Forensic Psy 10 questions

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**Question Number 1**

The psychologists are often provided with the two fundamental roles in law, a basic scientist and applied psychologist. The other part may include policy evaluator, forensic evaluator, and litigation consultant. The ethical standard concerned with these roles is as follows:

1. Basic Scientist:

These psychologists are expected to adhere to ethical conducts like any other research field. They are forbidden from fabricating, plagiarizing or altering the data. The human subject should be treated ethically. Honesty and truthfulness are required.

1. Applied Psychologist:

Objective and accurate procedures must be followed by an expert witness. They are paid from one party, but this should not create biases. Subjectivity should be followed accurately.

1. Policy Evaluator:

This type of psychologist faces ethical consideration just like an expert witness. They have pressures in interpreting the outcomes of judgment, so they are expected to be non-bias and objective in their stance.

1. Forensic Evaluator

The purpose should be clear and transparent. The competent individuals should practice this no other nonprofessional or less competent person should be the evaluator. Assessment and reporting should not be subjective.

1. Litigation Consultant:

The consultant should be fair in his dealings and guide properly not according to his benefits.

**Question Number 2**

An expert witness is a term related to a person who is very well informed about a subject or topic and its rules or regulations. The judge allows the testifying of an expert witness at a trial, whether it is a criminal or civil trial. The bases for this decision are that an expert witness has specialized knowledge about the case and is the most authentic source for attesting the trial.

**Question Number 3**

The difference between the basic notion of what is fair and just with the law books occur in three identifiable discrepancies according to Norman Finkel:

1. The context of commonsense is typically broader than the book’s law.
2. The laws do not allow extreme of subjectivity on the cases, which are alternatively allowed by the commonsense context on the actions of victim or defendant.
3. A comparative approach is taken by the jurors in punishment, whereas law considers the question of the defendant in segregation.

**Question Number 4**

According to a research, the judges behave appropriately and kindly with giving the details of their decision and showing less arrogance to the litigants and jurors because they are the ones electing these judges and will elect them in the nearby elections.

**Question Number 5**

The two measures for assessing the thinking styles of offenders are:

1. Psychological Inventory of Criminal Thinking Styles (PICTS). It is a self-report inventory of 80-item devised by Glenn Walters, that measures cognitive patterns which support the offending.
2. The measure of Offending Thinking Styles–Revised is also similar to PICTS, and it focuses on the thinking style of the offenders, by following a pattern and validation which is comparable and appropriate development of science.

These measures have also significantly added to the ability to assess the risk and rehabilitative needs of the offender by involving the appraisal of an offender's cognitive errors and styles of thinking.

**Question Number 6**

The strengths related to social learning theory are that it identifies the unique criminality patterns of offenders, and also this theory applies to wider criminal ranges. The limitations of this theory are that the evidenced-based researches have shown that crimes are learned through behavioral principles. The other weakness of this theory is that it has a gap in defining the reason for some people to fall prey in learning bad things, whereas others are not indulged (Gudjonsson & Haward, 2016).

**Question Number 7**

The results of this survey are that firstly it was seen that police officer reported that during the first five years of their duty they are increasingly vulnerable to the alcohol abuse (Greene & Heilbrun, 2013). The other results are as follows:

* 1% population of police officers, at some point, had suicide ideation.
* It is reported of experiencing more physical, medical and behavioral issues in comparison to the general population.
* The highest level of job stress is faced due to slit-decision-making and hearing the wrong name of police in media and news.
* They also face the highest stress while working with an unsupportive higher official or going through a lack of time for family and personal responsibilities.

**Question Number 8**

After being involved in shooting incidents, police officers often go through an emotional turmoil which either results in the symptoms of anxiety, depression or mostly post-traumatic stress disorder. Mandatory counseling is provided to the police officers after such incidents. This counseling involves the support from peers as well as, the reassurance to the police officers is given that these are normal reactions to such incidents. However, due to ethical considerations, it would be better for police officers to seek outside counseling and therapy regarding PTSD.

**Question Number 9**

The double-blind lineup is the one in which the lineup administrator is unknown of the selected fillers and suspected criminal for a potential crime (Gavin, 2018). If the lineup is not done in this manner, it will make the administrator aware of the suspect. Thus this will create a bias for the eye-witness who will be seeking out for the help of the administrator to confirm the presence of the culprit in the lineup, through signs or symbols. Therefore, the double-blind lineup eliminates the subjectivity and biases of the administrator in identifying the criminal.

**Question Number 10**

When children are questioned in an open-ended or non-suggestive way, their answers will be more accurate than when they are asked in an interrogative or suggestive manner. They also answer with accuracy when asked general questions rather than specific.

**References**

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Greene, E., & Heilbrun, K. (2013). *Wrightsman's psychology and the legal system*. Cengage Learning.

Gudjonsson, G. H., & Haward, L. R. (2016). *Forensic psychology: A guide to practice*. Routledge.