

Matt C. Zaitchik, Ph.D., ABPP

Department of Psychology
Roger Williams University

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Academic Training

THE UNIVERSITY OF CONNECTICUT
Doctor of Philosophy in Clinical Psychology
Master of Arts in Clinical Psychology

STORRS, CT
May, 1988
December, 1985

BROWN UNIVERSITY
Bachelor of Arts with Honors in Psychology
Magna Cum Laude

PROVIDENCE, RI
May, 1977

Awards and Honors

2013 – Awarded “Distinguished Contribution to Forensic Psychology” - American Academy of Forensic Psychology (acceptance address March, 2014 – New Orleans, LA)

2013 – Appointed Chair, Department of Psychology, Roger Williams University

2012 – Appointed Associate Editor, *Open Access Journal of Forensic Psychology*

2012 - Awarded Fulbright Scholar Grant (Wuhan, China) (Spring 2013)

2011 – Appointed Coordinator, Graduate Program in Psychology, Roger Williams University

2011 – President, American Academy of Forensic Psychology (2011-2012)

2011 – Board of Directors, American Board of Forensic Psychology (2011-2012)

2009 – President-Elect, American Academy of Forensic Psychology (2009-2010)

2008 – Awarded *Presidential Faculty Fellowship* – Roger Williams University

2007 – Appointed National Examiner/Reviewer, American Board of Forensic Psychology

2006 – Elected Secretary, American Academy of Forensic Psychology for 2007-2008

2005-06 and 2006-07 – *Alpha Chi Honored Faculty Member* – Roger Williams University

2001 – Appointed *Qualified Examiner*, Commonwealth of Massachusetts

2001 – Appointed member of the *Community Access Board*, Commonwealth of Massachusetts

1998 – *Diplomate*, American Board of Forensic Psychology

1991 – Appointed *Designated Forensic Mental Health Supervisor*, Commonwealth of Massachusetts (1991-2010 – currently on inactive status)

1989 – Appointed *Designated Forensic Psychologist*, Commonwealth of Massachusetts (1991-2010)

1987 – *Predoctoral Fellowship*, The University of Connecticut

1977 – Awarded *Harold Schlossberg Memorial Prize in Psychology*, Brown University

Licensure

Massachusetts Board of Registration of Psychologists, Number 4714

Clinical Training and Experience

MEMBER, COMMUNITY ACCESS BOARD

May 2001 to present

Responsibilities: Annual assessment of residents of the Massachusetts Treatment Center for Sexually Dangerous. Provide court testimony pursuant to Massachusetts General Laws Chapter 123A, Sec. 9.

FORENSIC HEALTH SERVICES/BEDFORD POLICY INSTITUTE

BOSTON, MA

Forensic Evaluator

April 2001 to Aug 2004

Responsibilities include: appointed Member, Community Access Board, Massachusetts Treatment Center for Sexually Dangerous; appointed as Qualified Examiner to perform assessments of sexual dangerousness; Court clinician in Massachusetts District and Superior Courts; Evaluator for the Massachusetts Department of Youth Services, performing assessments of treatment needs, dangerousness, and need for extension of commitment; Continue as non-salaried Assistant Professor, Department of Psychiatry, University of Massachusetts Medical School.

UNIVERSITY OF MASSACHUSETTS MEDICAL SCHOOL/
WORCESTER STATE HOSPITAL

WORCESTER, MA

Assistant Professor of Psychiatry/Co-Director, Forensic Service

Sept 1988 to April 2001

Responsibilities included: Court-ordered evaluations; forensic consultation to clinical staff; training and supervision of clinical psychology interns, medical students, psychiatric residents, post-doctoral psychology fellows, and law and psychiatry fellows; development of research; day-to-day administration of forensic service and court evaluation unit; lecturer for law and psychiatry seminar series for psychiatric residents and clinical case conferences for medical students.

WORCESTER STATE HOSPITAL

WORCESTER, MA

Staff Psychologist

Nov 1985 to Aug 1988

Staff position at a large, urban state hospital. Responsibilities included: psychological and neuropsychological assessment; psychological testing; behavioral treatment planning; acting clinical coordinator for a multidisciplinary team.

UNIVERSITY OF CONNECTICUT HEALTH CENTER

FARMINGTON, CT

Co-therapist, Alcohol Treatment Aftercare Group

May to Nov 1985

Group therapist in an ongoing research project, employing Yalom's Interactive Therapy with a group of 12 recovering alcoholics.

WORCESTER STATE HOSPITAL

WORCESTER, MA

Consulting Psychologist, Blackstone Valley Unit

April to Oct 1985

Responsibilities included: psychological assessment and diagnosis; psychological testing; staff supervision and training regarding implementation of behavioral treatment plans.

UNIVERSITY OF CONNECTICUT STUDENT MENTAL HEALTH SERVICES

STORRS, CT

Psychotherapist

Sept 1984 to May 1985

Staff position (20 hrs. per week) at an outpatient clinic that serves a university community of approximately 15,000 students. Responsibilities: intake interviews; assessment and diagnosis; treatment planning; individual, couples, and group therapy; supervision of graduate students in therapy practica; 24 hour on-call responsibilities, 2-4 times per month, which included crisis intervention, hospitalization, and working within the clinic inpatient unit.

WORCESTER STATE HOSPITAL

WORCESTER, MA

Clinical Psychology Intern

Sept 1983 to Aug 1984

APA approved internship which included a variety of clinical and didactic experiences and responsibilities, including: individual case management/therapy, psychological and neuropsychological assessment and testing; inpatient and outpatient family therapy; hospital admissions interviews; forensic evaluations. At UMass Medical Center: assessment and group therapy with chronic pain patients; family, individual, and group therapy. Didactic seminars included: ethnocultural considerations in therapy and diagnosis; clinical biofeedback; psychopharmacology; sex therapy; neuropsychological assessment; philosophy of science.

Teaching Experience

ROGER WILLIAMS UNIVERSITY

BRISTOL, RI

Associate Professor, Dept. of Psychology

Aug 2004 – 2010

Professor, Dept. of Psychology

Aug 2010-Present

Chair, Dept. of Psychology

Aug 2013-Present

Courses taught: Theories of Personality, Abnormal Psychology, Advanced Abnormal Psychology, Research Methods, Introductory Psychology, Advanced Theories of Personality, Forensic Psychology (graduate), Adult Psychopathology (graduate), Assessment in Criminal Law (graduate), Human Behavior in Perspective (Core), Special Topics in Advanced Abnormal Psychology.

ZHONGNAN UNIVERSITY OF ECONOMICS AND LAW

WUHAN, CHINA

Visiting Fulbright Scholar

February – July 2013

Courses taught: Psychology and Law: International Public Policy Implications, Introduction to Psychology for Law Students.

CLARK UNIVERSITY

WORCESTER, MA

Adjunct Professor, Dept of Psychology

1989 to 1998

and College of Professional and Continuing Education

Courses taught: Introductory Psychology, Abnormal Psychology, Psychology of Personality, Psychology and Law, and Forensic Psychology (co-taught with Thomas Grisso, Ph.D.).

WORCESTER STATE COLLEGE

WORCESTER, MA

Instructor, Division of Graduate and Continuing Education

1986 to 1989

Courses taught: General Psychology, Theories of Personality, Advanced Abnormal Psychology (grad).

Research Experience

CURRENT RESEARCH INTERESTS

Applications of personality theory and research to forensic populations and issues. Areas of interest include macho personality, sexual coercion and aggressive behaviors, assessment of sexual dangerousness, criminal excuse defenses, as well as graduate training in forensic psychology.

PH.D. DISSERTATION

An empirical investigation of women's attraction to hypermasculine characteristics in men, history of sexual assault/coercion, and responses to realistic guided imagery presentations of socio-sexual interactions with males.

MASTERS THESIS

An empirical investigation of macho personality, drug and alcohol use, and life satisfaction with rock musician subjects.

HONORS THESIS

Transfer of reinforcement strength in autistic children. Brown University. Advisor: Anthony Davids, Ph.D.

Professional Affiliations

Fellow, American Academy of Forensic Psychology - Secretary 2007-2008
President-Elect 2009-2010
President 2011-2012

Fellow, American Board of Forensic Psychology

Member, American Psychological Association (Divs. 12 & 41)
American Psychology-Law Society (AP-LS)
Chair – Grants-In-Aid Committee, AP-LS (1999-2000)

Scholarly Publications

Condie, L., DiCataldo, F., Korth, J., Nelson, R., & Zaitchik, M. (under editorial review). Empathy development in adolescence: cognitive and emotional features of treatment responsiveness.

Condie, L., DiCataldo, F., Korth, J., Nelson, R., Zaitchik, M., Dunphy, J., Maguire, J., & Pitts, A. (under editorial review). Mediators of empathy development in adolescence.

Zaitchik, M.C. (2008). Automatism. In B. Cutler (Ed.), *Encyclopedia of psychology and law*. Thousand Oaks, CA: Sage Publications.

Zaitchik, M.C. (2005). Risk Assessment of Juvenile Sex Offenders: A Case Report. *Journal of Forensic Psychology Practice*. 5(4), 83-95.

Zaitchik, M.C. (1990). Stopping Dr. Death. *The Boston Phoenix*, December 21, 1990.

Zaitchik, M.C. & Appelbaum, K.L. (1996). Legal issues: Criminality, competency, and care. In Soreff, S. (ed.) *Handbook for the treatment of the seriously mentally ill*. Seattle: Hografe & Huber.

Zaitchik, M.C. & Barese, T. H. (2008). Personality disorders. In B. Cutler (Ed.), *Encyclopedia of psychology and law*. Thousand Oaks, CA: Sage Publications.

Zaitchik, M.C., Berman, G.L., Whitworth, D. & Platania, J. (2007). The time is now: The emerging need for master's-level training in forensic psychology. *Journal of Forensic Psychology Practice*, 7(2), 65-71.

Zaitchik, M.C., DiCataldo, F., & Condie, L. (2011). Expert Opinion: Questions about the construct

of empathy in the treatment of adolescents in the juvenile justice system. *American Psychology-Law News*, 31(1).

Zaitchik, M.C. & Mosher, D.L. (1993). Criminal justice implications of the macho personality constellation. *Criminal Justice and Behavior*, 20(3), 227-238.

Appelbaum, K.L. & Zaitchik, M.C. (1995). Mental health professionals play critical role in presentencing evaluations. *Mental & Physical Disability Law Reporter*, 19(5), 677-684.

DiCataldo, F., Zaitchik, M.C., & Provencher, K. (2009). Youth violence: Prevalence, etiology, and treatment. In J. T. Andrade (Ed) *Treatment and evaluation in forensic mental health practice*. New York: Springer Publishing.

Gamache, K., Platania, J., & Zaitchik, M. (2015). An examination of the individual and contextual characteristics associated with active shooter events. *Open Access Journal of Forensic Psychology*, 7, 1-20

Gamache, K., Platania, J., & Zaitchik, M. (2013). Evaluating future dangerousness and need for treatment: The roles of expert testimony, attributional complexity, and victim type. *Open Access Journal of Forensic Psychology*, 5, 53-80.

Grudzinskas, A.J., Brodsky, D.J., Zaitchik, M.C., DiCataldo, F., & Federoff, P. (2009). Sexual predator laws and their history. In F.M. Saleh, A.J. Grudzinskas, J.M. Bradford, & D.J. Brodsky (Eds.), *Sex offenders: Identification, risk assessment, treatment, and legal issues*. New York: Oxford University Press.

Conference Presentations

Zaitchik, MC (2014, December). *Forensic Mental Health Training in the U.S.* Plenary address presented at the Hellenic Forensic Psychiatric Conference, Athens, Greece.

Zaitchik, MC (2014, December). *Defining Psychopathy*. Paper presented at the Hellenic Forensic Psychiatric Conference, Athens, Greece.

Zaitchik, MC (2014, December). *Sex Offender Laws in the U.S. – Expert Testimony*. Paper presented at the Hellenic Forensic Psychiatric Conference, Athens, Greece

Zaitchik, MC. (2014, March). *On Being a Teacher*. Paper presented in acceptance of the Distinguished Contribution to Forensic Psychology award, presented by the American Academy of Forensic Psychology. Annual meeting of the American Psychology-Law Society, New Orleans, LA.

Gamache, K, Platania, J., Zaitchik, M. Weipert, R., E., Fusco, S., & Dillon, K., M. (2014, March). *Active Shooters: The Predictive Utility of Critical Factors on the Magnitude of the Event*. Paper presented at the annual meeting of the American Psychology-Law Society, New Orleans, LA.

Zaitchik, M.C. (2012, August). *Expert Testimony and the Use of the GSS in Confession Cases*. Chair for symposium presented at the annual meeting of the American Psychological Association, Orlando, FL.

- Zaitchik, M.C. (2012, March). *American Academy of Forensic Psychology Distinguished Contributions to Forensic Psychology Award*. Chair for symposium presented at the annual meeting of the American Psychology-Law Society, San Juan, Puerto Rico.
- Zaitchik, M.C. (2012, March). *Saleem Shah Early Career Award for Excellence in Psychology and Law research*. Co-chair for symposium presented at the annual meeting of the American Psychology-Law Society, San Juan, Puerto Rico.
- Zaitchik, M.C. (2012, March). Academic vs. clinical careers: What grad school and internship experiences are helpful. In AP-LS Mentorship Committee sponsored *Fondue and your future: A mentoring and networking event*. Annual meeting of the American Psychology-Law Society, San Juan, Puerto Rico.
- Berman, G. L., & Zaitchik, M. (2011, March). I want to be a forensic psychologist! Preparing undergraduates for careers in psychology and law. In G. L. Berman (Chair), *Different roads to travel: Navigating disparate paths in forensic psychology training*. Paper presented at the annual meeting of the American Psychology-Law Society /4th International Congress on Psychology and Law, Miami, FL.
- Whitworth, D., DiCataldo, F. Zaitchik, M., & Berman, G. L., (2011, March). Master's level skills in forensic psychology. In G. L. Berman (Chair), *Different Roads to travel: Navigating disparate paths in forensic psychology training*. Paper presented at the annual meeting of the American Psychology-Law Society /4th International Congress on Psychology and Law, Miami, FL.
- Zaitchik, M.C. (2010, August). Critical questions about the construct of empathy. In Condie, L. (Chair) *The construct of empathy in the treatment of adolescents in the juvenile justice system*. Paper presented at the annual meeting of the American Psychological Association, San Diego, CA.
- Zaitchik, M.C., & Platania, J. (2010, March). *Perceptions of insanity as a function of defendant appearance and courtroom behavior*. Paper presented at the annual meeting of the American Psychology-Law Society, Vancouver, B.C., Canada.
- Gamache, K.N., Zaitchik, M.C., & Platania, J. (2009, August). The effects of risk testimony on perceptions of dangerousness in a sexual predator case. In DeMatteo, D. (Chair) *Expert testimony issues*. Paper presented at the annual meeting of the American Psychological Association, Toronto, Canada.
- Gamache, K.N. & Zaitchik, M.C. (2009, May). *A study of the effects of types of risk testimony on perceptions of sexual dangerousness*. Poster presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.
- Zaitchik, M.C. (2009, March). Interviewing strategies. In *Student/Faculty Mentorship Luncheon*, sponsored by the AP-LS Mentorship Committee. At the annual meeting of the American Psychology-Law Society, San Antonio, TX.
- Zaitchik, M.C., & Hellmer, William (2008, August). The juvenile offender: Trends and reversals. In Zaitchik, M.C. (Chair) *The changing legal world of the juvenile offender*. Paper presented at the annual meeting of the American Psychological Association, Boston, MA.

- DiCataldo, F., Whitworth, D., Russo, R., Hanagan, B., MacHardy, M., Berman, G., & Zaitchik, M.C. (2008, March). A survey of forensic mental health directors in the clinical role and duties of master's students. In G. Berman & T. Hall, (Chair) *The future of graduate education: Reports on graduate training and higher education in psychology and law*. Paper presented at the annual meeting of the American Psychology-Law Society, Jacksonville, FL.
- Zaitchik, M.C. (2008, March). Careers in forensic psychology. In *Student/Faculty Mentorship Breakfast*, sponsored by the AP-LS Mentorship Committee. At the annual meeting of the American Psychology-Law Society, Jacksonville, FL.
- Zaitchik, M.C. (2007, August). *Assessing dynamic risk factors in sex offenders*. Symposium presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Zaitchik, M.C. (2007, June). Masters-level forensic psychology training: Clinical practica. In F. DiCataldo (Chair) *Training in the master's degree in forensic psychology*. Paper presented at the 30th International Congress on Law and Mental Health, Padua, Italy.
- Zaitchik, M.C. & Everett, M. (2006, March). "For their own good and the good of us all": The dangerousness standard and the mentally disordered juvenile offender. In F. DiCataldo, (Chair) *The application of the dangerousness standard to "Special Populations" of juvenile offenders: Minority status youth, girls, and mentally disordered juvenile offenders and the extension of commitment*. Paper presented at the Annual Conference of the American Psychology-Law Society, St. Petersburg, FL.
- Zaitchik, M.C. (2006, March). Careers in forensic psychology. In *Student/Faculty Mentorship Breakfast*, sponsored by the AP-LS Mentorship Committee. At the Annual Conference of the American Psychology-Law Society, St. Petersburg, FL.
- Zaitchik, M.C. & Berman, G.L. (2005, March). Graduate Education in Forensic Psychology. In M. C. Zaitchik & G. L. Berman (Chairs) *Emergence of Master's Level Forensic Training Programs: Roles and Goals*. Paper presented at the Annual Conference of the American Psychology-Law Society, La Jolla, CA.
- Zaitchik, M.C. (2005, March). Frequently asked questions about a career in forensic psychology. In W. P. Heath, A.D., Redlich, & M. Costanzo (Chairs) *Advice for Graduate Students and Beginning Professionals*. Symposium presented at the Annual Conference of the American Psychology-Law Society, La Jolla, CA..
- Zaitchik, M.C. (2005, March). Careers in forensic psychology. In *Student/Faculty Mentorship Breakfast*, sponsored by the AP-LS Mentorship Committee. At the Annual Conference of the American Psychology-Law Society, La Jolla, CA.
- Zaitchik, M.C. (1994, August). Duty to protect: A double-edged sword. In R.Z. Folman (Chair) *Current Issues in Forensic Psychology*. Paper presented at the annual meeting of the American Psychological Association, Washington, D.C.
- Zaitchik, M.C. & Mosher, D.L. (1987, April) *Sex, drugs and rock and roll: An empirical investigation of macho personality and substance use in rock musicians*. Paper presented at the annual meeting of the Eastern Psychological Association, Arlington, VA.

Service to the Academic Discipline

“Career Paths in Forensic Psychology.” Presentation to Brown University Post-doctoral Psychology Fellows. December 12, 2015. Butler Hospital, Providence, RI

Sam Houston State University – External reviewer for application for Regents Professorship (April, 2015)

“Career Paths in Forensic Psychology.” Presentation to Brown University Post-doctoral Psychology Fellows. January 13, 2015. Butler Hospital, Providence, RI

“Career Paths in Forensic Psychology.” Presentation to Brown University Post-doctoral Psychology Fellows. January 14, 2014. Butler Hospital, Providence, RI

Sam Houston State University – External reviewer for application for Distinguished Professorship (April, 2013)

John Jay College of Criminal Justice – External Reviewer for application for academic promotion (August, 2013)

Central Falls (RI) High School – Invited Lecture (January 23, 2013) “Forensic Psychology.” Educational Outreach Program.

University of Rhode Island – Invited Lecture (November 27, 2012). “Forensic Psychology.”

“Career Paths in Forensic Psychology.” Presentation to Brown University Post-doctoral Psychology Fellows. October 9, 2012. Butler Hospital, Providence, RI.

“The History of the Relationship Between AAFP and Division 41 of APA.” Presentation to the Council of Presidents of Psychology Specialty Academies,, August 5, 2011, APA Annual, Convention, Washington, D.C.

Review of book proposal, “Preventing the Sexual Victimization of Children: Psychological, Legal, and Public Policy Perspectives,” Oxford University Press. 2011

“The Importance of Documentation: Forensic, Dangerous, and Difficult Patients.” Continuing education workshop. Massachusetts Nurses Association. November 30, 2010.

Appointed National Examiner/Reviewer, American Board of Forensic Psychology (2007-present). Board of Directors, American Board of Forensic Psychology (2011-2012)

University of Texas, Austin - Invited lecture (April 1, 2010). “Deception, lies, and personality disorders.”

WPRI-TV – Interview regarding the “Craigslist Killer.” – April 22, 2009

Massachusetts Treatment Center for Sexually Dangerous – Invited lecture (August 20, 2008)
“Psychopathy – Defining the construct and implications for the treatment of sex offenders.”

President, American Academy of Forensic Psychology (2011-2012).

President-Elect of the American Academy of Forensic Psychology (2009-2010).

Elected Secretary of the American Academy of Forensic Psychology (2007-2008).

Responsibilities include: Recording the activities of the Board of the AAFP; Presenting reports to the Board of the American Board of Forensic Psychology; Acting as chair and coordinator of the AAFP Symposium at the Annual Meeting of the American Psychological Association.

University of Massachusetts Medical School/Massachusetts Committee for Public Counsel Services (1992 – Present): Theories of mental illness. *In Clinical Aspects of Mental Illness and Treatment*. Workshop for Massachusetts Public Counsel Attorneys.

University of Massachusetts Medical School, Law and Psychiatry Program (2005). Faculty member in mental health training workshop for Boston Municipal Court judges and probation officers.

Mississippi Department of Mental Health (2001). Violence risk assessment in the hospital. In *Violence Risk Assessment Workshop*. Jackson, MS.

Worcester State Hospital (2001). Grand Rounds lecture on multicultural/ethnicity issues in mental health assessment.

Massachusetts State Hospital system (1989-2001). Numerous grand rounds presentations and guest lectures on forensic issues including assessment of dangerousness, duty to protect, and limits of expert testimony.

American Psychology-Law Society Grants-In-Aid Committee (1998-2003). Responsibilities include reviewing grant proposals, meeting with other committee members to discuss submitted grant proposals, and distribution of funds to graduate students in psychology and law. Chair of committee – 1999-2000. Additional responsibilities include membership on the Executive Committee of the American Psychology-Law Society, presentation of data at the American Psychological Association conference, distribution of materials to committee members, coordination of committee activities, analysis and collection of committee recommendations for grant distribution, reporting of results to the AP-LS Executive Committee, and attending all business meetings of the AP-LS and APA, Division 41 (Law and Psychology).

Zaitchik, M.C. (1998). Review of the textbook *Theories of personality*, Brooks-Cole Publishers Belmont, CA.

Departmental and University Service

Chair, Department of Psychology – 2013 - present

Coordinator, Graduate Programs in Psychology – 2011 – 2013.

Faculty Mentor to new junior faculty member – 2008-2009 academic year.

Member, Graduate Studies Strategic Planning Group, Roger Williams University. 2007 to 2009.

Member, Security Partnership Work Group, Roger Williams University. 2006 to 2008.

Member, Institutional Animal Care and Use Committee, 2004 to Present. Oversight of use of animal subjects in research conducted at RWU, review of faculty and student applications to use vertebrate animals in research and/or teaching on campus.

Chair, Psychology Department Colloquium Committee, 2004 to 2011. (Member 2011-Present). Created Psychology Department Colloquium series. Brought speakers in the field on a monthly Basis to RWU. Coordinated speakers, room availability, and dissemination of information regarding the series.

Psychology Faculty Search Committee, 2009-10. Reviewed applications and made recommendations for Neuroscience position in Department of Psychology.

Psychology Faculty Search Committee, 2008-09. Reviewed applications and made recommendations for Neuroscience position in Department of Psychology.

Chair, Psychology Faculty Search Committee, 2007-08. Chaired committee, reviewed applications, and made recommendations for Substance Abuse position in Department of Psychology.

Psychology Faculty Search Committee, 2006-07. Reviewed applications and made recommendations for Substance Abuse position in Department of Psychology.

Psychology Faculty Search Committee, 2005-06. Reviewed applications and made recommendations for Forensic Researcher position in Department of Psychology.

Psychology Department Master's Program Committee, 2004 to Present. Participated in the development of the Master's Program in the Department of Psychology.

Student Evaluations at Roger Williams University

Beginning in the 2007 spring semester, students attending Roger Williams University were asked to rate how educationally valuable the course was and how effective they believe the professor was as a teacher. Specifically, Questions 19 and 20 on the on-line rating form state "Overall, this course is educationally valuable" and "Overall, this professor is an effective teacher," respectively. Students respond on a scale ranging from strongly agree to strongly disagree which is now converted into a scale ranging from 5 (strongly agree) to 0 (strongly disagree). Mean ratings and RWU (or College of Arts and Sciences) averages for these questions are provided below for each course.

Fall Semester 2015 (taught three courses: Introduction to Abnormal Psychology, Forensic Psychology (undergraduate), and Forensic Psychology (graduate-level)

Introduction to Abnormal Psychology: (N=8)

	Mean	University
Overall, this course is educationally valuable	4.9	4.1
Overall, this professor is an effective teacher	4.9	4.1

Forensic Psychology (undergraduate): (N=9)

	Mean	University
Overall, this course is educationally valuable	4.6	4.1
Overall, this professor is an effective teacher	4.6	4.1

Forensic Psychology (graduate): (N=5)

	Mean	University
Overall, this course is educationally valuable	4.8	4.1
Overall, this professor is an effective teacher	4.8	4.1

Frequency of Student Responses for Fall 2015 – All Courses Combined (N=22)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Overall, this professor is an effective teacher	17 (77%)	4 (18%)	1 (5%)	0 (0%)	0 (0%)

Spring Semester 2015 (taught two courses: Introduction to Abnormal Psychology, and Assessment in Criminal Law (graduate-level))**Introduction to Abnormal Psychology: (N=12)**

	Mean	University
Overall, this course is educationally valuable	4.8	4.2
Overall, this professor is an effective teacher	4.9	4.1

Forensic Psychology: (N=6)

	Mean	University
Overall, this course is educationally valuable	4.8	4.2
Overall, this professor is an effective teacher	4.9	4.1

Frequency of Student Responses for Spring 2015 – All Courses Combined (N=18)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Overall, this professor	16 (89%)	2 (11%)	0 (0%)	0 (0%)	0 (0%)

Is an effective teacher

Fall Semester 2014 (taught two courses: Introduction to Abnormal Psychology, and Forensic Psychology (graduate-level))

Introduction to Abnormal Psychology: (N=7)

	Mean	FCAS
Overall, this course is educationally valuable	5.0	4.1
Overall, this professor is an effective teacher	5.0	4.1

Forensic Psychology: (N=9)

	Mean	FCAS
Overall, this course is educationally valuable	4.9	4.1.
Overall, this professor is an effective teacher	4.9	4.1

Frequency of Student Responses for Fall 2014 – All Courses Combined (N=16)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Overall, this professor is an effective teacher	15 (94%)	1 (6%)	0 (0%)	0 (0%)	0 (0%)

Spring Semester 2014 (taught two courses: Introduction to Psychology, and Assessment in Criminal Law (graduate-level))

Introduction to Abnormal Psychology: (N=5)

	Mean	FCAS
Overall, this course is educationally valuable	4.8	4.1
Overall, this professor is an effective teacher	4.8	4.1

Assessment in Criminal Law: (N=1)

	Mean	FCAS
Overall, this course is educationally valuable	5.0	4.1.
Overall, this professor is an effective teacher	5.0	4.1

Frequency of Student Responses for Spring 2014 – All Courses Combined (N=6)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Overall, this professor Is an effective teacher	5 (83%)	1 (17%)	0 (0%)	0 (0%)	0 (0%)

**Fall Semester 2013 (taught two courses: Introduction to Psychology (LLC), and
Forensic Psychology (graduate-level))**

Introduction to Psychology: (N=4)

	Mean	FCAS
Overall, this course is educationally valuable	4.8	4.1
Overall, this professor is an effective teacher	4.8	4.1

Forensic Psychology: (N=4)

	Mean	FCAS
Overall, this course is educationally valuable	5.0	4.1.
Overall, this professor is an effective teacher	5.0	4.1

Frequency of Student Responses for Fall 2013 – All Courses Combined (N=8)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Overall, this professor Is an effective teacher	7 (88%)	1 (12%)	0 (0%)	0 (0%)	0 (0%)

**Fall Semester 2012 (taught two courses: Introduction to Psychology, and
Forensic Psychology (graduate-level))**

Introduction to Psychology: (N=9)

	Mean	FCAS
Overall, this course is educationally valuable	4.6	4.1
Overall, this professor is an effective teacher	4.7	4.1

Forensic Psychology: (N=12)

	Mean	FCAS
Overall, this course is educationally valuable	4.5	4.1.
Overall, this professor is an effective teacher	4.5	4.1

Frequency of Student Responses for Fall 2012 – All Courses Combined (N=19)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Overall, this professor Is an effective teacher	11 (58%)	8 (42%)	0 (0%)	0 (0%)	0 (0%)

Spring Semester 2012 (taught two courses: Introduction to Psychology, and Assessment in Criminal Law (graduate-level)**Introduction to Psychology: (N=9)**

	Mean	FCAS
Overall, this course is educationally valuable	4.8	4.1
Overall, this professor is an effective teacher	4.8	4.1

Assessment in Criminal Law: (N=7)

	Mean	FCAS
Overall, this course is educationally valuable	4.9	4.1.
Overall, this professor is an effective teacher	4.9	4.1

Frequency of Student Responses for Spring 2012 – All Courses Combined (N=16)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Overall, this professor Is an effective teacher	13 (81%)	3 (19%)	0 (0%)	0 (0%)	0 (0%)

Fall Semester 2011 (taught three courses: Introduction to Psychology(majors), Introduction to Abnormal Psychology, and Forensic Psychology (graduate-level)

Introduction to Psychology: (N=14)

	Mean	FCAS
Overall, this course is educationally valuable	4.6	4.1
Overall, this professor is an effective teacher	4.4	4.1

Intro to Abnormal Psychology: (N=17)

	Mean	FCAS
Overall, this course is educationally valuable	4.7	4.1.
Overall, this professor is an effective teacher	4.6	4.1

Forensic Psychology: (N=13)

	Mean	FCAS
Overall, this course is educationally valuable	4.9	4.1
Overall, this professor is an effective teacher	4.9	4.1

Frequencies of Student Responses for Fall 11 – All Courses combined (N=44)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Overall, this professor is an effective teacher	33 (75%)	8 (18%)	1 (2%)	2 (4%)	0 (0%)

Spring Semester 2011 (taught three courses: Introduction to Psychology, Introduction to Theories of Personality, and Assessment in Criminal Law (graduate-level)

Introduction to Psychology: (N=12)

	Mean	FCAS
Overall, this course is educationally valuable	4.9	4.0
Overall, this professor is an effective teacher	4.9	4.1

Intro to Theories of Personality: (N=16)

	Mean	FCAS
Overall, this course is educationally valuable	4.9	4.0
Overall, this professor is an effective teacher	4.9	4.1

Criminal Assessment: (N=10)

	Mean	FCAS
Overall, this course is educationally valuable	4.7	4.0
Overall, this professor is an effective teacher	4.8	4.1

Frequencies of Student Responses for Spring 11 – All Courses combined (N=38)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Overall, this professor is an effective teacher	34 (89%)	4 (11%)	0 (0%)	0 (0%)	0 (0%)

Fall Semester 2010 (taught three courses: Introduction to Psychology(majors), Introduction to Abnormal Psychology, and Forensic Psychology (graduate-level)

Introduction to Psychology: (N=12)

	Mean	FCAS
Overall, this course	4.7	4.1

is educationally valuable

Overall, this professor is an effective teacher	4.7	4.1
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Intro to Abnormal Psychology: (N=6)

	Mean	FCAS
Overall, this course is educationally valuable	5.0	4.1.
Overall, this professor is an effective teacher	5.0	4.1

Forensic Psychology: (N=13)

	Mean	FCAS
Overall, this course is educationally valuable	4.6	4.1
Overall, this professor is an effective teacher	4.8	4.1

Frequencies of Student Responses for Fall 10 – All Courses combined (N=31)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Overall, this professor Is an effective teacher	27 (87%)	3 (10%)	0 (4%)	0 (0%)	1 (3%)

Spring Semester 2010 (taught three courses: Introduction to Psychology, Introduction to Theories of Personality, and Assessment in Criminal Law (graduate-level))

Introduction to Psychology: (N=12)

	Mean	FCAS
Overall, this course is educationally valuable	4.4	4.2
Overall, this professor is an effective teacher	4.4	4.2

Intro to Theories of Personality: (N=7)

	Mean	FCAS
Overall, this course	4.6	4.2.

is educationally valuable

Overall, this professor is an effective teacher	4.9	4.2
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Criminal Assessment: (N=4)

	Mean	FCAS
Overall, this course is educationally valuable	4.3	4.2
Overall, this professor is an effective teacher	4.3	4.2

Frequencies of Student Responses for Spring 10 – All Courses combined (N=23)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Overall, this professor is an effective teacher	13 (57%)	9 (39%)	1 (4%)	0 (0%)	0 (0%)

Fall Semester 2009 (taught three courses: Introduction to Psychology (majors), Advanced Abnormal Psychology, and Forensic Psychology (graduate-level))

Introduction to Psychology Ratings: (N=6)

	Mean	FCAS
Overall, this course is educationally valuable	4.8	4.1
Overall, this professor is an effective teacher	4.8	4.1

Advanced Abnormal Psychology: (N=11)

	Mean	FCAS
Overall, this course is educationally valuable	4.8	4.1.
Overall, this professor is an effective teacher	4.9	4.1

Forensic Psychology: (N=10)

	Mean	FCAS
Overall, this course	4.7	4.1

is educationally valuable

Overall, this professor
is an effective teacher

4.7

4.1

Frequencies of Student Responses for Fall 09 – All Courses combined (N=27)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Overall, this professor Is an effective teacher	22 (81%)	5 (19%)	0 (0%)	0 (0%)	0 (0%)

Spring Semester 2009 (taught three courses: Introduction to Psychology, Introduction to Theories of Personality, and Assessment in Criminal Law (graduate-level))

Introduction to Psychology Ratings: (N=5)

	Mean	FCAS (Psych)
Overall, this course is educationally valuable	4.4	N/A
Overall, this professor is an effective teacher	4.6	N/A

Introduction to Theories of Personality: (N=8)

	Mean	FCAS (Psych)
Overall, this course is educationally valuable	4.8	N/A
Overall, this professor is an effective teacher	4.8	N/A

Assessment in Criminal Law Ratings: (N=8)

	Mean	FCAS (Psych)
Overall, this course is educationally valuable	4.9	N/A
Overall, this professor is an effective teacher	4.9	N/A

Frequencies of Student Responses for Spring 09 – All Courses combined (N=21)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Overall, this professor Is an effective teacher	16 (76%)	5 (24%)	0 (0%)	0 (0%)	0 (0%)

Fall Semester 2008 (taught three courses: Introduction to Psychology (majors), Introduction to Theories of Personality, and Forensic Psychology (graduate-level))
Intro Psych Ratings: (N=17)

	MCZ Mean	Psych Mean
Overall, this course is educationally valuable	4.9	4.4
Overall, this professor is an effective teacher	4.8	4.5

Introduction to Theories of Personality Ratings: (N=15)

	MCZ Mean	Psych Mean
Overall, this course is educationally valuable	4.6	4.4
Overall, this professor is an effective teacher	4.6	4.5

Forensic Psychology Ratings: (N=14)

	MCZ Mean	Psych Mean
Overall, this course is educationally valuable	4.8	4.4
Overall, this professor is an effective teacher	4.6	4.5

Practicum in Psychology (N=2)

	Mean	Psych Mean
Overall, this course is educationally valuable	5.0	4.4
Overall, this professor is an effective teacher	5.0	4.5

Frequencies of Student Responses for Fall 08 – All Courses combined (N=48)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Overall, this professor is an effective teacher	36 (75%)	10 (21%)	1 (2%)	1 (2%)	0 (0%)

Spring Semester 2008 (taught three courses: Introduction to Psychology, Introduction to Abnormal Psychology, and Assessment in Criminal Law (graduate-level))

Introduction to Psychology Ratings: (N=9)

	Mean	RWU (Psych)
Overall, this course is educationally valuable	4.8	4.1
Overall, this professor	4.8	4.0

is an effective teacher

Introduction to Abnormal Psychology: (N=15)

	Mean	FCAS (Psych)
Overall, this course is educationally valuable	4.7	4.1
Overall, this professor is an effective teacher	4.6	4.0

Assessment in Criminal Law Ratings: (N=5)

	Mean	FCAS (Psych)
Overall, this course is educationally valuable	4.6	4.1
Overall, this professor is an effective teacher	4.8	4.0

Practicum in Psychology (N=3)

	Mean	FCAS (Psych)
Overall, this course is educationally valuable	5.0	4.1
Overall, this professor is an effective teacher	5.0	4.0

Frequencies of Student Responses for Spring 08 – All Courses combined (N=32)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Overall, this professor is an effective teacher	26 (81%)	6 (19%)	0 (0%)	0 (0%)	0 (0%)

Fall Semester 2007 (taught three courses: Introduction to Psychology (majors), Introduction to Theories of Personality, and Forensic Psychology (graduate-level))
Introduction to Psychology Ratings: (N=8)

	Mean	RWU (Psych)
Overall, this course is educationally valuable	4.6	4.2
Overall, this professor is an effective teacher	4.8	4.1

Introduction to Theories of Personality Ratings: (N=19)

	Mean	FCAS (Psych)
Overall, this course	4.8	4.2

is educationally valuable

Overall, this professor is an effective teacher	4.6	4.1
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Forensic Psychology Ratings: (N=10)

	Mean	FCAS (Psych)
Overall, this course is educationally valuable	4.9	4.2
Overall, this professor is an effective teacher	5.0	4.1

Frequencies of Student Responses for Fall 07 – All Courses combined (N=35)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Overall, this professor is an effective teacher	27 (77%)	8 (23%)	0 (0%)	0 (0%)	0 (0%)

**Spring Semester 2007 (taught three courses: Human Behavior in Perspective (CORE),
Introduction to Theories of Personality, and Assessment in Criminal Law (graduate-level))**

Human Behavior in Perspective Ratings: (N=17)

	Mean	RWU (CORE)
Overall, this course is educationally valuable	4.5	3.9
Overall, this professor is an effective teacher	4.7	4.1

Introduction to Theories of Personality Ratings: (N=17)

	Mean	FCAS (Psych)
Overall, this course is educationally valuable	4.8	4.2
Overall, this professor is an effective teacher	4.8	4.1

Assessment in Criminal Law Ratings: (N=10)

	Mean	FCAS (Psych)
Overall, this course	4.9	4.2

is educationally valuable

Overall, this professor is an effective teacher	5.0	4.1
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Frequencies of Student Responses for Spring 07 – All Courses combined (N=44)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Overall, this professor is an effective teacher	37 (84%)	6 (14%)	1 (2%)	0 (0%)	0 (0%)

Beginning in the 2004 spring semester (and until Spring 2007), students attending Roger Williams University were asked to rate how educationally valuable the course was and how effective they believe the professor was as a teacher. Specifically, Questions 21 and 22 on the rating form state “Overall, this course is educationally valuable” and “Overall, this professor is an effective teacher,” respectively. Students respond on a scale ranging from strongly agree to strongly disagree which is now converted into a scale ranging from 4 (strongly agree) to 0 (strongly disagree). Mean ratings and RWU (or College of Arts and Sciences) averages for these questions are provided below. These semester figures are collapsed across all of my course sections beginning in the 2004 fall semester through the fall semester of 2006.

Fall Semester 2006 (taught three courses: Introduction to Psychology (majors), Introduction to Theories of Personality, and Forensic Psychology (graduate-level))

Ratings: (N=63)

	Mean	RWU (FCAS)
Overall, this course is educationally valuable	3.83	3.27
Overall, this professor is an effective teacher	3.82	3.36

Frequencies of Student Responses for Fall 06

	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall, this professor is an effective teacher	52 (83%)	11 (17%)	0 (0%)	0 (0%)

Spring Semester 2006 (taught three courses: Introduction to Psychology (majors), Advanced Theories of Personality, and Adult Psychopathology (graduate-level))

Ratings: (N=35)

Mean	RWU (FCAS)
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Overall, this course is educationally valuable	3.79	3.27
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Overall, this professor is an effective teacher	3.94	3.37
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Frequencies of Student Responses for Spring 06

	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall, this professor is an effective teacher	34 (97%)	1 (3%)	0 (0%)	0 (0%)

Fall Semester 2005 (taught three courses: Introduction to Psychology, Introduction to Theories of Personality, and Forensic Psychology (graduate-level))

Ratings: (N=55)

	Mean	RWU (FCAS)
Overall, this course is educationally valuable	3.80	3.24
Overall, this professor is an effective teacher	3.87	3.32

Frequencies of Student Responses for Fall 05

	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall, this professor is an effective teacher	48 (87%)	7 (13%)	0 (0%)	0 (0%)

Spring Semester 2005 (taught three courses: Introduction to Psychology and two sections of Theories of Personality)

Ratings: (N=49) [data for the Introduction to Psychology course were not made available]

	Mean	RWU
Overall, this course is educationally valuable	3.639	3.35
Overall, this professor is an effective teacher	3.675	3.37

Frequencies of Student Responses for Spring 05

	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall, this professor is an effective teacher	33 (67%)	16 (33%)	0 (0%)	0 (0%)

**Fall Semester 2004 (taught four courses: two sections of Theories of
Personality, Research Methods, and Special Topics in Advanced Abnormal Psychology)**

Ratings: (N=81)

	Mean	RWU
Overall, this course is educationally valuable	3.44	3.33
Overall, this professor is an effective teacher	3.45	3.35

Frequencies of Student Responses for Fall 04

	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall, this professor is an effective teacher	39 (48%)	34 (42%)	3 (4%)	1 (1%)

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