
UNIT 3 FORENSIC PSYCHOLOGICAL ASSESSMENT OF CRIMINAL BEHAVIOUR

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3.0 INTRODUCTION

In this unit the focus of discussion will be the concept of criminal behaviour from the forensic psychological viewpoint and various methods of assessment of criminal behaviour. We will be defining forensic psychological assessment and in which all areas the same may be applied, as for example in worker compensation, disability etc. We then define criminal behaviour and indicate the basis of forensic psychology and the many practical aspects of it. We then deal with the scope and major components of forensic psychology and delineate

the role of forensic psychologist. This is followed by forensic psychological assessment and evaluation in which the various types of tests that are used are presented. These are in addition to the mental status examination and the interviews that are conducted routinely by the psychologist.

3.1 OBJECTIVES

After completing this unit, you will be able to:

- Define forensic psychological assessment;
- Explain assessment of criminal behaviour;
- Elucidate the major characteristics of forensic psychological assessment;
- Explain the various assessment tools for use;
- Describe how to use these assessment tools for assessing criminal behaviour; and
- Analyse the presentation of the interpretation of the assessment.

3.2 DEFINITION AND CONCEPT OF FORENSIC PSYCHOLOGICAL ASSESSMENT

Forensic psychology represents the intersection between law and psychology. Psychologists are expected to render expert opinions needed for legal determinations. They also conduct Psychological testing which is highly objective and accurate which are in turn used for taking fair judicial decisions and make fair judgement. Some of the important areas in which forensic psychologists help include the following:

3.2.1 Workers' Compensation

In this the forensic psychologist tries to make an assessment of the impact of physical injury that the worker sustained on the job for the purpose of working out compensation to be given to the worker. Psychological assessment can be used to make determinations about emotional, mental, and psychiatric injury.

3.2.2 Disability

Where a person is totally disabled and cannot take up any meaningful job, which can provide some amount of income, the insurance companies and certain other governmental agencies may provide for social security to such a person. However, to be sure that this individual is so disabled that he or she cannot take up a job, an assessment has to be made of the mental status of the individual as well as the physical condition. Also an assessment has to be made to find out to what an extent the physical disability has led to psychological disability etc. All these aspects are handled by psychologists. In fact psychological testing can provide an objective index of the presence and degree of psychological disability, and can also be used to prove the legitimacy of a claim, or at times even used in order to demonstrate that the claimant is malingering.

3.2.3 Personal Injury

In a car accident or railway accident or for that matter any other accident outside of home and work place if an individual gets injured due to the fault of someone

else etc., a legal action may be filed to determine liability for the injury and to collect damages. A psychologist may provide assessment of emotional damage. Brain damage may also be assessed, through the use of neuropsychological tests.

3.2.4 Criminal Law

In a number of cases the criminal or the person concerned who is suspected of having committed a crime, may suffer from some mental disorder or neurological disorder which may make the person incapable of standing trial in the court. Psychologists are used to evaluate criminal defendants in order to determine their competency to stand trial and to determine sanity as it relates to criminal responsibility.

3.2.5 Child Custody

In these cases the forensic psychologist plays a very significant role. For instance, when a married couple with children divorces, custody arrangements and determinations must be made. When there is dispute in regard to who will take custody of the child between the two parents or whether grandparents have to be given custody etc., an expert, usually a psychologist, is called in to thoroughly evaluate the situation and to make recommendations to the court about custody. This evaluation looks at the capabilities of the parents and the needs of the children, and an arrangement is recommended which, ideally, makes the best use of each parent's strengths. Psychological testing which is conducted by the psychologist improves the objectivity of these evaluations.

3.3 DEFINITION OF CRIMINAL BEHAVIOUR

Crime is an act of person which is contrary to the norms of the society and against the law. Tappan (1947) defined crime as "an intentional act in violation of the criminal law committed without defense or excuse, and penalised by the state as a felony or misdemeanor".

According to this definition criminal behaviour is intentional that violates a criminal code. Intentional in the sense that it was not committed by accident or under duress. To fix the criminal responsibility of an individual it is necessary to know whether the person was aware that he/she was committing a crime and what he/she was doing was wrong according to the laws of the society. This is a legal definition which encompasses a great variety of acts ranging from homicide to minor traffic violation.

Like all other behaviour of human beings, crime is also a behaviour which is learned and motivated. The behavioural traits result from an interaction of hereditary and environmental factors. Moreover, all individuals are active problem solvers who perceive, interpret, and respond to their environments uniquely.

The unlawful behaviour is subjectively adaptive for the individual but deviant and harmful for the broader society. The unlawful conduct is a response pattern that a person has found to be effective, or thinks will be effective, in certain circumstances.

Engaging in criminal behaviour might be one person's way of adapting or surviving under physically, socially, or psychologically dire conditions. Another

person might decide that violence is necessary to defend honor, protect self, or reach a personal goal. In either case, the person is choosing what he/she believes is the best alternative for that particular situation. This is also true that everyone will not select unlawful behaviour as an adaptive measure as there are individual differences in the personality of the individual which determine the action of an individual.

Personality refers to all the biological and cognitive features of the human being that psychologists have identified as important in the mediation and control of behaviour. Criminal behaviour is the result of psychological, biological and sociological factors. Although all criminals cannot be considered as being mentally ill, yet it cannot be denied that much criminality has psychological roots.

3.4 FORENSIC PSYCHOLOGY

3.4.1 Definition and Scope

Forensic Psychology is the interface between Psychology and Law. The Committee on Ethical Guidelines for Forensic Psychologists (1991) defined Forensic Psychology as a field that covers “all forms of professional conduct when acting, with definable fore-knowledge, as a psychological expert on explicitly psychological issues in direct assistance to the courts, parties to legal proceedings, correctional and forensic mental health facilities, and administrative, judicial, and legislative agencies acting in a judicial capacity”.

There is a lack of consensus over the definition of forensic psychology, but this problem equally applies to any field of Psychology and probably is inherent in defining any discipline of science. The question “what is Forensic Psychology” is important but more important is the question that “who should be entitled to call themselves forensic psychologists?”

This question of who is qualified to call him or herself a forensic psychologist essentially is of defining the nature of the skills and knowledge required by anyone working in the field apart from a basic training in Psychology itself.

In the United Kingdom, it has been suggested that the Forensic Psychologists should possess legal as well as psychological and psychometric knowledge and skill (DCLP Training Committee 1994).

3.4.2 The Conceptual Basis of Forensic Psychology

- a) The psychology relevant to the study of criminal behaviour.
- b) The legal frame work including the law and structure of the criminal justice system of the country in which it is being practiced.
- c) An understanding of the achievements and potential achievements of the application of psychology to
 - Criminal Investigation Processes
 - Legal Processes
 - Custodial Processes
 - Treatment Processes (for both offenders and victims)

3.4.3 Practical Aspects of Forensic Psychology

These are to be understood in terms of the following:

- Different demands for assessment and approaches to assessment.
- Processes of investigation, prosecution and defense.
- Decision making in respect of guilt, sentencing, custody, treatment, rehabilitation.
- Professional criteria for report production and giving of testimony.
- Extensive practical experience in a minimum of one area of Forensic Psychology.

This discipline of psychology is very vast, knowledge based and skill based, the Forensic Psychologists, therefore, should possess a broader knowledge of the context and research than the minimum needed to function in their routine job.

3.4.4 The Scope of Work of Forensic Psychologist

As mentioned earlier the scope of work of the forensic psychologist is many. For example they deal with

- 1) Child Custody Decision
- 2) Jury Selection
- 3) Alleviation of Police Burnout
- 4) Carrying out competency evaluation
- 5) Deposing as an expert witness in the court of law.
- 6) Advises and helps Police Department personnel and Probation Officer to increase their understanding of human behaviour and problem.

3.4.5 Major Components of Forensic Psychology

There are two components of Forensic Psychology (i) applied and (ii) academic.

- 1) Applied Forensic Psychology deals with the following:
 - i) Police Psychology (Recruitment, Job Stress)
 - ii) Investigative Psychology
 - iii) Criminal Profiling.
 - iv) Polygraph Examination to verify the veracity of statement of the subjects (i.e. suspects/accused persons, victims, and witnesses) regarding the facts of the crime under investigation.
 - v) Brain Mapping to assess the experiential knowledge of the subjects regarding the crime under investigation.
 - vi) Narco-analysis to unveil the sub conscious mind of the subjects in case they are not able to recall the facts of the crime under investigation (this test has should be applied in rare cases).
 - vii) Interview and cognitive interview.
 - viii) Psychological Assessment
 - ix) Clinical Psychology (Assessment) Prediction
 - x) Prison Psychology (Treatment, Parole/ Release)

- 2) Academic Forensic Psychology includes the following:
 - i) Biological Psychology (Inheritance of criminality, Effects of injury)
 - ii) Developmental Psychology (Aggression, Delinquency)
 - iii) Cognitive Psychology (Eyewitness Testimony, Interviewing)
 - iv) Social Psychology (Juries, Media Influences)

3.4.6 Role of Forensic Psychologist in Criminal Justice System

- 1) At the interrogation level by application of scientific methods like:
 - Interview
 - Cognitive Interview
 - Polygraph
 - Brain Mapping
 - Hypnosis/ Narco-Hypnosis
 - Criminal Profiling
- 2) At the Judicial procedure level
 - By presenting evidence
 - By assessing the mental status of the offender/ victim – i.e. competency to stand trial and to take criminal responsibility.

3.5 PSYCHOLOGICAL ASSESSMENT AND EVALUATION

In the previous sections we have studied that criminal behaviour is like other behaviours and is learned and motivated, and that indulgence in criminal behaviour also depends on the biological and psychological and sociological factors of the personality. The process of psychological evaluation and assessment of criminal behaviour does not differ from the process of evaluating other human behaviours.

Forensic Psychology is a branch of Psychology and, therefore, it is not possible to separate the developments in forensic psychology from the developments in the broader discipline. As a result many of the psychological assessment techniques, tests and measurements used for the assessment of offenders for forensic purposes have their origins outside the field. Their availability to forensic psychologists is contingent on developments in academic, educational and clinical psychology.

The APA Dictionary of Psychology (2007) defines psychological assessment as “the gathering and integration of data in order to make a psychological evaluation, decision, or recommendation”. Multiple tools of assessment are – interview, behavioural observations, tests, and other specialised instruments. A psychological test is a “standardised instrument (i.e., a test, inventory, or scale)” used for the purpose of measuring any variety of abilities, aptitudes, or attributes.

The practice of Forensic psychology relies heavily on psychological research and assessment tools. According to a survey, the forensic psychologists frequently used MMPI-2, one of the Wechsler intelligence or memory, one of the Hare

Psychopathic Checklist versions, Structured Interview of Reported Symptom, and Personality Assessment Inventory.

The forensic assessment differs from traditional testing in some important ways which include purpose, and understanding of who is being served. The major difference is that in mental health evaluation the client is the examinee whereas in forensic evaluation specific legal questions regarding the examinee has to be addressed in order to assist in decision making.

Forensic examinee are frequently mandated for an evaluation and often assumed to have significant reasons to be purposefully selective in self-disclosure so that a much stronger focus must be placed on examiner objectivity and assessment of examinee's response style. Because of threats of conscious deception or selective self-presentation in forensic evaluations, there is more emphasis on use of multiple sources of data to verify information as well as strong reliance on external sources (i.e. collateral observations, historical records, and reports of others) apart from the formal assessment interactions with the examinee.

3.5.1 Types of Tests Useful in Forensic Assessment and Evaluation

While there are some instruments specifically developed for forensic use, like structured interviews, rating scales, or tests designed for use with a particular legal application in mind like Competence Assessment Instrument for Standing Trial (CAI), Psychopathy Checklist-Revised (PCL-R), and Competence Assessment Instrument for Standing Trial for Defendants with Mental Retardation (CAST/MR), there are also many other instruments which are used in other settings that can be used in forensic field.

Quite frequently other instruments, developed for non-forensic purposes, are used in a forensic assessment because of the vast research on the instruments, validity indicators built into some of the instruments, or ability for these tests to contribute to a broad understanding of the person to develop hypotheses related to factors bearing on the legal question(s).

Such tests are Personality tests, tests of malingering, and cognitive tests including IQ measures. Whenever any test is used for forensic evaluation, important factors under consideration are:

- i) sufficient research and norms with a population similar to that of the examinee,
- ii) adequate test development and psychometric properties, and
- iii) ability to link test results to conclusions regarding the referral question (Heilbrun, 2001).

Some of the tests and techniques of evaluation are mentioned herewith:

3.5.2 Mental Status Examination

A mental status examination (MSE) is an assessment of a patient's level of cognitive (knowledge-related) ability, appearance, emotional mood, and speech and thought patterns at the time of evaluation. It is one part of a full neurologic (nervous system) examination and includes the examiner's observations about the patient's attitude and cooperativeness as well as the patient's answers to

specific questions. The most commonly used test of cognitive functioning per se is the so-called Folstein Mini-Mental Status Examination (MMSE), developed in 1975.

Purpose

The purpose of a mental status examination is to assess the presence and extent of a person's mental impairment. The cognitive functions that are measured during the MSE include the person's sense of time, place, and personal identity; memory; speech; general intellectual level; mathematical ability; insight or judgment; and reasoning or problem-solving ability.

Complete MSEs are most commonly given to elderly people and to other patients being evaluated for dementia (including AIDS-related dementia). Dementia is an overall decline in a person's intellectual function—including difficulties with language, simple calculations, planning or decision-making, and motor (muscular movement) skills as well as loss of memory.

The MSE is an important part of the differential diagnosis of dementia and other psychiatric symptoms or disorders. The MSE results may suggest specific areas for further testing or specific types of required tests. A mental status examination can also be given repeatedly to monitor or document changes in a patient's condition. The main components are:

- Appearance, attitude, and behaviour.
- Mood and affect.
- Speech and language.
- Thought process and content.
- Perception
- Cognition.
- Insight and judgment.

3.5.3 Interview and Cognitive Interview

Interview is a face-to-face relationship between the interviewee and the interviewer. The salient features of conducting an effective interview are:

- Proper phrasing of interview questions.
- Interview schedules (set of questions, statements, pictures or other stimuli to evoke responses).
- Set of rules or procedures for using the schedules.
- Conducting the interview (evoking the responses or events that are to be classified).
- Recording the responses – paper-pencil notes, electronic equipments or other devices

The Cognitive Interview aims to enhance recall by subjects who are co-operative but unable to narrate the incident. The cognitive interview consists of four strategies to improve memory:

The questioning should be compatible with the cognitive abilities of the interviewee. The recall activity should include sensory motor imagery of the events.

The probe should be of a specific nature to facilitate the flow of information and to ensure that all elements are covered specifically asking about things such as the time at which events took place.

Mentally reinstate the incident including their feelings associated with it, and external factors that they are able to recall.

Try to report the events in a number of different sequences i.e. besides recollecting in chronological order also in reverse order or starting from the middle.

Report events from alternative perspectives like that of another witness, the offender or from other physical location.

Retrieval method has to be varied and extensive in order to facilitate recall to the maximum.

3.5.4 Cognitive Testing

The term “cognition” describes those mental processes that allow us to perform day-to-day functions, for example, the ability to pay attention, to remember and to solve problems are all parts of cognition.

Cognitive tests are used to measure a person’s cognition. Other terms for cognitive tests include neuropsychological tests, psychometric tests, psychological tests, intelligence tests or neurocognitive tests.

Normally, tests are designed to assess a single or only a few aspects of cognition. This means that multiple tests must be administered to get an overall ‘picture’ or ‘map’ of an individual’s cognitive ability.

Cognitive tests can be categorised according to the aspect or “domain” of thinking that they aim to assess. The three most commonly cited domains of cognition are attention, memory and executive function. Each of these broad domains encompasses more specific aspects of cognition. For example, at one level memory can be broken down into short-term and long-term memory, while attention can be broken down into many components including sustained and divided attention.

Each cognitive test is designed to measure performance in a limited number of domains of cognition, with additional domains assessed as different complexities which are added to the tasks. For example, attentional abilities are required to concentrate on and complete even the simplest of tasks, whilst preserved memory is additionally needed to perform well on tasks of new learning. Combining these individual tasks into a test battery can provide a more complete profile of a person’s current cognitive state.

Throughout the 20th century “paper-and-pencil” cognitive tests were used commonly to measure intelligence, assist with the diagnosis of brain disorders such as Alzheimer’s disease, and measure recovery from brain disease or injury.

The first computerised cognitive tests were developed in the 1970s and 1980s. Computerised testing offers accurate recording of reaction time, electronic capture and processing of data (minimising human error) and standardisation of test administration (minimising sources of response bias).

Cognitive testing is a method to ascertain the functions of the brain whether it is functioning well or otherwise? This technique has been developed in the field of Neuropsychology, which includes a vast array of tests that measure basic intelligence, learning and memory, sensory perception and sensory-muscle integration, reasoning and problem solving skills, language and communication abilities, and basic academic skills. Cognitive testing is able to identify and to document the level of skill or the degree of impaired functioning of a person. The utility of this technique in the forensic field is in cases involving head injury, toxic exposure, or questions of competency or capacity. To name some of these tests – Wechsler Adult Intelligence Scale (WAIS), Folstein Mini-Mental State Examination (MMSE), and Halstead-Reitan Neuropsychological Test Battery.

3.6 PERSONALITY TESTING

Psychology, particularly that branch (abnormal psychology) which is most relevant to criminology, came into its own during the twentieth century. Central to the psychological perspective is the idea that almost all causes of criminal behaviour originate in the personality. Personality is defined as the complex set of emotional and behavioural attributes that tend to remain relatively constant as the individual moves from situation to situation. Psychiatry goes a step further by postulating that mental illness and crime both have similar properties (in being responses to the same stressors and each having maladaptive qualities).

As long ago as 1870, Henry Maudsly, in his book, *Body and Mind*, wrote that criminals would go insane if they didn't engage in crime. This is because their pathological urges must find expression in something. So, it has long been recognised that there is a strong relationship between mental illness and crime (not to say that one is the cause of another). Criminal adaptation to this condition of helplessness occurs because choosing crime over other possible alternatives provides certain psychological advantages or gratifications, which are as follows:

- Crime involves activity, and when man is engaged in motoric behaviour, he feels less helpless.
- However petty a criminal act may be, it carries with it a promise of change in a favourable direction.
- Crime offers the possibility of excitement.
- Crime calls for the individual to maximise his faculties and talents which might otherwise lie dormant.
- Crime can relieve feelings of inner oppression and stress.
- Adopting the criminal role provides an excellent rationalisation for inadequacy.
- Deviant behaviour sometimes helps the criminal to form close and relatively nonoppressive relations with other criminals.
- Crime can provide pleasure or gratify needs.

The purpose of the personality test is to assess the match between a person's personality profile and the required job profile, and thus screen out candidates.

It is very likely that as part of job selection process a candidate will have to face a personality test. While the job interview examines the person's overt behaviour, the personality test 'aims' to reach deeper, and expose those areas that the person may not be aware of, thereby providing recruiters with a more comprehensive profile of the candidate's personality.

The information provided by the personality test, coupled with the interview and the other psychometric tests including aptitude tests, helps the evaluator to put the pieces together and get an overall impression of the applicant.

Thus Personality testing irrespective of it being used in forensic field or employment field or any other field, is used to gather information to allow psychologists to describe what a person is like, how the person functions or is likely to function with others, whether there is significant psychopathology, extent to which a person is open and transparent in self presentation or guarded or even deceptive and prognosis for improvement with treatment for mental health problems.

In forensic field the personality testing is utilised to address questions like risk assessment, mental illness diagnosis and treatment recommendations, competency and capacity, tort cases where emotional distress claims are made, and criminal cases where mental illness factors are being presented. To name some standardised personality tests, we can mention the following:

- Minnesota Multiphasic Personality Inventory (MMPI and MMPI-2),
- Personality Assessment Inventory such as EPI
- NEO-Personality Inventory-Revised (NEO-PI-R) and
- A projective test Rorschach Inkblots.

Let us take each of the above and deal with them briefly.

3.6.1 The Minnesota Multiphasic Personality Inventory

It is known as the MMPI, and its revised second edition (MMPI-2) are psychological assessment instruments completed by the person being evaluated, and scored and interpreted by the examiner. The clinician evaluates the test taker's personal characteristics. By analysing the test taker's patterns of response to the test items, the examiner is able to draw some tentative conclusions about the client's level of adaptation, behavioural characteristics, and personality traits. The MMPI-2 is preferred to the older MMPI because of its larger and more representative community comparison group (also referred to as the "normative" group).

The results of the MMPI-2 allow the test administrator to make inferences about the client's typical behaviours and way of thinking. The test outcomes help the examiner to determine the test taker's severity of impairment, outlook on life, approaches to problem solving, typical mood states, likely diagnoses, and potential problems in treatment. The MMPI-2 is used in a wide range of settings for a variety of procedures. In addition, the instrument is often used by expert witnesses in forensic settings as part of an evaluation of a defendant's mental health, particularly in criminal cases. The MMPI has also been used to evaluate candidates for employment in some fields, and in educational counseling.

3.6.2 Personality Assessment Inventory

The Personality Assessment Inventory (PAI) provides information relevant for clinical diagnosis, treatment planning and screening for psychopathology. The PAI covers constructs most relevant to a broad-based assessment of mental disorders.

This is a 344-item instrument requires 50-60 minutes to administer. Each item is rated on a 4 point scale ranging from false, not at all true, to very true. The PAI consists of 22 non-overlapping full scales covering the constructs most relevant to a broad-based assessment of mental disorders: 4 validity scales, 11 clinical scales, 5 treatment scales, and 2 interpersonal scales. To facilitate interpretation and cover the full range of complex clinical constructs, 10 full scales contain conceptually derived subscales.

3.6.3 Personality Inventory-Revised (NEO PI-R)

The NEO Personality Inventory (NEO PI-R) is a highly-regarded assessment of personality. Based on the Five-Factor model, the NEO PI-R measures the interpersonal, motivational, emotional, and attitudinal styles of adults and adolescents. It consists of 240 personality items and 3 validity items, and is available in two forms. Form-S is designed for self-reports and Form-R is written in the third person for observer reports.

It is used in the following areas:

- In counseling and clinical settings with adults as well as senior high school and college students.
- In business and industrial settings.
- Psychological research, including studies in sport psychology and recreation.

The NEO PI-R was designed to provide a general description of normal personality relevant to clinical, counseling and educational situations. NEO PI-R items and materials were designed to be easily read and understood. The five domains (factors) measured by the NEO PI-R provide a general description of personality, while the facet scales allow more detailed analysis. These five factors and their facet scales include:

- i) **Neuroticism** (Anxiety, Hostility, Depression, Self-Consciousness, Impulsiveness, Vulnerability)
- ii) **Extraversion** (Warmth, Gregariousness, Assertiveness, Activity, Excitement-Seeking, Positive Emotions)
- iii) **Openness to Experience** (Fantasy, Aesthetics, Feelings, Actions, Ideas, Values)
- iv) **Agreeableness** (Trust, Modesty, Compliance, Altruism, Straightforwardness, Tender-Mindedness)

Conscientiousness (Competence, Self-Discipline, Achievement-Striving, Dutifulness, Order, Deliberation)

3.6.4 Projective Test e.g. The Rorschach Test

In psychology, a projective test is a type of personality test in which the individual offers responses to ambiguous scenes, words or images. This type of test emerged

<p>3) Explain various roles of a forensic psychologist?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>4) What are the various psychological tools of assessment of criminal behaviour?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

3.7 LET US SUM UP

In this unit we have learnt the following concepts:

- The concept and definition of criminal behaviour in the legal perspective.
- Definition, concept, and various roles the forensic psychologist has to play during deliverance of his duties.
- The knowledge and skills required for becoming a forensic psychologist.
- Major components of forensic psychology and role of forensic psychologist in criminal justice system.
- Importance of psychological assessment in the field of forensic psychology.
- Various tools of assessment of an offender in order to assist the court in the decision making process and answer the legal questions raised in respect of a criminal case.

3.8 UNIT END QUESTIONS

- 1) Discuss the various roles of forensic psychologists.
- 2) Define criminal behaviour.
- 3) What is the scope of forensic psychology especially the practical aspects ?
- 4) What are the major components of forensic psychology?
- 5) Discuss the role of forensic psychology in criminal justice system.
- 6) Defining psychological assessment and evaluation, discuss the various types of tests used in forensic investigation.
- 7) Describe MSE and Interview and cognitive testing.

- 8) Elucidate personality testing and how it used in forensic psychology.
- 9) What do you understand by psychological and behavioural profiling?

3.9 SUGGESTED READINGS

Bruce A. Arrigo, *Introduction to Forensic Psychology* (2000), Academic Press, USA.

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