

**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**

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Office Hours: Tuesdays and Thursdays 11 am-noon or by appointment

**Course Description:** Throughout most of the 19



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:

Also locate, read, and bring in one \_\_\_\_\_ 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:**

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

T Jan 24

Bruck, M., & Ceci, SJ, Principe, G (2006). \_\_\_\_\_. 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. \_\_\_\_\_ 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. \_\_\_\_\_ 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. \_\_\_\_\_, 405-426.

Lawson, M., **London, K.**, & Hall, A. (2016). Preparing the forensic interview. In M. Fanetti (Eds.). In W. O'Donohue & M. Fanetti (Eds.),

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

## 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). UK: Taylor & Francis, p. 38-66.

Mueller-Johnson, K. & Ceci, S. J. (2004). Memory and suggestibility in older adults. 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. 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? , , 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. , 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).

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