

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 19<sup>th</sup> and 20<sup>th</sup> centuries, children were not allowed

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

**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 is taken at the beginning of each class session.~~

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.

Week 3

T Sept 9      **Examples of legal cases**

Bruck, M., & Ceci, SJ, 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

R Oct 2

**Use of props during interviews or therapy**

1113 10/2/20 100

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; 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](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-

Week 13

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

Doyle, B. (2000). Child Development News, 1(1), 11-12.

that may be confused with Symptoms of sexual abuse. (K. Kuehnle & M. Connell, eds.) *The Evolution of Child Sexual Abuse Allegations: A Comprehensive Guide to*