

JD/PhD PROGRAM IN LAW & PSYCHOLOGY

Background

The Earle Mack School of Law and the Department of Psychology in the College of Arts and Sciences have established a joint and integrated JD/PhD Program in Law and Psychology. The program melds two already ongoing successful endeavors, the JD degree in the school of law and the PhD in clinical psychology in the department of psychology, thus further enhancing Drexel University's leadership in multidisciplinary education. Students in the program complete all 130 credits required for graduation from the law school and all 91 credits required to complete the doctorate. The program allows those students who wish to pursue professional degrees in both law and psychology a more efficient plan of study. The program is designed to be completed in seven (7) years, including required psychology practica, a year's internship in an American Psychological Association accredited predoctoral mental health/forensic setting, a masters thesis, a doctoral dissertation, and 20 hours per week of cooperative training and 50 hours of pro bono service in law.

The School of Law is provisionally accredited by the American Bar Association and the clinical psychology program is fully accredited by the American Psychological Association. A few other universities offer degrees in law and psychology, i.e., Widener University, the Pacific Graduate School of Psychology (in cooperation with Golden Gate Law School), University of Nebraska, University of Arizona, but often on an ad hoc, nonintegrated basis. Thus, the Drexel program is a unique interdisciplinary endeavor.

Program Philosophy

The program bridges the gap between legal and psychological training. By and large, lawyers and social scientists come from different cultures, with different interests, different cognitive approaches to solving problems, different research methodologies, and different attitudes toward confrontation and argument. Each profession arrives at the “truth” in different ways, and its members are exposed to different styles of education during their post-baccalaureate training. Legal education develops an understanding of case analysis, statutory interpretation, the evolution of legal traditions, and methods for resolving disputes. Education in psychology develops research and clinical skills and understanding of behavioral theories, techniques, and statistical methods.

Law, which has special rules concerning evidence and proof, relies heavily on precedent and the application of legal principles to specific facts toward the goal of settling conflicts that need immediate resolution. By contrast, psychology looks at problems through an empirical lens, using psychometrically-based tools and techniques to systematically evaluate questions, but rarely ending in a “final verdict.” Because the limits of evidence and the meaning of “proof” in psychological research may differ sharply from the limits of evidence and proof in law, conflict may result when the two disciplines interact.

A major goal of the program is to foster an appreciation of and a facility with both traditions. Thus, neither training tradition dominates. There are inherent difficulties in mastering two independent disciplines that have languages, methods, and epistemologies of their own. The joint program teaches and accommodates both, while fostering students’ integration of the two disciplines. The program trains graduates to develop a

unique professional identity. It produces graduates whose visions of social problems differ from those trained solely in law or the behavioral sciences, can speak “trilingually,” and who can analyze both existing policy and potential changes from a psycholegal perspective when human behavior is the central concern.

Specific Goals and Curriculum

Within the broad framework of the program’s philosophy, the JD/PhD Program in Law & Psychology has three specific goals:

1. Develop scientist-practitioners who will produce legally sophisticated social science research to aid the legal system to make better empirically-based decisions;
2. Produce lawyer-psychologists who will participate in the development of more empirically and theoretically sophisticated mental health policy by legislatures, administrative tribunals, and the courts; and
3. Educate highly trained clinicians who can contribute to the advancement of forensic psychology in such areas as criminal law, domestic relations, and civil commitment.

In fulfilling these goals, the program trains students in an integrated and conceptually unified curriculum so they acquire a mature understanding of the interaction between the two disciplines. Students attend the School of Law and the Department of Psychology simultaneously for six years, integrating course work in both disciplines each year. The emphasis in the first year, however, is law while the emphasis in the second year is psychology. The students’ times are about evenly divided between the institutions in the third through the sixth years. Students maintain continuous contact with the

faculties of both schools and the developments in both disciplines over the course of each year. In the seventh year, after obtaining the JD, students undertake a year's supervised internship in clinical and forensic psychology and complete their doctoral dissertation. They are awarded the PhD at the end of their seventh year.

Training consists of seven elements:

1. The required existing core program in law and psychology at both schools;
2. Interdisciplinary courses; e.g., Law and Mental Health, Social Science Applications to the Law, Seminar in Advanced Problems in Mental Health Law, and Research in Law & Psychology;
3. Supervised psycholegal research experience on teams of students' faculty mentors;
4. Legal clinics and psychology practica and internships that combine knowledge from both fields in a practical setting;
5. Electives in both fields, e.g., bioethics, education law, health law, health psychology, employment discrimination, neuropsychology;
6. Cooperative experience and pro bono service in legal settings; and
7. Employment for at least one summer in a legal setting, e.g., public interest law firm, governmental agency, private law firm, nonprofit association.

At this point it is difficult to delineate precisely the full seven year curriculum of study as the timing of the complete three-year course of study at the School of Law is still to be finalized (although all the courses have been developed and approved).

Nevertheless, it is possible to outline the first three years of the Law & Psychology curriculum, the psychology courses taken from the fourth through the six years, and projections for the law school curriculum during those years as well.

The first year is devoted primarily to law but with one course per quarter in psychology. In the second year, students complete the first year law curriculum and the first year psychology curriculum. The third year is more evenly divided and begins the integration of law and psychology. The subsequent years (4-6) continues the integration of law and psychology

Thus, the suggested curriculum is structured as follows:

First Year

Fall

Introduction to Law and Legal Method (during orientation)—LAW 511 (2 cr)

Legal Methods I—LAW 601 (3 cr)

Torts I—LAW 604 (3 cr)

Civil Procedure I—LAW 608 (4 cr)

Principles of Psychotherapy—PSY 721 (3 cr)

Winter

Introduction to Interviewing, Negotiations & Counseling—LAW 616 (2 cr)

Property I—LAW 610 (4 cr)

Torts II—LAW 605 (4 cr)

Civil Procedure II—LAW 609 (3 cr)

Psychopathology—PSY 520 (3 cr)

Spring

Legal Methods II—LAW 602 (3 cr)

Property II—LAW 611 (3 cr)

Criminal Law—LAW 612 (5 cr)

Research Methods I—PSY 510 (3 cr)

Second Year

Fall

Contracts I—LAW 606 (4 cr)

Data Analysis I—PSY 610 (3 cr)

Principles of Neuroscience—PSY 530 (3 cr)

Teaching in Psychology—PSY 865 (3 cr)

Learning Foundations of Behavioral Assessment—PSY 514 (3 cr)

Winter

Contracts II—LAW 607 (3 cr)

Data Analysis II—PSY 710 (3 cr)

Intellectual Assessment—PSY 522 (3 cr)

Personality Assessment—PSY 620 (3 cr)

Psychotherapy Theories—PSY 722 (3 cr)

Spring

Constitutional Law I—LAW 614 (5 cr)

Multicultural Perspectives—PSY 550 (3 cr)

Data Analysis III—PSY 711 (3 cr)

Behavioral Assessment II—PSY 515 (3 cr)

Third Year

Fall

Criminal Procedure I—LAW 625 (4 cr)

Evidence—LAW 630 (5 cr)

Cognitive Psychology—PSY 512 (3 cr)

Law and Mental Health—PSY 732 (3 cr) (will also be as cross-listed course in Law)

Winter

Constitutional Law II—LAW 617 (4 cr)

History & Systems—PSY 712 (3 cr)

Advanced Problems in Mental Health Law (to be proposed as cross-listed seminar; 3 cr)

Spring

Family Law—LAW 670 (4 cr)

Forensic Assessment I—PSY 648 (3 cr)

Social Cognition in Clinical Psychology—PSY 517 (3 cr)

Principles of Neuropsychology—PSY 540 (3 cr)

Fourth Year

Fall

Health Law I—LAW 700 (4 cr)

Professional Responsibility—LAW 622 (3 cr)

Forensic Assessment II—PSY 649 (3 cr)

Professional Issues & Ethics (3 cr)

Social Science Applications to Law (to be proposed as cross-listed seminar; 3 cr)

Winter

Education Law—LAW 680 (3 cr)

Health Law II—LAW 701 (4 cr)

Special Education & the Law—PSY 865 (3 cr)

Thesis in Psychology—PSY 898 (3 cr)

Spring

Legal Issues in Health Care Finance—LAW 702 (3 cr)

Conflict in the Doctor/Patient Relationship—LAW 902 (2 cr)

Practicum Fieldwork—PSY 899 (1 cr)

Practicum Seminar—PSY 897 (3 cr)

Fifth Year

Fall

Lawyering Practice Seminar—LAW 620 (2 cr)

Co-op—LAW 621 (7 cr)

Neuropsychological Assessment—PSY 542 (3 cr)

Winter

Lawyering Practice Seminar—LAW 620 (2 cr)

Co-op—LAW 621 (7 cr)

Employment Discrimination—LAW 645 (4 cr)

Developmental Disabilities—PSY 865 (3 cr)

Spring

Litigation Drafting—LAW 806 (3 cr)

Practicum Fieldwork—PSY 899 (1 cr)

Practicum Seminar—PSY 897 (3 cr)

Sixth Year

Fall

Bioethics—LAW 703 (3 cr)

Forensic Neuropsychological Assessment (3 cr)

Winter

Advanced Legal Research—LAW 801 (2 cr)

First Amendment—LAW 618 (4 cr)

Social Problem Solving and Psychopathology—PSY 826 (3 cr)

Spring

Appellate Advocacy—LAW 807 (3 cr)

Regulating Medical Errors—LAW 901 (2 cr)

Psychopharmacology—PSY 630 (3 cr)

Cognitive Behavior Therapy (3 cr)

JD Awarded

Seventh Year

Full Year APA-accredited psychology internship—PSY 999 (4 cr)
Dissertation—PSY 998 (4 cr)

PhD Awarded

New Courses

With three exceptions, noted immediately below, each of the courses that make up the Law & Psychology curriculum are part of the existing course of study for the Ph.D. in clinical psychology and the J.D. in the School of Law. Three new courses/seminars will be added as of the academic year 2010-2011: Law & Mental Health course (already in the PhD curriculum); Advanced Problems in Mental Health Law seminar; and Social Science Applications to the Law seminar. These courses will be cross-listed in the Department of Psychology and the School of Law. These courses/seminars will be required of all students in the joint JD/PhD Program and will be offered as electives to students in both the School of Law and the Department of Psychology.

Administration and Admissions

The JD/PhD Program in Law & Psychology is jointly administered by the Earle Mack School of Law and the Department of Psychology in the College of Arts and Sciences. The Director of the Program is Donald N. Bersoff, PhD, JD, who holds a joint appointment as a full professor in the School of Law and the Department of Psychology. He is housed primarily in the School of Law. The Co-Director of the Program is David S. DeMatteo, JD, PhD, who holds an appointment as an assistant professor in the Department of Psychology, where he is housed. See brief professional biographies of both professors below. Three other faculty members are intimately involved in the joint program: (1) Kirk Heilbrun, Ph.D. head of the Drexel Department of Psychology, a nationally known forensic psychologist, former president of the American Psychology-

Law Society, and a Diplomate in both clinical and forensic psychology; (2) Naomi Goldstein, PhD., an associate professor of psychology and a specialist in forensic psychology and child and adolescent behavior problems; and (3) Barry Furrow, JD, professor of law and Director of Health Law Concentration in the School of Law. Other members of the law school and psychology department faculties with appropriate expertise are also become involved in the teaching, supervision, and mentorship of students in the joint program.

To be admitted to the joint program, all students must satisfy admissions requirements of both schools. Applicants must have a bachelor's degree from an accredited undergraduate college or university. They must take the Graduate Record Examination, the GRE Subject Test in Psychology, and the Law School Admission Test. Applicants must also submit three letters of recommendation and official transcripts from all colleges and universities they have attended. The program does not enroll students for part-time or evening study.

Admission to the program is highly competitive given that only two students are admitted each year. Thus, a critical factor for admission is excellent performance on the GRE and LSAT. Generally, applicants are required to have a GRE above 1300, an LSAT above 158, and a GPA above 3.5. Nevertheless, admission decisions are not made solely on the basis of test scores. The program seeks diversity in all its many meanings, and such diversity is achievable only if real-life experience and accomplishment are valued as highly as an exceptional percentile ranking. Preference in admission is given to qualified applicants who wish to pursue the scientist-professional model of training, combining

research and practice in law and psychology and who have some prior experience in those areas..

Academic Requirements

Academic requirements for JD/PhD students are identical to the academic requirements for JD students and PhD students in those respective programs. The School of Law requires students to complete 130 quarter hours of credits. The Department of Psychology requires students to complete at least 91 quarter hours of credits. Students in the joint degree program are able to complete both degrees through a course of study that requires nine fewer credits than if the two degrees were pursued separately, by taking the three cross-listed courses/seminars described above. This minimum reduction is well within American Bar Association and Drexel University rules.

A Brief Historical Comment

The Director of the program has led two prior JD/PhD programs. From 1978 to 1982 Dr. Bersoff created the second such joint program in the United States, co-sponsored by the University of Maryland School of Law and the Johns Hopkins University Department of Psychology. From 1990 to 2001 he directed the program co-sponsored by Villanova Law School and the predecessors to the Drexel University Department of Psychology. The Co-Director, Dr. DeMatteo, is a graduate of the latter program and has a burgeoning publication record.

These programs have graduated several distinguished alumni. Graduates have found employment in universities, private and public interest law firms, clinics and hospitals, federal and state governments, and consulting firms. Some are partners or associates in law firms specializing in family law, education law, malpractice litigation,

and mental patients' civil rights. Some have worked for the Federal Judicial Center performing research and policy analysis for the federal courts, others for the United States Sentencing Commission. Some have been employed in state and federal forensic units performing forensic evaluations for the courts, and some have done so for clients in private practice. Some have gone on to work for the FBI, others as staff counsel to United States Senators. One was recently inaugurated as a United States Magistrate Judge in the Eastern District of Pennsylvania. We are confident that these past successes will be replicated in the current program, encouraging the development of innovative careers in law and psychology.

Brief Biographies of the Core Faculty

The Director, Donald N. Bersoff, is a full professor in the School of Law and Department of Psychology. He received his PhD from New York University in 1965 and his JD from Yale Law School in 1976 where he was an editor of the Yale Law Journal. He has taught at several universities and maintained a private practice in psychology before entering law school. In 1979, Dr. Bersoff became the first general counsel of the American Psychological Association. Two years later he helped found the law firm of Ennis, Friedman, Bersoff & Ewing in Washington, DC, merging it with Jenner & Block in 1988. He is the author of over 100 book chapters, articles, and papers on ethics and the interaction of law, psychology and the social sciences. He is the author of Ethical Conflicts in Psychology (2008), published in the 4th edition by the American Psychological Association, senior author of Law and Mental Health Professionals—Pennsylvania, and an extensive chapter on education and training in law and psychology. He has served as president of the American Psychology-Law Society, on the American

Bar Association's Commission on the Mentally Disabled, and as Chair of the Section on Mental Disability Law of the Association of American Law Schools.

The Co-Director, David S. DeMatteo, is an assistant professor in the Department of Psychology. He received his PhD in clinical psychology from MCP Hahnemann University and his JD from Villanova Law School where he was the Executive Editor of the Villanova Law Review. Prior to joining the Drexel faculty, he spent four years as a research scientist at the Treatment Research Institute at the University of Pennsylvania. He has also held adjunct teaching appointments at Rutgers, Widener, and Villanova universities. He has co-authored two books and authored more than 35 articles and book chapters. In 2008 he served as Program Co-Chair for the American Psychology-Law Society Conference.

Kirk Heilbrun is the Head of the Department of Psychology and previously served as an adjunct member of the Villanova Law School faculty where he co-taught the Law & Mental Health course (with Dr. DeMatteo). He received his PhD in psychology from the University of Texas at Austin in 1980 and then completed a postdoctoral fellowship in law and psychology at Florida State University. His research interests include forensic mental health assessment, violence risk assessment, and risk-reducing interventions, all of which have received extramural funding since 1994. He has served as president of the American Psychology-Law Society and the American Board of Forensic Psychology. He is a Diplomate (ABPP) in both clinical and forensic psychology.

Naomi Goldstein is an associate professor of psychology in the Department of Psychology and former Co-Director of the Program in Law & Psychology at Villanova Law School and Drexel. She received her PhD in clinical psychology from the

University of Massachusetts—Amherst. She specializes in forensic psychology and child and adolescent behavior problems. She conducts research on adolescents' comprehension of Miranda rights and their decisions to offer true or false confessions during interrogations. She also develops intervention programs for female juvenile offenders. Her research has been funded by the National Institutes of Health, the American Psychology-Law Society, the American Academy of Forensic Psychology, and the Institute for the Humanities at Drexel.

Barry Furrow is a professor of law and Director of the Health Law Concentration at the School of Law. He received his JD from Harvard Law School in 1971. He founded the Health Law Program at Widener Law School and has taught law at the University of Detroit, University of Michigan, American University, and the University of North Carolina, among others. He is a member of the American Society of Law, Medicine, & Ethics and the American Health Lawyers Association. The sixth edition of his treatise, Health Law: Cases, Materials and Problems has just been published. Among other texts, he is also the author of Malpractice in Psychotherapy as well as numerous articles, book chapters, and papers on health care and ethics.