PRELIMINARY SYLLABUS
Forensic Psychology; Psychology 445
Spring Semester 2015
Mondays 6-8:40 p.m.
Rockwell Hall 308
Susan G. Goldberg, J.D., Ph.D., Assistant Professor
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Office Hours: Tuesdays 2:00 – 4:00 p.m. and by appointment

This Syllabus is subject to revision. If it is revised, you will be notified and copies will be provided.

COURSE DESCRIPTION AND OBJECTIVES
This course will introduce you to:
- Forensic psychology
- The legal system and types of law (e.g., statutes, cases)
- The roles of forensic psychologists
- Forensic psychology as advocacy, as research, and as clinical practice
- Forensic psychology as a human science
- Forensic psychology in the criminal justice and civil law systems.

GENERAL COURSE GOALS
Duquesne's undergraduate psychology program aspires to help students:
- Understand the fundamental concepts, issues, and interest areas of psychology, both as a human science and a natural science.
- Think critically and creatively about human psychology and life as a whole.
- Communicate effectively.
- Be critically and socially engaged with the contemporary world, including being appreciative of its many forms of diversity.
- Work with and apply ethical principles, both personally and in service.
- Become prepared for careers and/or graduate study in psychology, social work, and counseling, and in related fields such as education, business, law, health care, and human services.
- Cultivate their potential as distinctive individuals and participants in society.
SPECIFIC COURSE GOALS
- Explore areas of interest shared by psychology and law
- Discuss ethical dilemmas faced by mental health professionals working in the legal system
- Discuss landmark legal cases that impact forensic psychologists
- Analyze the uneasy and difficult alliance or partnership between psychology and law
- Hone your critical reading, writing, thinking, and presentation skills.

READINGS AND ASSIGNMENTS

There will be no textbook. You will be reading cases, articles, and other original material. All material is provided on Blackboard. You must have the current day’s readings accessible in class, by printing them out or electronically.

NOTE ABOUT BLACKBOARD PORTFOLIOS

If you are a psychology major and you have already taken or are currently taking PSYC 102 (Orientation to the Psychology Major) you must upload at least one assignment from this class to your Blackboard portfolio. You may do this at any time during the semester, but it must be done by the end of classes. We will be in touch about the final deadline. You cannot receive your grade from this class until you have done this.
GRADING

The components of the grades are as follows:

A. Attendance

Attendance is required and is taken at every class. Additional points are as follows:

- You must stay for the entire class (until 8:40).
- Any absence requires proof of illness, etc. for it to be excused.
- Your overall grade will be lowered if you have any unexcused absences. For example, if you would have received an A-, your final grade will be a B+. If you have two unexcused absences, your grade will be lowered two grades (e.g., from A- to B).

B. Special Event: You are required to attend one half-day (or more) at the Allegheny County courthouse. Failure to attend is a failure in the class. Details to be provided.

C. Class Participation and Discussion – 25% of grade.

This is for class discussion and classroom activities. To do well in this category, you will complete the homework assignments prior to class, be prepared to discuss them, speak thoughtfully in class, and volunteer to participate in experiential activities.

D. Journal – 25% of grade

You are required to maintain an ongoing journal in which you discuss the readings and class exercises. This will be turned in twice during the semester, once in the middle of the term and once with the final.

E. Midterm – 25% of grade

This will be a take-home exam to be submitted on Blackboard. It will be due on Friday, February 27, 2015, at midnight.

F. Final Exam – 25%

This will be a take-home exam to be submitted on Blackboard. It is due on May 4th, 2015. It will assess your integration and understanding of the course as a whole.

BLACKBOARD

I will be using Blackboard extensively. The exams, the syllabus, PowerPoint slides, and other materials will be posted on Blackboard.

SERVICES

Information for Students with Disabilities: Duquesne University is committed to providing all students with equal access to learning. If you think you have a disability requiring accommodations, you must register with the Office of Freshman Development and Special Student Services in 309 Duquesne Union (412) 396-6657) in order to receive reasonable accommodations in this course. Once a disability is officially documented at Duquesne by this
office, and with your permission, instructors will receive letters outlining the reasonable accommodation they are required to make. Once I have received this letter, you and I should meet to coordinate the way these will be implemented in this course. For more information, go to http://www.fdss.duq.edu/specialstudentservices.htm.

**Support services:** Duquesne provides a variety of support services to help you manage your many academic demands.

- The University Counseling Center (308 Administration Building, Tel (412) 396-6204) provides personal and career counseling services.
- Reference librarians in the Gumberg Library (askref@duq.edu, Tel (412) 396-6133) provide research assistance.
- The Learning Skills Center (Ground floor Administration Building, Tel: (412) 396-6034) provides tutoring in all subject areas.
- The Writing Center (216 College Hall, Tel: (412) 396-5209) assists students in developing your writing skills. It provides intensive one-on-one tutoring in substantive writing problems, such as thesis statements, organization and form, and the development of ideas, as well as the basic concepts of grammar, usage, and style. If I believe you need help with your papers or exams, I may refer you to the Writing Center. I hope you take advantage of this service, since your tuition includes this service. Also, it often takes several years to master good writing techniques and good writing skills will benefit you throughout your life.

**Academic Integrity:** As you know, Duquesne has a strong reputation for academic excellence, including adherence to its Academic Integrity Policy. As members of a community of scholars, we embrace the values that sustain its vitality, excellence, honesty, integrity, trust, fairness, respect, and responsibility. Duquesne does not tolerate acts of plagiarism and cheating, as well as other violations of academic integrity.

Some students may be confused or unsure about how or when to cite external sources, including from material found on the internet. Also, students coming from other cultural traditions may be accustomed to different standards for acknowledging credit in their home country than those that prevail here. All students need to learn how to paraphrase source materials and cite references properly, according to the demands of scholarship at includes further definitions of plagiarism and cheating. You will find the Policy at http://www.sites.duq.edu/academic-affairs/_pdf/academic-integrity-policy.pdf. Ignorance of Duquesne’s Academic Integrity Policy is not an excuse.

**OTHER POLICIES AND EXPECTATIONS**

- Please be punctual to class and all appointments.
- Please turn off cell phones during the class.
- I use a seating chart to help me with your names. Please sit in your assigned/chosen seat in every class.
COURSE SCHEDULE

January 12, 2015

Before class:

In class:
- What is Forensic Psychology?

January 19, 2015 – Martin Luther King day – no class

January 26, 2015

Before class:
- Daubert case (skim).
- Daubert “cheat sheet.”
- Write a critique of the readings in your journal.

In class:
- Introduction to the legal system.
- Definitions.
- Daubert and witnesses: psychologists as experts.
- Can forensic psychology be considered a human science?
- How to work through the conflicts between Daubert and legal demands with “human science” approaches.
- How narratives are the cornerstone of both psychology and the law.

February 2, 2015

Before class:
- Brown v. Board of Education case (skim).
- King, M. L. (1967). The role of the behavioral scientist in the civil rights movement.
- Write a critique of the readings in your journal.

In class:
- Advocacy in forensic psychology.
- The case of *Brown v. Board of Education* and its long-term impacts.

February 9, 2015

Before class:
- The Observer on *False Confessions*.
- Write a critique of the readings in your journal.

In class:
- Challenges in interviewing child witnesses.
- Practice interviewing.
- False confessions.
- Case examples.
- Preparation for next week’s topic and movie.

February 16, 2015

Before class:
- Write a critique of the readings in your journal.

In class:
- Finish discussion of *The Exonerated* and wrongful convictions.
- Introduction to forensic psychology in the criminal justice system.
- Is criminality born or created?

February 23, 2015

Before class:
- Write a critique of the readings in your journal.

**In class:**
- Controversies around the construct of psychopathy.
- Ted Bundy.
- Other case examples.
- Robert Hare’s ideas.
- The PCL-R for assessing psychopathy.

The midterm and first half Journal are due February 27, 2015 on Blackboard at midnight.

March 2, 2015 is Spring Break – no class

March 9, 2015

**Before class:**
- Write a critique of the readings in your journal.

**In class:**
- Introduction to competencies in the criminal justice system.
- Controversies involving the work of forensic psychologists.

March 16, 2015

**Before class:**
- Write a critique of the readings in your journal.

**In class:**
- Competency cases and practice. How to use Georgia Court Competency evaluation.
- Introduction to criminal responsibility; also known as defense of mental status at the time of offense; also known colloquially as the “insanity” defense.
March 23, 2015

Before class:

In class:
- Guest speaker, Dr. Eric Bernstein, Forensic Psychologist (Child custody evaluator)
- Guest speaker, Dr. Miho Outhouse, Forensic Psychologist (NGRI evaluator and sex offender evaluator and treatment provider)

March 30, 2015

Before class:
- Readings about The Innocence Project.
- Karen Franklin on Wrongful Convictions.
- Write a critique of the readings in your journal.

In class:
- Does the legal system ensure justice?
- Movie, The Exonerated.

April 6 is Easter Break – no class

April 7, 2015 (a Tuesday that will follow a Monday schedule)

Before class:
- Sorrentino, R. Legal and Privacy Issues Surrounding Sexual Disorders.
- Jose Arroyo’s article

In class:
- Introduction to sex offender assessment and treatment.
- Sex offender types and treatment.
April 13, 2015

Before class:
- In the news by Karen Franklin PhD: *Delusional campaign for a world without risk.*
- Summary of Static-99.
- *Cross-examining the Static-99.*
- Write a critique of the readings in your journal.
- Review NGRI cases (Andrea Yates and Dan White)

In class:
- Evaluating risk of future sex offending.
- Actuarial instruments used by forensic psychology and challenges to this use.
- Case practice sex offenders.
- NGRI continued with Andrea Yates and Dan White

April 20, 2015

Before class:
- Loftus, E. *A knock on the door: Timothy Hennis.*
- Write a critique of the readings in your journal.

In class:
- Civil law topic: child custody evaluations.
- Issues in eyewitness identification.

April 27, 2013

Before class:

In class:
- Issues in eyewitness identification.
- Review of key points from whole course.

The final exam and final journal are due Monday, May 4, at midnight on Blackboard.