

# Table of Contents

## Volume 1

### **CHAPTER 1. EXPERT EVIDENCE IN THE COURTS**

§ 1:1 Introduction

#### **I. THE TREATMENT OF EXPERT EVIDENCE: FROM THE SUBLIME TO THE RIDICULOUS**

§ 1:2 The American approach

§ 1:3 The U.K. experience

§ 1:4 The Canadian reforms

§ 1:5 The Australian failure

#### **II. THE GOOD, THE BAD AND THE UGLY OF FORENSIC EVIDENCE**

§ 1:6 The good

§ 1:7 The bad

§ 1:8 The ugly

#### **III. JUDGES AS GATEKEEPERS OF SCIENCE AND THE LAW**

§ 1:9 A judge's perspective: Judge Stephanie Domitrovich

### **CHAPTER 2. ADMISSIBILITY, DIRECT AND CROSS EXAMINATION**

§ 2:1 Introduction

§ 2:2 The Daubert trilogy

§ 2:3 Scientific reasoning

§ 2:4 Scientific reasoning—Methodology

§ 2:5 Scientific reasoning—Hypothesis testing

§ 2:6 Scientific reasoning—Error rates

§ 2:7 Scientific reasoning—Validity

- § 2:8 Scientific reasoning—Reliability
- § 2:9 Scientific reasoning—Peer review
- § 2:10 Scientific reasoning—Datum of a discipline
- § 2:11 Scientific reasoning—Proficiency testing
- § 2:12 Scientific reasoning—Ipse dixit/subjective belief
- § 2:13 Fit of expert and of evidence
- § 2:14 Expert reliability criteria
- § 2:15 An expert evidence decisional template in three action steps
- § 2:16 Action step one—Helpfulness determinations
- § 2:17 Action step two—Qualification determination
- § 2:18 Action step three—Reliability determinations: Quantity, quality & fit
- § 2:19 Selection of expert & direct exam
- § 2:20 Expert selection criteria
- § 2:21 The process of direct examination
- § 2:22 Selection of expert and cross examination
- § 2:23 Voir dire questions regarding scientific knowledge
- § 2:24 Voir dire questions regarding scientific methodology
- § 2:25 Cross-examination strategy

## **CHAPTER 3. FORENSIC MEDICINE, PSYCHIATRY & PSYCHOLOGY**

- § 3:1 Introduction

### **I. FORENSIC MEDICINE, PSYCHIATRY & PSYCHOLOGY—A PRIMER**

- § 3:2 The practice of medicine
- § 3:3 The development of forensic medicine
- § 3:4 The development of psychiatry
- § 3:5 The value of biological psychiatry
- § 3:6 Psychiatric education and training
- § 3:7 The development of forensic psychiatry
- § 3:8 The development of psychology
- § 3:9 The development of forensic psychology
- § 3:10 Are the behavioral sciences of psychiatry and psychology really science?
- § 3:11 Basic statistical concepts—Overview

### **II: THE GOOD**

- § 3:12 Accurate decision-making: Methodological issues

## TABLE OF CONTENTS

- § 3:13 Accurate decision-making process in psychiatry and psychology

### III. THE BAD

- § 3:14 Poor decision-making in medicine
- § 3:15 Poor decision-making in psychiatry and psychology

### IV. THE UGLY

- § 3:16 Cognitive errors and violations of clinical axioms
- § 3:17 Conclusion

## CHAPTER 4. PROBABILITY AND STATISTICS FOR LAWYERS

### I. UNDERSTANDING THE BASICS

- § 4:1 Introduction

### II. THE LANGUAGE OF STATISTICS

- § 4:2 Overview
- § 4:3 Descriptive and inferential statistics
- § 4:4 Variable
- § 4:5 Populations and samples
- § 4:6 Central tendency; mean, median, mode, and range
- § 4:7 Scales of measurement
- § 4:8 Causation and correlation
- § 4:9 Null hypothesis
- § 4:10 Statistical significance
- § 4:11 Statistical power
- § 4:12 Effect size
- § 4:13 Bias in research
- § 4:14 Validity
- § 4:15 Face validity
- § 4:16 Content validity
- § 4:17 Construct validity
- § 4:18 Internal validity
- § 4:19 External validity
- § 4:20 Statistical conclusion validity
- § 4:21 Criterion-related validity

- § 4:22 Reliability
- § 4:23 Test-retest reliability
- § 4:24 Interrater reliability
- § 4:25 Internal consistency reliability
- § 4:26 Assessment terms
- § 4:27 Norms
- § 4:28 Normal distribution and standard deviation
- § 4:29 Non-normal distributions
- § 4:30 Percentiles
- § 4:31 t-scores
- § 4:32 z-scores
- § 4:33 t-scores versus z-scores
- § 4:34 Standard error
- § 4:35 Confidence level and confidence interval
- § 4:36 Differential diagnosis
- § 4:37 Chi square
- § 4:38 ANOVA
- § 4:39 Regression
- § 4:40 Probability
- § 4:41 Bayes' theorem
- § 4:42 Error rates
- § 4:43 Base rates
- § 4:44 Sensitivity and specificity
- § 4:45 Likelihood ratio
- § 4:46 Predictive values
- § 4:47 Relative risk
- § 4:48 Odds ratio

### **III. “THE GOOD”—THE PROPER USE OF STATISTICS IN COURT**

- § 4:49 Overview
- § 4:50 Examples of forensic applications of statistics
- § 4:51 A note on expert ethics
- § 4:52 A note on expert ethics—Expert qualifications
- § 4:53 A note on expert ethics—Guiding principles
- § 4:54 A note on expert ethics—Assumptions
- § 4:55 A note on expert ethics—What they should review

### **IV. “THE BAD”: FAULTY USE OF STATISTICS IN COURT**

- § 4:56 Overview

## TABLE OF CONTENTS

- § 4:57 Case examples
- § 4:58 Myths about statistics in the courts
- § 4:59 Fallacies
- § 4:60 The base rate fallacy
- § 4:61 Prosecutor's fallacy
- § 4:62 Defense lawyer's fallacy

## V. "THE UGLY": THE MISUSE OF STATISTICS IN COURT

- § 4:63 Overview
- § 4:64 The product rule gone horribly wrong
- § 4:65 New and improved election shenanigans
- § 4:66 Statistical clash over parental alienation research

## CHAPTER 5. INDEPENDENT MEDICAL EXAMINATIONS

- § 5:1 Introduction
- § 5:2 A brief history of IMEs
- § 5:3 Necessary qualifications of IME examiners
- § 5:4 The contract
- § 5:5 Necessary elements (or not) of a proper IME
- § 5:6 Necessary elements of a proper IME report
- § 5:7 Common legal issues involving independent medical examinations
- § 5:8 Expert testimony
- § 5:9 Direct examination of the IME examiner
- § 5:10 Cross examination of the IME expert
- § 5:11 The good—Cases where proper IMEs were introduced
- § 5:12 The bad—Cases where problematic IMEs were introduced
- § 5:13 The ugly—Cases where the IME never should have been introduced

## CHAPTER 6. THE FORENSIC AUTOPSY

- § 6:1 Overview
- § 6:2 Forensic pathologist versus hospital pathologist
- § 6:3 Anthropologist's role
- § 6:4 Wound and weapon compatibility
- § 6:5 When is an autopsy needed?
- § 6:6 Asphyxia

- § 6:7 Gunshot wounds
- § 6:8 Shotgun injury
- § 6:9 Knife wounds
- § 6:10 Blunt injuries
- § 6:11 Alcohol
- § 6:12 Marijuana
- § 6:13 Falls
- § 6:14 Child and elder abuse
- § 6:15 Scalding
- § 6:16 Restraint
- § 6:17 Petechial hemorrhages
- § 6:18 Strangulation
- § 6:19 Conscious pain and suffering
- § 6:20 Medico-legal autopsy report
- § 6:21 Conclusion

## **CHAPTER 7. SEXUAL ABUSE EXAMINATIONS**

### **I. INTRODUCTION**

- § 7:1 Basic concepts
- § 7:2 The specialty of sexual abuse evaluation
- § 7:3 Normal & abnormal findings
- § 7:4 The absence of physical findings
- § 7:5 Evidentiary issues with physical findings (and  
their absence)
- § 7:6 The purpose & timing of the exam

### **II. KNOWLEDGE BASICS**

- § 7:7 Minimum core content
- § 7:8 Beneficial knowledge
- § 7:9 Interpreting medical findings in suspected sexual  
abuse
- § 7:10 Basic anatomy and terminology
- § 7:11 Normal variations
- § 7:12 Dermatologic and related disorders
- § 7:13 Infectious disorders
- § 7:14 Miscellaneous disorders
- § 7:15 Sexual abuse with no findings
- § 7:16 Definitive findings
- § 7:17 Scholarly research regarding findings

## TABLE OF CONTENTS

- § 7:18 Scholarly research into children's language
- § 7:19 Probability and likelihood
- § 7:20 Case study: Bayes's Rule and data that cannot justify the conclusion
- § 7:21 Case study: Bayes's Rule and data that cannot justify the conclusion—Girl child
- § 7:22 Case study: Bayes's Rule and data that cannot justify the conclusion—Boy child

### **III. HOW TO PROPERLY CONDUCT A CSA EXAMINATION**

- § 7:23 Methodology of the exam

#### **A. CLINICAL HISTORY AND DOCUMENTATION**

- § 7:24 General considerations
- § 7:25 Review of systems
- § 7:26 Legal considerations of the history (or why medical experts should leave sexual assault interviewing to trained forensic interviewers)

#### **B. THE FULL BODY EXAMINATION**

- § 7:27 Conducting the examination
- § 7:28 Genital examination
- § 7:29 Collecting forensic evidence

### **IV. SELECTED CASES**

- § 7:30 The good
- § 7:31 The bad
- § 7:32 The ugly
- § 7:33 Conclusion

## **CHAPTER 8. FORENSIC USE OF DNA**

- § 8:1 Introduction

### **I. OVERVIEW: FROM THE CRIME SCENE TO THE CRIME LAB**

- § 8:2 What is DNA?
- § 8:3 How is DNA used to investigate crimes?
- § 8:4 What sources of DNA evidence are typically collected from crime scenes?

- § 8:5 Accurate chain of custody records
- § 8:6 The evidence: Prioritization, storage, and processing
- § 8:7 Evidence examination: Illumination, photography, and microscopy
- § 8:8 Processing evidence: Prior to the production of DNA typing data
- § 8:9 The Nobel Prize-winning work that facilitated forensic human identification
- § 8:10 The goal of the “molecular photocopier”: Comparative DNA matches
- § 8:11 RFU thresholds, analytical artifacts, and DNA data interpretations
- § 8:12 DNA interpretation challenges, and the impact of various forms of bias
- § 8:13 The increasing power and prevalence of Y-STR typing technology
- § 8:14 When investigations inexplicably avoid additional DNA inquiries

## II. “THE GOOD”—DNA IN OUR CRIMINAL JUSTICE SYSTEM

- § 8:15 Introduction: Scientific strategies of biological evidence/DNA examinations
- § 8:16 The development of searchable DNA databases
- § 8:17 DNA Databases, cold casework initiatives, reversal of wrongful convictions
- § 8:18 Understanding the work conducted by Forensic Biologists
- § 8:19 DNA transfer events: “Every contact leaves a trace”
- § 8:20 Beyond Locard’s Principal: The reality of DNA transfer events
- § 8:21 Transfer events: Whose DNA is it?
- § 8:22 Reporting conclusions from LCN DNA, allelic dropout, and DNA mixtures
- § 8:23 LCN, DNA mixtures, and the impact of cognitive bias on RFU thresholds
- § 8:24 The history of DNA mixture misinterpretations
- § 8:25 The fundamentals of assessing a possible DNA mixture
- § 8:26 Population statistical calculations—Giving weight to: “cannot be excluded”



## TABLE OF CONTENTS

- § 8:27 Recent developments in the utilization of  
probabilistic genotyping software

### III. “THE BAD”—WHEN GOOD INTENTIONS GO WRONG

- § 8:28 Introduction  
§ 8:29 Ancient/cold case DNA and contamination  
§ 8:30 Lacking awareness of DNA contamination and  
corrective actions in crime labs  
§ 8:31 Vignette—Highly-publicized contamination of cold  
case evidence  
§ 8:32 Vignette—Another well-known instance of cold  
case contamination  
§ 8:33 Limitations, misinterpretations, and  
misrepresentations  
§ 8:34 Vignette—A problematic investigation  
§ 8:35 Error rates and how errors manifest themselves  
in forensic DNA analysis  
§ 8:36 Vignette—Bad “likelihood ratio” statistics  
§ 8:37 Vignette—Substandard investigations and bad  
crime lab interpretations  
§ 8:38 Vignette—Substandard investigation and faulty  
analysis  
§ 8:39 How the prosecution/defense might respond to the  
claim: “We have DNA”  
§ 8:40 Vignette—A bungled investigation. But “We have  
DNA”  
§ 8:41 Speculation about how or how much  
§ 8:42 Vignette—Interpretations can be faulty—Even  
from the FBI Crime Lab  
§ 8:43 DNA in sexual assault cases  
§ 8:44 Vignette—Residential effects and a failure to  
consider the evidence  
§ 8:45 Vignette—Residential effects and the FBI crime  
lab  
§ 8:46 Vignette—Residential effects and domain  
irrelevant information

### IV. “THE UGLY”: FOOLS—FRAUD—AND THE FBI

- § 8:47 Introduction  
§ 8:48 Vignette—A failure to explore DNA from a  
presumed getaway vehicle

- § 8:49 Vignette—Failure to explore DNA from a murder weapon
- § 8:50 Vignette—Failure to explore DNA from yet another murder weapon
- § 8:51 Vignette—Residential effects in a bungled investigation
- § 8:52 The tendency of jurors to harbor unrealistic confidence in crime labs
- § 8:53 Vignette—When the “miracle” is simply a contamination event
- § 8:54 From incompetence to outright fraud
- § 8:55 Recent developments in the forensic use of DNA

## **Volume 2**

### **CHAPTER 9. THE ASSESSMENT OF EYEWITNESS MEMORY FOR PEOPLE AND EVENTS**

#### **I. INTRODUCTION**

- § 9:1 Eyewitness memory for people and events
- § 9:2 The history of the forensic application of the science of memory
- § 9:3 Post hoc evaluation of eyewitness evidence
- § 9:4 The impact of expert evidence on legal decision making
- § 9:5 The scope of eyewitness memory for people and events
- § 9:6 How will eyewitness memory be dealt with in this chapter?

#### **II. THE SCIENCE**

- § 9:7 The research on factors that impact recognition memory for people
- § 9:8 Encoding information in memory
- § 9:9 Storing information in memory
- § 9:10 Retrieval

#### **III. FORENSIC APPLICATION**

- § 9:11 Treatment of eyewitness memory in forensic application

## TABLE OF CONTENTS

- § 9:12 United States case law on identification
- § 9:13 Canadian case law on identification
- § 9:14 Australian case law on identification
- § 9:15 United Kingdom case law on identification
- § 9:16 DNA exoneration cases

### **IV. HANDLING EYEWITNESS IDENTIFICATION EVIDENCE WELL (THE GOOD)**

- § 9:17 Criterion set for minimally acceptable principles and methodology for eyewitness evidence
- § 9:18 Expert witness qualifications
- § 9:19 Questions on qualifications
- § 9:20 Voir dire questions for experts in eyewitness identification
- § 9:21 Sample direct examination questions

### **V. WHAT EYEWITNESS EXPERT TESTIMONY LOOKS LIKE WHEN HANDLED BADLY (THE BAD)**

- § 9:22 Challenging expert witnesses
- § 9:23 How the criterion set for expert eyewitness testimony may be violated
- § 9:24 Sample cross-examination questions

### **VI. CONTROVERSIES FACED WHEN ADDRESSING THIS SUBJECT MATTER FORENSICALLY (THE UGLY)**

- § 9:25 Advances in the science of memory and the law

## **CHAPTER 10. FALSE MEMORIES**

### **I. OVERVIEW**

- § 10:1 Introduction
- § 10:2 Children's false memories
- § 10:3 False memories and witness reliability
- § 10:4 Competency and credibility
- § 10:5 The role of an expert witness
- § 10:6 The role of the expert—Common knowledge?
- § 10:7 The role of the expert—Common misperceptions about allegations of abuse

- § 10:8 The role of the expert—Impact of an expert witness
- § 10:9 The role of the expert—Qualifying expert witness

## **II. THE BAD**

- § 10:10 Overview
- § 10:11 Children's suggestibility
- § 10:12 Adult suggestibility
- § 10:13 The impact of naturally occurring conversations
- § 10:14 Lack of properly recording all interviews
- § 10:15 The difficulty for interviewers to reconstruct interviews
- § 10:16 Differing clinical vs forensic goals
- § 10:17 Anatomical dolls and drawings
- § 10:18 Interviewer bias
- § 10:19 Lack of any documented alternative hypotheses
- § 10:20 Negative effects of cross-examination
- § 10:21 The negative impact of parental questioning
- § 10:22 Adults can't tell
- § 10:23 Sample direct examination questions
- § 10:24 Sample cross-examination questions

## **III. THE UGLY**

- § 10:25 Overview
- § 10:26 Kern County, California 1980s
- § 10:27 Kern County, California 1980s—The McCuans & Kniffens
- § 10:28 Kern County, California 1980s—Jeffrey Modahl
- § 10:29 Kern County, California 1980s—John Stoll
- § 10:30 The McMartin Preschool
- § 10:31 Margaret Kelly Michaels
- § 10:32 The San Antonio Four
- § 10:33 Conclusion

## **CHAPTER 11. LITIGATION OF RECOVERED-REPPRESSED MEMORY, DISSOCIATIVE AMNESIA, TRAUMA, AND FALSE MEMORY CASES**

- § 11:1 Introduction
- § 11:2 Terminology

## TABLE OF CONTENTS

§ 11:3	Caution to attorneys handling RRM-MPD-DID cases: The need for multi-disciplinary, science-intensive teams
§ 11:4	Selecting experts from the relevant scientific communities
§ 11:5	Nineteen essential areas of expertise to exclude RRM-MPD-DID evidence
§ 11:6	Successful Frye-Daubert-Kumho challenges to exclude RRM-MPD—DID expert testimony
§ 11:7	“The good”: Highly-effective, science-intensive litigation methodologies
§ 11:8	Nineteen essential areas of expertise for lawyers and experts in RRM-MPD-DID psychotherapy-tainted memories and related cases
§ 11:9	Exposing limitations of “experts” in such cases & sample voir dire
§ 11:10	“The bad”: What this subject matter looks like when handled badly
§ 11:11	“The ugly”: The return of RRM-MPD to courtrooms due to the failure to conduct proper Frye-Daubert inquiries
§ 11:12	Conclusion

## CHAPTER 12. INTERROGATIVE SUGGESTIBILITY

§ 12:1	Introduction
§ 12:2	False promises of leniency or threats of harm
§ 12:3	Police lies about the evidence
§ 12:4	Fact-feeding or contamination
§ 12:5	Vulnerability of the suspect
§ 12:6	Interrogative suggestibility expertise in forensic application
§ 12:7	Understanding the need for a forensic expert in interrogations and confessions
§ 12:8	Choosing a qualified expert
§ 12:9	Controversies faced when addressing this subject matter in court
§ 12:10	Controversies regarding admission of expert testimony about false confessions
§ 12:11	Consequences of false confessions—Case examples
§ 12:12	Directions for the future

## **CHAPTER 13. CAPACITY TO WAIVE MIRANDA RIGHTS**

- § 13:1 Overview of the law
- § 13:2 United States
- § 13:3 Canada
- § 13:4 United Kingdom
- § 13:5 Australia and New Zealand
- § 13:6 Overview of the science applicable to *Miranda* waiver
- § 13:7 Reviewing legal standards and psychological theory to identify relevant psycholegal constructs
- § 13:8 Overview of research addressing *Miranda* rights comprehension and *Miranda* waivers
- § 13:9 Examples in which courts applied the science properly
- § 13:10 Examples in which courts applied the science poorly
- § 13:11 Direct and cross examination

## **CHAPTER 14. ASSESSMENT OF COMPETENCE AND CRIMINAL RESPONSIBILITY**

- § 14:1 Introduction

### **I. CRIMINAL COMPETENCIES**

- § 14:2 Competence as a concept
- § 14:3 Competence to stand trial
- § 14:4 Legal standard for competence to stand trial
- § 14:5 Burden of proof for competence to stand trial
- § 14:6 Fifth Amendment implications of trial competence evaluations
- § 14:7 Treatment of defendants found incompetent
- § 14:8 Competence to stand trial outside the United States
- § 14:9 Other criminal competencies
- § 14:10 Competence to waive *Miranda* rights
- § 14:11 Competence to proceed with extradition
- § 14:12 Competence to plead or refuse plea
- § 14:13 Competence for self-representation
- § 14:14 Competence to waive appeals

## TABLE OF CONTENTS

§ 14:15	Competence to be executed
§ 14:16	Criminal competency evaluations—Overview
§ 14:17	Criminal competency evaluations—Questions on direct-examination
§ 14:18	Criminal competency evaluations—Common errors in criminal competence evaluations
§ 14:19	Criminal competency evaluations—Questions on cross-examination
§ 14:20	Criminal responsibility and related defenses
§ 14:21	Basic concepts of mens rea and actus reus
§ 14:22	The insanity defense
§ 14:23	Insanity defense history and insanity standards
§ 14:24	Insanity outside the United States
§ 14:25	Other defenses of mens rea
§ 14:26	Insanity evaluations—Overview
§ 14:27	Insanity evaluations—Questions on direct-examination
§ 14:28	Insanity evaluations—Common errors in insanity evaluations
§ 14:29	Insanity evaluations—Questions on cross-examination
§ 14:30	Conclusion

## **CHAPTER 15. MALINGERING ASSESSMENT, INTERPRETATION, AND EXPERT TESTIMONY**

§ 15:1	Introduction
§ 15:2	The legal backdrop
§ 15:3	The assessment of malingering
§ 15:4	Critical issues in the assessment of malingering
§ 15:5	Summary and recommendations

## **CHAPTER 16. INVOLUNTARY COMMITMENT OF THE MENTALLY ILL**

§ 16:1	Introduction
§ 16:2	What is involuntary commitment?
§ 16:3	A brief history of involuntary commitment in the United States
§ 16:4	Requisites for involuntary commitment
§ 16:5	Standard of proof required for involuntary indefinite confinement
§ 16:6	Involuntary confinement of minors

- § 16:7 Least restrictive alternative principle
- § 16:8 Elements necessary for involuntary commitment
- § 16:9 How is “mental illness” defined for the purposes of civil commitment?
- § 16:10 Defining dangerousness for purposes of civil commitment
- § 16:11 Gross impairment/inability to care for self for purposes of civil commitment
- § 16:12 Criminal commitment
- § 16:13 Justice diversion programs
- § 16:14 Pre-trial commitment
- § 16:15 Post conviction mental health treatment
- § 16:16 Insanity
- § 16:17 Post serving sentence—Dangerousness
- § 16:18 Sexually Violent Predator (SVP) or Sexually Dangerous Person (SDP) provisions
- § 16:19 Community notification of convicted sexual offenders
- § 16:20 Involuntary administration of medications
- § 16:21 Procedural aspects of involuntary civil commitment
- § 16:22 Assisted Outpatient Treatment Program—Kendra’s Law
- § 16:23 Conditional release
- § 16:24 Preventive involuntary outpatient commitment
- § 16:25 What’s an attorney (or judge) to do?

## **CHAPTER 17. NEUROPSYCHIATRIC AND NEUROBEHAVIORAL EVALUATION, CAUSATION AND DAMAGES IN TORT CASES**

- § 17:1 Introduction
- § 17:2 The critical importance of understanding the uses and limits of “localization” dogma
- § 17:3 Neuropsychologists and “neuropsych” examinations
- § 17:4 Neuropsychiatrists
- § 17:5 Nature, scope, and time required for neuropsychiatric/neurobehavioral examinations
- § 17:6 Neurologists
- § 17:7 Differences between a neuropsychiatrist and a neuropsychologist



## TABLE OF CONTENTS

- § 17:8 Differences between a neuropsychiatrist and a neurologist
- § 17:9 Presence of third party observers at examination
- § 17:10 Dual roles: Ethical conflicts with therapeutic and forensic roles
- § 17:11 Minimally acceptable principles and methodology including voir dire, direct examination and cross-examination questions
- § 17:12 Sample voir dire and cross-examination questions
- § 17:13 A new defense strategy: “Fraud on the court”
- § 17:14 Bad science and ugly court decisions

## **CHAPTER 18. CHILD PROTECTION ASSESSMENT**

### **I. INTRODUCTION**

- § 18:1 A brief history of child protection
- § 18:2 Scope of chapter

### **II: THE GOOD: MINIMALLY ACCEPTABLE PRINCIPLES**

- § 18:3 The need for such principles
- § 18:4 Minimal guidelines for forensic mental health evaluations
- § 18:5 Minimal guidelines for interviewer/investigator
- § 18:6 Minimal guidelines for expert witnesses
- § 18:7 Voir dire for expert witnesses

### **III. THE BAD: WHEN POOR QUALITY EVIDENCE IS ADMITTED**

- § 18:8 Overview
- § 18:9 Eliciting a false report of abuse
- § 18:10 Failing to acknowledge/respond to evidence of abuse
- § 18:11 Other issues

### **IV. THE UGLY: THE HORRIBLE CONSEQUENCES OF GETTING IT WRONG**

- § 18:12 The consequences of limited, unethical, or biased investigations in the child protection context

§ 18:13 Conclusion

## **CHAPTER 19. CHILD CUSTODY EVALUATIONS**

§ 19:1 Introduction

### **I. THE HISTORY OF CUSTODY EVALUATIONS IN THE COURTS AND COMPLEX PSYCHOLOGICAL ISSUES IN CHILD CUSTODY DISPUTES**

- § 19:2 The history of child custody evaluations in family courts
- § 19:3 Scope of the task: Complex issues in child custody work
- § 19:4 General divorce research and child adjustment
- § 19:5 High conflict
- § 19:6 The alienated child (currently referred to as refuse/resist cases)
- § 19:7 Domestic violence
- § 19:8 Sexual abuse allegations
- § 19:9 Relocation, including international relocation
- § 19:10 Developmentally sensitive parenting plans
- § 19:11 To recommend or not recommend
- § 19:12 The role of the consultant and expert witness

### **II. THE LEGAL BASIS FOR CHILD CUSTODY EVALUATIONS AND EXPERT WITNESS CONSULTATION AND TESTIMONY, AND THE ROLE OF RECOMMENDATIONS**

- § 19:13 Legal basis
- § 19:14 Statutory law
- § 19:15 Important case law regarding the practice of child custody evaluations or expert witness testimony
- § 19:16 Important case law regarding child custody evaluator bias considerations
- § 19:17 Domestic violence
- § 19:18 Relocation
- § 19:19 Changed circumstances
- § 19:20 Sibling issues
- § 19:21 Grandparent visitation

## TABLE OF CONTENTS

- § 19:22 The Hague Convention on the Civil Aspects of International Child Abduction (Hague Convention) and the Uniform Child Custody Jurisdiction and Enforcement Act (UCCJEA)

### **III. CHILD CUSTODY REPORTS—VARIOUS OUTCOMES AND THE GOLD STANDARD**

- § 19:23 Overview
- § 19:24 The gold standard in child custody evaluations
- § 19:25 Taking the report to court
- § 19:26 Sample questions regarding of the witness's qualifications and voir dire

### **IV. CHILD CUSTODY EVALUATIONS: THE GOOD**

- § 19:27 Overview
- § 19:28 Favorable outcome—Very good report—Sample direct examination questions
- § 19:29 Unfavorable outcome—Very good report
- § 19:30 Sample destructive cross-examination questions
- § 19:31 Sample constructive cross-examination questions

### **V. CHILD CUSTODY EVALUATIONS: THE AVERAGE REPORT**

- § 19:32 Overview
- § 19:33 Sample voir dire
- § 19:34 Favorable outcome and average evaluation and report
- § 19:35 Sample direct examination
- § 19:36 Unfavorable outcome and average evaluation and report
- § 19:37 Sample cross examination

### **VI. CHILD CUSTODY EVALUATIONS: THE UGLY**

- § 19:38 Overview
- § 19:39 Favorable outcome and highly deficient evaluation and report—Sample direct/constructive cross examination
- § 19:40 Unfavorable outcome and highly deficient evaluation and report

- § 19:41 Sample destructive cross examination
- § 19:42 Concluding comments about ugly evaluations
- § 19:43 Concluding comments about this chapter

## **Volume 3**

### **CHAPTER 20. PROFESSIONAL STANDARDS FOR CLINICAL PSYCHIATRY & PSYCHOLOGY**

#### **I. OVERVIEW**

- § 20:1 Introduction
- § 20:2 Ethical principles for psychologists and psychiatrists
- § 20:3 Ethics versus legality
- § 20:4 Practice guidelines for mental health professionals

#### **II. PROFESSIONAL STANDARDS REGARDING SPECIFIC TOPICS**

- § 20:5 Informed consent
- § 20:6 Assessment in general
- § 20:7 Assessment of suicide risk
- § 20:8 Assessment of risk for aggressive behaviors
- § 20:9 Assessment of cultural factors
- § 20:10 Assessment of medical health
- § 20:11 Documentation
- § 20:12 Establishing an effective treatment plan
- § 20:13 Establishing an effective therapeutic relationship

#### **III. PROFESSIONAL STANDARDS REGARDING PARTICULAR INTERVENTIONS**

- § 20:14 Therapy involving multiple individuals
- § 20:15 Blaming family members
- § 20:16 Turning the patient into a victim (and the professional into a savior)
- § 20:17 Dwelling on maladjustments versus focusing on strengths

## TABLE OF CONTENTS

§ 20:18 Terminating treatment

### **IV. PROBLEMATIC INTERVENTIONS**

- § 20:19 Recovered-memory therapy
- § 20:20 Critical Incident Stress Debriefing
- § 20:21 Scared Straight interventions
- § 20:22 Facilitated communication
- § 20:23 Attachment therapies
- § 20:24 Dissociative identity disorder-oriented therapy

### **V. THE GOOD: PROFESSIONAL STANDARDS MET**

§ 20:25 Case examples

### **VI. THE BAD: PROFESSIONAL STANDARDS NOT MET**

§ 20:26 Case examples

### **VII. THE UGLY: PROFESSIONAL STANDARDS IGNORED**

§ 20:27 Case examples

## **CHAPTER 21. CHILDREN OF HIGH-CONFLICT FAMILIES**

- § 21:1 Introduction
- § 21:2 The landscape of family conflict
- § 21:3 Intimate partner distress
- § 21:4 Intimate partner violence
- § 21:5 Loyalty conflicts
- § 21:6 Parental alienation
- § 21:7 Qualitative research regarding parental alienation
- § 21:8 Quantitative research regarding parental alienation
- § 21:9 Controversies regarding parental alienation
- § 21:10 Diagnosing parental alienation
- § 21:11 Interventions for parental alienation
- § 21:12 Parental alienation as child psychological abuse
- § 21:13 Prevalence of parental alienation

**I. THE GOOD: WHEN HIGH-CONFLICT FAMILIES AND PARENTAL ALIENATION ARE PROPERLY HANDLED IN THE COURTS**

§ 21:14 Case examples

**II. THE BAD: WHEN PARENTAL ALIENATION IS MISHANDLED IN THE COURTS**

§ 21:15 Case examples

**III. THE UGLY: WHEN HIGH-CONFLICT CASES TURN DEADLY**

§ 21:16 Case examples

**CHAPTER 22. FORENSIC ASSESSMENTS IN DELINQUENCY CASES**

**I. OVERVIEW**

- § 22:1 Introduction
- § 22:2 Who are forensic evaluators?
- § 22:3 Brief history of juvenile courts
- § 22:4 Recent trends in the juvenile justice system
- § 22:5 Landmark cases
- § 22:6 Mental health diagnoses in juvenile justice system
- § 22:7 Custodial obligation
- § 22:8 Due process obligation
- § 22:9 Public safety obligation

**II. MENTAL HEALTH SCREENING AND ASSESSMENT FOR YOUTH IN THE CORRECTION SYSTEM**

- § 22:10 Introduction
- § 22:11 Social and developmental history
- § 22:12 General psychiatric assessment—Introduction
- § 22:13 General psychiatric assessment—Specific assessment tools
- § 22:14 Violence risk assessment—Introduction
- § 22:15 Violence risk assessment—Specific assessment tools

## TABLE OF CONTENTS

- § 22:16 Special education
- § 22:17 Trauma and child maltreatment—Introduction
- § 22:18 Trauma and child maltreatment—Specific assessment tools
- § 22:19 Substance use assessment—Introduction
- § 22:20 Substance abuse—Specific assessment tools

### **III. JUVENILE COMPETENCY TO STAND TRIAL**

- § 22:21 Description and history
- § 22:22 Correlates of competency to stand trial in juveniles
- § 22:23 Competency restoration
- § 22:24 Measurement of juvenile competency to stand trial—Introduction
- § 22:25 Measurement of juvenile competency to stand trial—Specific assessment tools

### **IV. JUVENILE TRANSFERS TO ADULT COURT**

- § 22:26 Description and history
- § 22:27 Forensic assessments for juvenile transfers—Introduction
- § 22:28 Forensic assessments for juvenile transfers—Amenability to treatment
- § 22:29 Forensic assessments for juvenile transfers—Risk of violent behavior/dangerousness
- § 22:30 Forensic assessments for juvenile transfers—Specific assessment tools

## **CHAPTER 23. CHILD SEXUAL ABUSE INTERVIEWS**

- § 23:1 Introduction
- § 23:2 Prevalence of child sexual abuse

### **I. HISTORY OF CHILD SEXUAL ABUSE INTERVIEWING**

- § 23:3 Overview
- § 23:4 The Jones-McQuiston guidelines
- § 23:5 American Professional Society on the Abuse of Children (APSAC) 1990 guidelines
- § 23:6 Memorandum of Good Practice (United Kingdom)

- § 23:7 National Center on Child Abuse and Neglect (NCCAN)
- § 23:8 Step-Wise interview protocol
- § 23:9 American Professional Society on the Abuse of Children (APSAC) 1997 practice guidelines for the psychosocial evaluation of suspected sexual abuse in children
- § 23:10 CornerHouse forensic interviewing protocol: RATAAC / Gundersen NCPTC ChildFirst forensic interview protocol
- § 23:11 National Institute of Child Health and Human Development (NICHD) investigative interviewing protocol
- § 23:12 U.K. Ministry of Justice interviewing guidelines
- § 23:13 American Professional Society on the Abuse of Children (APSAC) 2012 practice guidelines: Forensic interviewing in cases of suspected child abuse
- § 23:14 NICHD revised Investigative Interview Protocol: Version 2018
- § 23:15 The Cognitive Interview

## **II. TREATMENT OF CHILD SEXUAL ABUSE UNDER THE LAW**

- § 23:16 Overview
- § 23:17 Expert testimony
- § 23:18 Out-of-court statements
- § 23:19 The reliability of hearsay testimony

## **III. THE GOOD**

- § 23:20 Overview
- § 23:21 Blind interviewing
- § 23:22 Rapport building
- § 23:23 Establish appropriate interview rules
- § 23:24 Hypothesis testing
- § 23:25 Ask open-ended questions
- § 23:26 Videotaping
- § 23:27 Understand the dangers of using unsupported techniques

## **IV. THE BAD**

- § 23:28 Overview



## TABLE OF CONTENTS

§ 23:29	Junk science theories and questionable techniques
§ 23:30	The Sgroi method of validating child sexual abuse
§ 23:31	Validation testimony from the Child Sexual Abuse Syndrome (CSAS)
§ 23:32	Behavioral indicators and base rates
§ 23:33	Interviewer bias
§ 23:34	Suggestibility & suggestive interviewing techniques—Overview
§ 23:35	Suggestibility & suggestive interviewing techniques—Play and trauma therapies
§ 23:36	Suggestibility & suggestive interviewing techniques—Leading questions
§ 23:37	Suggestibility & suggestive interviewing techniques—Introducing information, misinformation or modifications
§ 23:38	Suggestibility & suggestive interviewing techniques—Specific (focused) questions
§ 23:39	Suggestibility & suggestive interviewing techniques—Repeated questions
§ 23:40	Suggestibility & suggestive interviewing techniques—Multiple interviews
§ 23:41	Suggestibility & suggestive interviewing techniques—Multiple interviews—Extended forensic evaluation
§ 23:42	Suggestibility & suggestive interviewing techniques—Multiple interviews—Parental questioning
§ 23:43	Suggestibility & suggestive interviewing techniques—Reinforcement: Punishments and rewards
§ 23:44	Suggestibility & suggestive interviewing techniques—Inviting speculation
§ 23:45	Suggestibility & suggestive interviewing techniques—Peer contamination
§ 23:46	Suggestibility & suggestive interviewing techniques—Treating denials and recantations as dynamics of abuse disclosure
§ 23:47	Suggestibility & suggestive interviewing techniques—Using nonverbal props
§ 23:48	Suggestibility & suggestive interviewing techniques—Using nonverbal props—Body diagrams
§ 23:49	Suggestibility & suggestive interviewing

- techniques—Using nonverbal props—  
Anatomically detailed dolls & puppets
- § 23:50 Suggestibility & suggestive interviewing  
techniques—Stereotype induction
- § 23:51 The Child Sexual Abuse Accommodation  
Syndrome (CSAAS)
- § 23:52 Problematic forensic interview training

## **V. THE UGLY**

- § 23:53 Case examples

# **CHAPTER 24. THE FORENSIC ASSESSMENT OF HARASSMENT AND STALKING**

## **I. LEGAL AND FORENSIC ISSUES**

- § 24:1 Introduction
- § 24:2 Stalking and harassment cases in the #MeToo era
- § 24:3 The laws of stalking and harassment
- § 24:4 Forensic assessment of stalking and harassment

## **II. STALKING AND HARASSMENT: THE GOOD, THE BAD, AND THE UGLY OF FORENSIC EVIDENCE**

- § 24:5 Good forensic assessments in stalking and  
harassment cases
- § 24:6 “Bad” forensic assessments in stalking and  
harassment cases
- § 24:7 Controversies in the forensic assessment of  
stalking and harassment

# **CHAPTER 25. SYNDROME EVIDENCE: CHILD SEXUAL ABUSE ACCOMMODATION SYNDROME AND RAPE TRAUMA SYNDROME**

- § 25:1 Introduction
- § 25:2 Child Sexual Abuse Accommodation Syndrome  
(CSAAS)
- § 25:3 Child Abuse Accommodation Syndrome  
(CSAAS)—Cross examination questions

## TABLE OF CONTENTS

- § 25:4 Rape Trauma Syndrome (RTS)
- § 25:5 Admissibility of CSAAS and RTS
- § 25:6 What this subject matter looks like when handled improperly—Case examples
- § 25:7 Conclusion

## **CHAPTER 26. SYNDROME EVIDENCE: MUNCHAUSEN BY PROXY**

- § 26:1 Introduction
- § 26:2 Legal issues
- § 26:3 The good
- § 26:4 Diagnosis & prevalence
- § 26:5 Assessment
- § 26:6 Differential diagnosis
- § 26:7 Treatment options
- § 26:8 Expert qualifications
- § 26:9 The Bad—Common expert deficits
- § 26:10 The ugly—Inaccurate conclusions and catastrophic outcomes

## **CHAPTER 27. RISK AND DANGEROUSNESS IN ADULTS: VIOLENCE RISK ASSESSMENT**

- § 27:1 Introduction
- § 27:2 Reciprocal relationship of case law and violence risk assessment
- § 27:3 Principles for conducting and reporting violence risk assessments
- § 27:4 Preparing for *Daubert*, etc., challenges
- § 27:5 Cross examination techniques specific to risk assessment testimony
- § 27:6 Concluding remarks

## **CHAPTER 28. FORENSIC NEUROPSYCHOLOGICAL AND NEUROLOGICAL EVALUATION OF VIOLENCE**

- § 28:1 Introduction

### **I. SCIENTIFIC ISSUES**

- § 28:2 A word on violence

- § 28:3 Neurodevelopmental criminality & neuropsychology and its link with violence
- § 28:4 Neurological correlates to violence
- § 28:5 Neurological correlates to sexual violence
- § 28:6 The neuropsychology of sex offenders
- § 28:7 Psychopathy and the brain
- § 28:8 Psychopathy and neuropsychological testing
- § 28:9 Developmental trauma, PTSD, the brain and violence
- § 28:10 Traumatic brain injury and violence
- § 28:11 Substance abuse, the brain, and violence
- § 28:12 Neuropathology and psychopathology, the brain, and violence
- § 28:13 Neurodevelopmental disorders
- § 28:14 Attention-deficit hyperactivity disorder
- § 28:15 Language disorders
- § 28:16 Conduct disorder
- § 28:17 Autism spectrum disorder

## II. LEGAL ISSUES

- § 28:18 Forensic neuropsychology and neuroimaging in the courts—The application of neuroscience to forensic legal issues
- § 28:19 The application of forensic neuroscience to juvenile transfer/waiver and sentencing in juvenile murder cases
- § 28:20 Applying forensic neuropsychological assessment in juvenile waiver cases
- § 28:21 Death penalty cases—Mitigation and neuroscience evidence
- § 28:22 Death penalty cases—Why mitigation?
- § 28:23 Death penalty cases—Understanding the capital defendant
- § 28:24 Death penalty cases—Statutory mitigating factors
- § 28:25 Neuropsychological correlates in violent and homicidal offenders
- § 28:26 Neuropsychology and neuroimaging applications in death penalty cases
- § 28:27 Further commentary on the application of neuroscience to capital proceedings
- § 28:28 Neuroscience and not guilty by reason of insanity/diminished capacity

## TABLE OF CONTENTS

- § 28:29 Applying forensic neuroscience to insanity & diminished capacity
- § 28:30 Neuroscience and competency to stand trial and waive *Miranda* rights
- § 28:31 Concluding remarks

## **CHAPTER 29. SEX OFFENDER EVALUATION AND RISK ASSESSMENT**

- § 29:1 Introduction
- § 29:2 The rise of sex offender legislation and the need for improved sex offender evaluation, treatment, and risk management
- § 29:3 Forensic risk assessment of sex offenders
- § 29:4 Forensic psychiatric diagnosis
- § 29:5 Sex offender typologies
- § 29:6 Rapists
- § 29:7 Hebephilia
- § 29:8 Child molesters and pedophilic disorder
- § 29:9 Crossover sexual offenders
- § 29:10 Sex offenders with multiple paraphilias
- § 29:11 Online child pornography and solicitation sex offenders
- § 29:12 Predictors of sexual recidivism
- § 29:13 Actuarial risk assessment
- § 29:14 Base rate risk assessment
- § 29:15 Dynamic risk factor assessment
- § 29:16 Aging effects in sex offenders
- § 29:17 Risk management and treatment of sex offenders
- § 29:18 The neuroscience of sex offending
- § 29:19 The good, the bad, and the ugly—Sex offender evaluation and litigation
- § 29:20 —Case examples

### **Table of Laws and Rules**

### **Table of Cases**

### **Index**