (Autobiography). In Lindzey, G. & Runyan, M. (Eds). *History of Psychology in Autobiography* Vol. IX
Washington, DC: American Psychological Association Press. p 198-227.
(available for download from Loftus' website)

Take a few minutes to look online on the topic *repressed memory*, just to see what kinds of sites are out there.

Week 2

T Sept 2 Interview a child day. No class.

R Sept 4 **Child maltreatment**

Finkelhor, D. (2009). The prevention of child sexual abuse. *The Future of Children, 19*, 169-194.
<http://www.unh.edu/ccrc/pdf/CV192.pdf>

Visit NCANDS website and be prepared to discuss your observations

Week 3

T Sept 9 **Examples of legal cases**

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.

R Sept 11 **Examples of legal cases**

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.

Research a case: e.g., Bernard Baron, Kelly Michaels, Little Rascals, Utah cases

Week 4

T Sept 16 **Video: Murder on a Sunday Morning**

R Sept 18 **Child suspects: False confessions**

Kassin, S. (2008). The psychology of confessions. *Annual Review of Law and Social Science*, 4, 193-217.

Week 5

T Sept 23 **Memory for trauma/stressful experiences**

Peterson, C. (2012). Children's autobiographical memories across the years: Forensic implications of childhood amnesia and eyewitness memory for stressful events. *Developmental Review*, 32, 287-306.

R Sept 25 **Memory for trauma/stressful experiences**

Pezdek, K., & Taylor, J. (2002). Memory for traumatic events. In M. L. Eisen, G. S. Goodman, & J. A. Quas (Eds.), *Memory and suggestibility in the forensic interview*. Mahwah, NJ: Lawrence Erlbaum and Associates.

Week 6

T Sep 30 **Use of props during interviews or therapy**

Poole, D. A., & Dickinson, J. J. (2011). Evidence supporting restrictions on uses of body diagrams in forensic interviews. *Child Abuse & Neglect*, 35, 659-669.

R Oct 2 **Use of props during interviews or therapy**

Poole, D. A., & Bruck, M. (2012). Divining testimony? The impact of interviewing props on children's reports of touching. *Developmental Review*, 32, 165-180.

Week 7

T Oct 7 **No class- fall break**

R Oct 9 *****Mid-term project due*****

Video: *Witch hunt* (directed by Sean Penn).

Week 8

T Oct 14 **The disclosure wars**

London, K., Bruck, M., Wright, D.B., & Ceci, S.J. (2008). How children report sexual abuse to others: Findings and methodological issues. *Memory*, 16, 29-47

R Oct 16 **The disclosure wars**

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.

Week 9

Oct 21 **Suggestibility: Interviewer Bias**

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.

Oct 23 **Different suggestive methods**

Principe, G. F., & E. Schindewolf (2012). Natural conversations as a source of false memories in children: Implications for the testimony of young witnesses. Special issue of *Developmental Review*. 32, 205-223.

Week 10

Oct 28 **Suggestibility**

London, K., & Kulkofsky, S. (2009). Factors affecting the reliability of children's reports. In G. M. Davies & D. B. Wright (Eds.), *New Frontiers in Applied Memory*, Psychology Press.

Oct 30 **Suggestibility**

Bruck, M., & Melnyk, L. (2004). Individual differences in children's suggestibility: A review and synthesis. *Applied Cognitive Psychology*, 18, 947-996.

Week 11

Nov 4 **Empirically-driven forensic interview protocols**

Lamb, M. E., Hershkowitz, I., Orbach, Y., & Esplin, P. W. (2008). The NICHD investigative interview protocols for young victims and witnesses. In M. E. Lamb, I. Hershkowitz, Y. Orbach, & P. W. Esplin, *Tell Me What Happened* (pp. 83-102). England: Wiley

Visit the [State of Michigan Forensic Interviewing Protocol](http://www.michigan.gov/documents/dhs/DHS-PUB-0779_211637_7.pdf); be prepared to discuss. Access in PDF format using the link below or Google the underlined section above. http://www.michigan.gov/documents/dhs/DHS-PUB-0779_211637_7.pdf

Nov 6 **Empirically-driven forensic interview protocols**

Pipe, M. E., Orbach, Y., Lamb, M. E., Abbott, C. B., & Stewart, H. (2013). Do case outcomes change when investigative interviewing practices change? *Psychology, Public Policy, and Law*, 19, 179-190. doi: [10.1037/a0030312](https://doi.org/10.1037/a0030312)

Week 12

Nov 11 VETERAN'S DAY- NO CLASS

Nov 13 **Reluctant witnesses – child trafficking victims**

Hershkowitz, I., Lamb, M. E., Katz, C., & Malloy, L. C. (2014). Does enhanced rapport-building alter the dynamics of investigative interviews with suspected victims of intra-familial abuse? *Journal of Police and Criminal Psychology*. Advanced online publication. doi: 10.1007/s11896-013-9136-8

Week 13

Nov 18 **Indicator evidence: Why it doesn't work**

Poole & Wolfe (2009). Child development: Normative sexual and nonsexual behaviors that may be confused with Symptoms of sexual abuse. (K. Kuehnle & M. Connell, eds.) *The Evaluation of Child Sexual Abuse Allegations: A Comprehensive Guide to Assessment and Testimony*.

Nov 20 **Indicator evidence: Why it doesn't work**

Everson & Faller (2012). Comment on Poole and Wolfe (2009). *Journal of Child Sexual Abuse*

Poole, D. A. (2012). What Poole and Wolfe (2009) actually said: A comment on Everson and Faller (2012). *Journal of Child Sexual Abuse*, 21, 220-224. □ □

Week 14:

Nov 25 **Children's understanding of truths and lies and adults' ability to detect it**

Talwar, V., & Crossman, A (2012). Children's lies and their detection: Implications for child witness testimony. *Developmental Review*, 32, 337-359.

Nov 27 No class- Happy Thanksgiving

Week 15

Dec 2 **Forensic proceedings and atypical development**

Find an article to read and share on some area of eyewitness testimony/forensic interviews among atypically developing children such as intellectual disability, ADHD, anxiety disorders, autism, etc

Dec 4 **Video: Facilitated Communication: Prisoners of Silence**

Week 16

Dec 8 **Expert testimony**

Reading TBA

Dec 10 **Repressed memory: science versus junk science**

Loftus, E.F. & Davis, D. (2006) Recovered Memories. *Annual Review of Clinical Psychology*. 2, 469-498. (available for download from her website)