

Forensic Psychology

JOANNA POZZULO

Carleton University

CRAIG BENNELL

Carleton University

ADELLE FORTH

Carleton University

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*This book is dedicated to our many students
who challenge our thinking and inspire us.*

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PREFACE

This is an exciting time in the field of forensic psychology, with many new developments by theorists and researchers. For example, new insights into the biological underpinnings of antisocial behavior, innovative methods for interviewing child witnesses, theories of women offending, and novel methods of assessing violence risk have been developed. *Forensic Psychology* is designed primarily for use in undergraduate courses, although graduate students and practitioners may find the comprehensive and up-to-date summary of key areas a useful resource.

We have taken a broad-based perspective that incorporates both experimental and clinical topics. The text covers topics that might otherwise be discussed in traditional social and cognitive psychology courses—including eyewitness testimony, jury decision making, and police procedures—as well as topics that are clinical in nature and might otherwise be discussed in traditional personality or abnormal psychology courses—such as the meaning of competency to stand trial, mentally disordered offenders, sex offenders, and psychopathy. Our goal is to present the important ideas, issues, and research in a way that students will understand and enjoy, and in some cases find them useful in their professional careers. To provide students with a glimpse into the life of an academic, each chapter includes a profile of a prominent U.S. researcher. We hope that the academic community will find this textbook a valuable teaching tool that provides a comprehensive and current coverage of forensic psychology.

DISTINGUISHING FEATURES

The pedagogical aids are designed to promote student learning and assist instructors in presenting key material. Important features include the following:

- **Learning Objectives and End-of-Chapter Summaries.** Each chapter starts with a list of learning objectives to guide students' learning of the material and closes with a summary linked to the learning objectives.
- **Vignettes.** Chapter-opening vignettes provide students with a context for the key concepts they will encounter in each chapter. These engaging vignettes present real-world scenarios in which students, or people they know, could potentially find themselves.
- **Boxes.** Boxed features within the chapters provide interesting asides to the main text. Some detail current American cases and legal rulings, while others highlight “hot” topics in the news that have not yet been the subject of much psychological research. These boxes will develop students' consciousness of current issues and hopefully spark some research ideas.
- **Case Studies.** With the case studies, students are encouraged to take an active role—putting themselves in the shoes of judges, forensic psychologists, police officers, and so on—in applying material from the chapter to a related scenario.
- **In the Media.** These boxes highlight current issues being portrayed in the media that relate to the chapter topics.
- **Profiles of U.S. Researchers.** To expose students to the varied and excellent research in forensic psychology being conducted by Americans, each chapter includes a profile of a key American researcher whose work is relevant to the chapter topic. These profiles highlight educational background, current position, and research interests, along with a little about the researcher's personal life, so students realize they are people too.
- **Research Methodology.** Research methodology specific to forensic topics is described in the relevant chapters, with the goal of helping students understand how studies in forensic psychology are conducted.

- **Research Studies.** Data reported in original studies is cited throughout the textbook, often in graph or table form for easy interpretation. Diagrams of psychological models and flow charts demonstrate key processes that occur through the criminal justice system.
- **Theoretical Perspectives.** Theories relevant to specific topics areas are described in each of the relevant chapters. The discussion of the various theories emphasizes a multidisciplinary approach, showing the interplay among cognitive, biological, and social factors in understanding the different forensic psychology areas.
- **Law.** *Forensic Psychology* provides the student with information on current U.S. law relevant to the psychological issues discussed.
- **Discussion Questions.** Several discussion questions are offered at the end of each chapter. Instructors can assign these questions for group discussion, or students can use the questions to examine their comprehension and retention of the chapter material. We hope these questions will inspire critical thought in students.
- **Key Terms and Glossary.** Throughout the chapters, key words with which students in forensic psychology should be familiar with appear in bold type and are defined in marginal notes. These key terms and their definitions are also provided in a glossary at the end of the book for easy reference.

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 - **Writing and Research:** A wide range of writing, grammar, and research tools and access to a variety of academic journals and Census data help you hone your writing and research skills.

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This book would never have come to fruition had we not been mentored by outstanding forensic researchers. Joanna Pozzulo is indebted to Rod Lindsay at Queen’s University for his unfailing support, his rich insights, and his commitment to academic excellence that she aspires to achieve. Craig Bennell is grateful to David Canter at the University of Liverpool for providing a stimulating intellectual environment in which to study and for teaching him how to think critically. Adelle Forth wishes to express her admiration, respect, and gratitude to Robert Hare at the University of British Columbia, who nurtured her interest in the area of psychopathy and who has provided consistent support and guidance. These researchers continue to be a source of inspiration to us.

We would like to acknowledge that the forensic program at Carleton University, of which we are part, would not exist without our colleagues Shelley Brown, Kevin Nunes, and Ralph Serin who have contributed to our program and our thinking of forensic issues.

We are thankful to the exceptional researchers we profiled in this textbook for giving us their time and insight into their life. Specifically, Curt Bartol, Linda Teplin, Saul Kassin, Richard Rogers, Elizabeth Loftus, Stephen Ceci, Bette Bottoms, Hank Steadman, Francis Cullen, John Monahan, Joseph Newman, Rolf Loeber, Murray Strauss, and Raymond Knight. All have made significant contributions to the field of forensic psychology.

We would like to thank the reviewers who provided us with exceptional feedback that allowed us to make the textbook stronger. Reviewers include the following:

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We have tried to incorporate as many of the suggestions as possible, but of course we were restricted in terms of page length. In the end, we feel this textbook provides excellent breadth and good depth.

We thank our many undergraduate and graduate students who over the years have challenged our thinking and who have influenced the ideas expressed in this book. We also would like to thank the great staff at Pearson. Susan Hartman, Jessica Mosher, Shivangi Ramachandran, and Muralidharan Krishnamurthy at S4Carlisle Publishing Services deserve special mention—this book would not exist without their enthusiasm, expertise, and dedication. Tara Tovell (copy editor), Amanda Wesson (production editor), and Sandy Cooke (photo researcher) also played important roles in making *Forensic Psychology* become a reality.

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ABOUT THE AUTHORS

Dr. Joanna Pozzulo is a Professor in the Department of Psychology at Carleton University in Canada. Dr. Pozzulo's research and teaching falls under the domain of Forensic Psychology (borrowing from developmental, social, and cognitive psychology). Dr. Pozzulo is focused on understanding the development of face memory and the procedures that police can use to increase the reliability of face identification from lineups with an emphasis on children's identification evidence. Dr. Pozzulo also is a child clinical psychologist registered with the Ontario College of Psychologists.

Dr. Craig Bennell is an Associate Professor in the Department of Psychology at Carleton University in Canada where he also serves as Director of the Police Research Lab. Research in Dr. Bennell's lab is focused on assessing the reliability and validity of procedures used within criminal investigations, such as offender profiling, and in understanding the factors that influence police decision making, particularly in use of force encounters. Dr. Bennell is currently the co-editor of the *Journal of Police and Criminal Psychology* and the incoming President of the Society for Police and Criminal Psychology. He teaches classes in forensic psychology and police psychology.

Dr. Adelle Forth is an Associate Professor in the Department of Psychology at Carleton University in Canada where she also serves as Director of the Psychopathy Research Lab. She conducts research on the validity of the construct of psychopathy in different populations, the emotional and cognitive processes that underlie psychopathy, evaluating the impact psychopaths have on victims, and violence risk assessment. Dr. Forth is currently on the board of directors for the Society for the Scientific Study of Psychopathy. She teaches forensic psychology classes both at the undergraduate and graduate level.