**Introduction to Forensic Psychology PSYC 380**

**Fall 2018**

**Lecturer:** Dr. Sabine Heisman

**Office:** Robinson Hall: B228

##### Office Hours: Appointments can be made by emailing me directly, or I will also be available in Room 1014A (David King Hall) Tuesdays and Thursday after class from 1:15-2:15.

**Email:** sheisman@gmu.edu

**Lecture:** Tuesday and Thursday, 12:00-1:15PM

**Required Text:**

* Huss, M. (2014). Forensic Psychology: Research, Clinical Practice, and Applications 2nd Ed. Hoboken, NJ: Wiley.
* Hare, R. D. (1999). Without Conscience: The Disturbing World of the Psychopaths Among Us. New York: Guilford Press.

**Other Readings** (Provided on the BlackBoard site or if not on site, they are available through a general google search)

* Bureau of Justice Statistics (2006). Mental health problems of prison and jail inmates. *United States Department of Justice, Office of Justice Programs.*
* Dvoskin, J. A. & Spiers, E. M. (2004). On the role of correctional officers in prison mental health. *Psychiatric Quarterly,* Vol. 75. No. 1.
* Faigman, D. L., Fienberg, S. E., & Stern, P. C. (2003). The limits of the polygraph, *20 Issues in Science and Technology.* 40.
* Forero, C. G., Gallardo-Pujol, D., Maydea-Olivares, A., & Andres-Pueyo, A. (2009). A longitudinal model for predicting performance of police officers using personality and behavioral data, *Criminal Justice and Behavior*, Vol. 36, No. 6
* Homant, R. J. & Kennedy, D. B. (1998). Psychological aspects of crime scene profiling, *Criminal Justice and Behavior,* Vol. 25, No. 3.
* Kocsis, R. N., Hayes, A. F., & Irwin, H. J. (2002). Investigative experience and accuracy in psychological profiling of a violent crime. *Journal of Interpersonal Violence,* Vol. 17, No. 8.
* Pinizzotto, A.J., Davis, E. D., & Miller, C. E. (2006). Suicide by cop. *Violent Encounters: Felonious Assaults on America’s Law Enforcement Officers,* U.S. Department of Justice, FBI Publication #0383.

**Course Description:** Explores the differing, yet varied facets of the field of forensic psychology. The course will cover landmark legal cases relevant to the field of forensic psychology, potential careers in forensic psychology, police psychology, expert testimony, legal consultation, forensic assessment in the justice system, psychological constructs of particular importance to forensic psychology, ethics, correctional psychology, and issues in working in the juvenile justice system.

**Student Learning Outcomes:** Upon completing this course, Students will be able to:

1. Describe the varied roles forensic mental health professionals occupy within mental health, correctional, law enforcement, and legal systems.
2. Demonstrate the ability to apply the psycho-legal concepts of risk of violent recidivism, criminal competency, and criminal insanity to real-life case examples.
3. Explain the various criteria and/or categories used to classify and identify psychopaths and sexual offenders by behavior or psychological trait.
4. Describe the basics of, and critically evaluate, the current state of lie detection and criminal profiling.
5. Create an engaging presentation that clearly outlines the progression of landmark case law on a topic relevant to forensic psychology that is understandable for individuals without specific or previous knowledge of these topics.

**Attendance:** Weekly attendance will be taken and coming to class is important. Material will be presented that is not included in the assigned readings but will be included in tests. Missing class also means that you will miss discussions about assignments and difficult test material. You are responsible for all announcements made in lecture regardless of whether or not you attend class.

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| **Week** | **Start Date** | **Topic** | **Assignment Due** | **Reading** |
| 1 |  | Syllabus/Introduction |  | Huss, Ch. 1 |
| 2 |  | Police Psychology/Correctional Psychology |  | Forero, et al. and Pinizzotto, et al. |
| 3 |  | Child Custody/Expert Testimony |  | Huss, Ch. 8 |
| 4 |  | Expert Testimony/Personal Injury |  | Huss, Ch. 3, 13 |
| 5 |  | Competency to Stand Trial |  | Huss, Ch. 12 (Custody) |
| 6 |  | Risk of Violent Recidivism |  | Huss, Ch. 5 |
| 7 |  | Operational Psychology/Homeland Security |  |  |
| 8 |  | **Midterm Exam** (day 1) and Ethics in Forensic Psychology (day 2) |  | Specialty Guidelines for Forensic Psychologists |
| 9 |  | Malingering and Lie Detection |  | Faigman, et al. |
| 10 |  | Profiling/Investigative Psychology |  | Homant & Kennedy and Kocsis, et al. |
| 11 |  | Sex Offenders/Psychopaths |  | Huss, Ch. 6 |
| 12 |  | Psychopaths |  | Hare, Ch. 1 and 2 |
| 13 |  | Presentations |  |  |
| 14 |  | Presentations |  |  |
| 15 |  | Presentations |  |  |
| 16 |  | Final Exam |  |  |

**Disclaimer:** Due dates and assignment details are subject to change by the lecturer. The only way to stay current with respect to these aspects of the class is to ensure that you attend class. Failure to do so may result in missed announcements with respect to the details of class assignments and/or assignment due dates.

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| **Grading Scale:** | | | | A+ | 98 - 100% |  |  | C | | 73 - 76% | | | |
|  |  |  |  | A | 93 - 97% |  |  | C- | | 70 - 72% | | | |
|  |  |  |  | A- | 90 - 92% |  |  | D | | 60 - 69% | | | |
|  |  |  |  | B+ | 87 - 89% |  |  | F | | Less than 60% | | | |
|  |  |  |  | B | 83 - 86% |  |  |  |  |  |  |  |  |
|  |  |  |  | B- | 80 - 82% |  |  |  |  |  |  |  |  |
|  |  |  |  | C+ | 77 - 79% |  |  |  |  |  |  |  |  |

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| **Grading Criteria:** | | | | **Assignment** | **Grade Percentage** |
|  |  |  |  | Midterm | 30% |
|  |  |  |  | Final | 30% |
|  |  |  |  | Attendance and Participation  Landmark Legal Case Presentation | 15%  25% |
|  |  |  |  | **Total Percentage:** | 100% |
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**Assignments:**

* **Exams:**
  + There will be two multiple choice exams that will be administered on the dates outlined in the schedule. Please bring a pencil and a green Scantron sheet to class.
* **Landmark Legal Case Presentation**
  + You will be randomly assigned a topic in week 2 of the class from the “Landmark Legal Cases” list below.
  + You must create a 15-minute presentation, to be made available to the class, on your assigned topic. The presentation CANNOT use PowerPoint at all. They must be interesting and engaging. Get creative.
  + As previously stated… Without the use of PowerPoint, you have to get creative. Here is a list of ideas to get you started, but feel free to come up with your own ideas… The bottom line is that each presentation must be in a format that can be uploaded to the BlackBoard website for the class. The more creative the better. Here is a list of ideas to get you started:
    - * A live news broadcast with you as the host, field reporters, etc.
      * A video recorded puppet show (enlist friends if need be)
      * A photo slide show with narration by you
      * Narrated mime performance/video
      * Comic strip that fully explains the concepts
      * Retelling the court cases as variations on the Wizard of Oz or some other famous story done in an audio format, like an audio book.
      * A mock NPR(like) news story about the cases you are assigned.
      * Anything else you can think of that is approved by the instructor. Like I said, get creative. It’s all up to you.
  + For each of the three cases presented, you must cover the following topics:
    - Background Information
      * Title of case
      * Date of case
      * Court(s) in which the case was ultimately decided
      * Type of case
    - Facts of the case
    - Legal issue to be decided
    - Contentions of BOTH parties in the case
    - Decision of the court and reasoning behind that decision
    - Implications for psychology/legal practice/law enforcement in general following the verdict
  + You must translate the “legalese” present in each case to a format in which a first-time listener can understand WITHOUT dumbing the case down. How would a regular person need the information communicated in order to understand it? A word of warning… In order to do this effectively, you must really understand the three legal cases you are asked to review for the class. If you try and cram this project into a weekend, it will show in your presentation and your grade.
    - Not everyone is a natural born presenter (and they may be deathly afraid of speaking in any public format). Use your anxieties and strengths in a way that makes the presentation great. If the prospect of this presentation drives you crazy, remember you can set this up in a way in which you are not the star of the show. However, all members must equally contribute.
    - Use the entire 15 minutes, but do not go over. These are dense concepts and you will really need to understand them in order to communicate the relevant information of all three cases fully in the allotted time.
    - Above all, the presentations need to teach your classmates the material. If the presentation is all fun, and no information, that will be a big problem. So find a way to walk that line effectively.
  + Presentations will be graded by the following criteria:
    - Information provided (the six bullet points above) 60%
    - Creativity of the presentation – 25%
    - Preparation/polish (i.e. it doesn’t sound as if you are reading off sheets of paper, production quality, appearing as though you have your act together, etc.) – 15%
  + You only get one shot at the presentation, so it needs to be good. This is NOT an easy “A.” If you do not fully understand the legal cases presented, it will show.

**Landmark Legal Cases:**

* Right to receive psychiatric treatment
  + Rouse v. Cameron
  + Wyatt v. Stickney
  + Youngberg v. Romeo
* Right to refuse psychiatric treatment
  + Application of the President and Directors of Georgetown College Incorporated
  + Rennie v. Klein
  + Sell v. United States
* Informed consent
  + Natanson v. Kline
  + Canterbury v. Spence
  + Kaimowitz v. Michigan DMH
* Domestic Violence/Stalking
  + Baker v. City of New York
  + Thurman v. City of Torrington
  + United States of America v. Matusiewicz
* Discrimination law
  + Brown v. Board of Education
  + Loving v. Virginia
  + Regents of the University of California v. Bakke
* Duty to protect
  + Tarasoff v. Regents of University of California
  + Jablonski v. United States
  + Naidu v. Laird
* Confidentiality
  + In re Lifschutz
  + Doe v. Roe
  + Jaffe v. Redmond
* Prisoner’s rights
  + Baxstrom v. Herold
  + Estelle v. Gamble
  + Farmer v. Brennan
* Civil commitment
  + Lake v. Cameron
  + Fasulo v. Arafeh
  + Addington v. Texas
* Diminished capacity
  + People v. Patterson
  + Ibn-Tamas v. United States
  + Montana v. Engelhoff
* Psychology and the death penalty
  + Estelle V. Smith
  + Barefoot v. Estelle
  + Atkins v. Virginia
* Sexual harassment
  + Meritor Savings Bank FSB v. Vinson
  + Harris v. Forklift Systems Inc.
  + Oncale v. Sundowner Offshore Services Inc.

**Late Work Policy:** In-class assignments cannot be accepted late (i.e. will receive a zero). These assignments will not necessarily be announced prior to their occurrence. All other late work will be penalized at 5 percent per day. If an assignment is worth 100 points, and is 5 days late, 25 points will be automatically deducted and grading will start at 75. If there is a legitimate emergency, non-penalty extensions will be considered.

**Make-up Policy:** Make-up exams will only be administered in special circumstances. Prior approval should be obtained if circumstances allow. Please let me know as soon as possible if you are unable to take an exam at the scheduled time.

**Academic Integrity:** GMU seeks to foster a spirit of academic honesty and integrity. This is as important to your professional development as the knowledge you gain in your course work. Violations of academic integrity includes: cheating on exams or homework assignments (e.g. copying the work of others), passing off someone else's ideas as your own (plagiarism), and engaging in dishonesty of any kind with respect to your classroom participation and assignments. Failure to uphold these standards will result in immediate consequences (i.e. not a warning) commensurate with the violation, which may include a failing grade on the assignment and/or referral to the appropriate University resources.

**Plagiarism:** Any work submitted by a student must represent original work produced by that student. Any source used by a student must be documented through normal scholarly references and citations. The extent to which any sources have been used must be apparent to the reader. Everything used from other sources - ideas from other's or actual language - must be cited. This policy includes the use of materials from the World Wide Web. With respect to plagiarism, it is always best to err on the side of caution. If you are caught plagiarizing material, the assignment will receive a failing grade and you will not have the opportunity to re-submit the assignment. Additionally, depending on the severity of the violation, you may be referred to the appropriate University resources.

**Accommodations:** If you have a documented learning disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with the Office of Disability Services (SUB I, Room 4205; 703-993-2474) to determine the accommodations you need; and 2) talk with me by the second week of class to discuss your accommodation needs. Accommodation scan only be made in cases in which proper documentation has been provided through the Office of Disability Services.

**Diversity:** An emphasis on diversity and inclusion is essential to achieve our goals as a campus community. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds, and practices have to opportunity to be heard and respected. This commitment to diversity is included in all University settings. GMU promotes continuous monitoring and self-assessment with respect to diversity and seeks to incorporate diversity and inclusion within the philosophies and actions of the individual, group, and organization to make improvements as needed. If you feel, in any way, that any aspect of your personal characteristics, viewpoints, or perspectives are not being respect, please talk to me. I will listen.

**Privacy and Communication:** Student privacy is governed by the Family Educational Rights and Privacy Act (FERPA). As a result, students must use their MasonLive email account to receive important information about this class, including any communication with the professor via digital communication. Please allow 24 hours (48 on weekends) for a response to email messages.

**Notice of Mandatory Reporting of Sexual Assault, Interpersonal Violence, and Stalking:** As a faculty member, I am designated as a “Responsible Employee,” and msut report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as the Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychology Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu

**Electronic Devices and Computers:** The use of electronic devices, including tablets and computers, is allowed in class for note taking purposes but not for video recording the lectures. The use of cell phones or other communicative devices is not permitted during class. Please keep these devices silent and stowed away. Remember, placing a device on "vibrate" is not the same as it being silent.

**Enrollment:** Students are responsible for verifying their enrollment in this class. Schedule adjustments should be made by the deadlines published in the Schedule of Classes (available from the Registrar - registrar.gmu.edu). Please contact the Registrar's Office with any specific questions.

**Cancelled Classes:** If classes are cancelled due to inclement weather or other unforeseeable reasons, you will all receive an email from the professor outlining the process and timeline for making up the missed material. Please sign up for “Mason Alerts” at <https://ready.gmu.edu/masonalert/> to receive timely notifications via email and directly to your cell phone.