



## AP-LS Conference Update Crowne Plaza Riverwalk, San Antonio, Texas, March 5th – March 8th, 2009

The 2009 American Psychology-Law Society annual conference will be held at the Crowne Plaza Riverwalk in San Antonio, Texas. Located in downtown San Antonio, the Crowne Plaza is situated directly on the north side of the riverwalk. The hotel offers direct access to this famous 3-mile cobbled river level promenade lined with restaurants, shops and entertainment (<http://www.thesanantonioriverwalk.com>). The hotel is within walking distance to the Alamo and provides easy access to many other local attractions.

Conference submissions will be accepted through 10/13/08 and accessed through the conference website created for APLS by All Academic (<http://convention2.allacademic.com/one/apls/apls09/>).

The main conference website is the place to go for the most up to date information available about the conference (<http://www.ap-ls.org/conferences/apls2009/index.html>). Through the website, you can register for the conference and pre-conference workshops, reserve your hotel room, read about special sessions that are planned for the conference and view a draft of the conference program when it becomes available. As in the past, the program schedule will include concurrent break-out sessions, poster sessions, a business meeting, various committee events/meeting, and several invited addresses. We encourage all members to visit the conference website regularly as we plan to update the main conference page with information about conference activities and highlights.

This year, we will be offering several pre-conference, Continuing Education workshops on Wednesday, March 4th. These workshops are intended for all conference attendees and will focus on statistical, and clinical issues. We are very pleased to announce that **Stephen Hart** will be presenting a full-day workshop on management-oriented risk assessment of sexual offenders using the Risk for Sexual Violence Protocol (RSVP). **Yossef Ben-Porath** will be presenting a full-day introductory workshop for forensic psychologists and students on the MMPI-2-RF (Restructured Form). **Patrick Bartel** will present a full-day workshop on using the Structured Assessment of Violence in Youth (SAVRY) risk assessment tool in clinical practice. Finally, there will be two half-half day workshops: **Candice Odgers** will present a workshop on Structural Equation Modeling and **Daniel Wright** will present on Hierarchical Multilevel Modeling. Please see the pre-conference workshop flyer on the conference website for more details about the workshops and a mail-in registration form. On-line registration will be available for these workshops by Oct. 1<sup>st</sup>. See the conference website for details.

We are pleased to announce several important plenary sessions which are planned for the conference.

On Thursday afternoon, March 5<sup>th</sup>, we will open the conference with a Special Plenary Panel session moderated by **Thomas Grisso** on “**Neuroscience, Genetics and the Law**” This panel features three distinguished experts who will share their thought-provoking, recent work in the areas of neuroscience or genetics and the use of such evidence in the courtroom. Each panelist will give a brief presentation, followed by an extended discussion with the audience on these topics and where the field is headed. Our featured expert guests are as follows: **Dr. Paul S. Appelbaum**, who will speak on **Genetics and the Law**. **Dr. Appelbaum** is the Elizabeth K. Dollard Professor of Psychiatry, Medicine, and Law; Director, Division of Psychiatry, Law,

## Contents...

Presidential Column .....	2
Law and Human Behavior Update .....	3
Legal Update .....	5
Teaching Techniques .....	7
Expert Opinion .....	9
EC Meeting Minutes .....	12
Research Briefs .....	15
Division News and Information .....	25
Nominations, Awards, & Announcements .....	28
Calls for Conferences and Papers .....	31
Fellowships and Positions .....	32
Student Section .....	36
Funding Opportunities.....	37
Conference/Workshop/Grant Planners .....	38

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## Presidential Column

### An Editorial by Saul Kassin, Div. 41 President

My inaugural column for this *Newsletter* will be short and sweet. If the explicit purpose of this piece were to report on the State of the Society (which would yield the sorrowful acronym, *SOS*), I would say that AP-LS is firing on all cylinders. Thanks to responsible and forward-looking past leadership; a membership of outstanding scientists and practitioners; development of extensive bodies of research that now routinely inform law enforcement and corrections officials, courts, and policy makers; a highly successful mid-year meeting that now annually draws hundreds or professionals and students; an increasing association with our colleagues from the European Association of Psychology and Law; and a flagship journal whose economic value on the free market has filled our coffers; AP-LS is strong and getting stronger.

At the August convention of American Psychological Association in Boston, I had the opportunity to talk with other APA division presidents. Many now worry about declining memberships, a lack of funds, an inability to attract students, and problems with attendance at meetings. I recall one president in particular lamenting that the mean age in his division is 50-something—and getting older. I couldn't help but flash back to a recent email conversation among a number of AP-LS members about the large and growing number of graduate students who now present papers at our midyear conference and whether that population within the conference program should somehow be controlled. That we are attracting new blood from interested, smart, and active young professionals is a blessing, not a problem. Seeing what many other organizations within APA are experiencing, I can now fully appreciate just how fortunate we are just to be having the conversation.

The fact that AP-LS is so successful does not mean that everything is perfect or that we should rest on our laurels. One year ago, Past President Margaret Kovera, in her first Presidential Column, flagged as an important initiative the need to increase

the racial and ethnic diversity of our membership. I could not agree more. Conventional practice leads us to achieve this goal by encouraging undergraduate minority students into the field—an objective valiantly pursued by the Minority Affairs Committee (MAC). However, a second way to achieve this goal is to attract minority psychologists from other divisions of APA whose work in social, developmental, cognitive, and clinical areas often connects directly or indirectly to what we do—whether they realize it or not. If we identify these psychologists, invite them to speak our conference, and offer honorary one-year memberships to those who are interested, we should be able to increase AP-LS diversity from within the profession. In fact, the same approach can also be used to attract minorities in law and related social sciences.

Before closing my first presidential column, I want to acknowledge and honor my good friend and mentor in this field, Lawrence Wrightsman. Larry recently retired from teaching. On October 17, 2008, the University of Kansas psychology department will celebrate Larry's career with a festschrift in his honor. Larry's scholarly and teaching contributions to psychology and law are legendary—and include his popular textbooks *Psychology and the Legal System* (now in its sixth edition) and *Forensic Psychology* (now in its third edition). Former president of APA Divisions 8 and 9, Larry received our Distinguished Contribution Award in 1998. The upcoming conference will feature a number of speakers who will provide their perspectives on psychology and the law and on Larry's impact on field. The conference is co-sponsored by APA and AP-LS and is open to anyone interested in attending (<http://www.psych.ku.edu/larry/conference.shtml>). Please join me in congratulating Larry on his retirement and celebrating the invaluable contributions he has made to AP-LS as we know it.

Saul Kassin

**Division 41 - American Psychological Association**  
**Law and Human Behavior Updates:**  
**When should you decline an invitation to review?**

**Brian L. Cutler, Editor-in-Chief**

Journals provide some guidance to authors preparing to submit manuscripts but precious little to reviewers who are invited to evaluate manuscript submissions. Having read through three years of occasional invitation declines and the reasons given for such behavior, I thought I would share some thoughts on the matter. Let me begin with three good reasons for declining an invitation to review: Because of personal or professional reasons, you are unable to (1) provide the review within the requested time period or (2) give the manuscript your full attention and therefore risk submitting a superficial review; (3) For whatever reason, you do not think you can be objective and fair to the authors.

These are clear-cut reasons for declining an invitation to review. Now let's discuss a few gray areas. What if you have already reviewed the manuscript for another journal (and it was rejected or the author chose not to resubmit it to the same journal). This one could go either way. If upon screening the manuscript you find yourself getting angry – or even hostile – because the author did not make changes that you labored to recommend, consider that anger leads to more superficial processing (e.g., Ask & Granhag, December 2007, LHB) and take a pass. If, in contrast, you can take a fresh look and be objective and fair, accept the invitation. You can disclose your situation in your comments to the editor.

Should you review a manuscript if you know (or discovered) the author's identity? Although LHB uses the double-blind review process, this is a small world. If you follow the literature, attend conferences, and network with colleagues, you get to know who is doing what. In short, it is not uncommon for reviewers to either know the identity of the authors or have a pretty good idea of it. Sometimes the authors help the reviewers by revealing their identities through self-citations to prior publications ("We sought to extend the work of Cutler, 1990, 1995, 2000, 2005"), listing the source of data ("data were collected at the University of Ontario Institute of Technology"), or neglecting to remove the author notes page ("I would like to thank my wife, Karin Cutler . . ."). If we disqualified every reviewer who figured out the author's identity, we would quickly face an intellectual shortfall. If you think you can be fair, do the review.

Another situation I would like to discuss is the invitation to review a resubmitted manuscript. Most manuscripts that are accepted for publication in LHB began with a major revision and resubmission decision. Some manuscripts that are rejected also began with a major revision and resubmission decision. When a manuscript is resubmitted, our first preference is to obtain reviews from one or more of the original reviewers. This approach provides continuity to the review process. Through such continuity, manuscripts improve gradually - sometimes dramatically!

When reviewers stick with a manuscript from original submission through revision, they should take pride in knowing that they have shaped the article, contributed to the author's professional development, and helped move the field forward through high-quality publication. I ask, therefore, that if you provided a review of an original submission and are asked to review a revision of that same manuscript, please hesitate to decline. Especially hesitate if you recommended major revision and resubmission! If more time would help, ask for it.

Occasionally, we will invite you to review a manuscript that is outside your area of expertise. This can happen for several reasons. It can happen because the manuscript addresses an unusual and under-studied topic and is therefore out of most reviewers' areas of expertise. In this case, we sent it to you because you are really smart and capable of reviewing a piece that is outside your field. Or, it can happen because your name came up in a database search of reviewers with expertise in a (self-identified) area. It can also happen because we sought the perspective of a reviewer who is not invested in the research topic. Regardless of the reason for which you received the invitation, there are several courses of action. One course of action is to accept the invitation and expose the limits of your expertise in the comments to the editor (those of us well-practiced in self-deprecation do this reflexively). Another reasonable course is to correspond with the action editor, clarify your level of expertise, get the editor's perspective, and then decide whether to accept the invitation. If, however, the topic of the research is so far afield from your expertise that you are capable of offering little more than copy-editing suggestions, declining the invitation may be the best option.

Last, if you must decline an invitation, we would appreciate your suggestions for alternative reviewers. The decline function provides a convenient option for sending comments (e.g., referrals) to the action editor.

I am certain that I have not covered all of the gray areas about invitations to review. In any given situation, feel free to correspond with the editor. In LHB's system, if you reply to the e-invitation, the note will reach the action editor's inbox. Fortunately, declines are far less common than acceptances, reflecting the high regard that many scholars have for LHB. And please keep sending us your best manuscripts and your most thorough reviews!

Keep sending us your best work!  
Brian Cutler, Editor-in-Chief





### *Conference Update, Continued from p. 1*

and Ethics, Department of Psychiatry, College of Physicians and Surgeons of Columbia University; and past president of the American Psychiatric Association. **Dr. Marie Banich** will present on **Adolescent Brain Development and the Law**. **Dr. Banich** is a professor in the Department of Psychology at the University of Colorado at Boulder and in the Department of Psychiatry at the University of Colorado Health Science Center. **Dr. Stephen Morse** will present on **Neuroscience and Criminal Responsibility**. **Dr. Morse** is the Ferdinand Wakeman Hubbell Professor of Law and Professor of Psychology and Law in Psychiatry at the University of Pennsylvania; and a past president of the American Psychology-Law Society.

On Friday, March 6<sup>th</sup> **Dr. Brian Cutler** will chair a Special Plenary session entitled “**Psychological Perspectives on Conviction of the Innocent**”. Mistaken identification, false confession, and untrustworthy jailhouse informants are frequently identified as causes of convictions of the innocent. From a scientific perspective, however, these “causes” are not a satisfying explanation. This plenary session features three presentations designed to enhance our understanding of the chains of events by which innocent citizens become convicted felons. **Dr. Gary Wells** will present on **Mistaken Identification**. **Dr. Saul Kassin** will present on **False Confessions** and **Dr. Jeffrey Neuschatz** will present on **Jailhouse Informants**. **Dr. Stephen Penrod** will serve as the discussant.

On Saturday, March 7<sup>th</sup>, **Dr. Elizabeth Loftus** will be presenting a special invited address entitled “**Rich False Memories**”. Dr. Loftus is Distinguished Professor at the University of California, Irvine. She has published 20 books and over 400 scientific articles, including “The Myth of Repressed Memory” (co-authored with Katherine Ketcham) and “Eyewitness Testimony”, which won a National Media Award (Distinguished Contribution) from the American Psychological Foundation. Loftus has been an expert witness or consultant in hundreds of cases, including the McMartin Preschool molestation case, the Hillside Strangler case, and the case of the Menendez brothers.

Additional award addresses, committee events and invited symposia are also planned.

**Reserve your hotel room early:** The rates offered by the Crowne Plaza for this year’s conference are quite low – only \$154 per night for single and double occupancy – which is a competitive rate for hotels in the area. Space in the conference hotel is likely to go quickly at these rates. You must reserve your room before **February 11, 2009 to get**

**this rate.** Please use the hotel link provided on the conference website to get the conference rate. We will be closely monitoring the number of reservations and post regular updates on the conference website concerning room availability beginning December 2008.

**Register for the conference early:** We are offering special “early bird” rates on this year’s conference registration. Register now before the rates increase on **February 1, 2009**.

**Take advantage of our extensive workshop schedule:** The workshops are not intended only for clinicians this year. All conference attendees are encouraged to participate in these informative sessions taught by internationally acclaimed speakers. Clinicians will be awarded CE credits.

**Get your party or event on the conference program:** We will once again have a hospitality suite available at the conference hotel. If you would like to reserve this suite for a group event (i.e., university/college gathering, research group, special interest group, roundtable discussion, alumni) during the conference, e-mail conference co-chair Keith Cruise ([cruise@fordham.edu](mailto:cruise@fordham.edu)) early about planning your event. For larger groups we will work with you to arrange for scheduling in the hotel or provide information about alternative locations within close proximity to the Crowne-Plaza Riverwalk.

**Student Volunteers Needed:** If you are interested in assisting with the conference, please contact Keith Cruise ([cruise@fordham.edu](mailto:cruise@fordham.edu)). Conference registration will be waived for selected volunteers.

We look forward to seeing you in San Antonio!  
Keith Cruise, Jeff Neuschatz, and Gina Vincent

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## **Book and Test Reviews**

Written (or read) a new book you want reviewed? A psychological test that you want readers to know about? Recommendations for books, tests, or other media that you would like to see reviewed in the APLS News should be forwarded to Jennifer Groscup, ([jennifer.groscup@scrippscollege.edu](mailto:jennifer.groscup@scrippscollege.edu)). Offers to review the work of others, or recommendations as to who an appropriate review might be for your own work are always appreciated.

# Legal Update

## *Indiana v. Edwards*

### Self Representation by the Mentally Ill Defendant

By Editor and Author: Jeremy Blumenthal, J.D., Ph.D.  
University of Connecticut School of Law

In *Indiana v. Edwards* (2008), the Supreme Court of the United States held that a defendant who is mentally ill but nevertheless competent to stand trial, might still be incompetent to represent himself during that trial, and counsel may be appointed for him despite his request to represent himself. Justice Breyer wrote for the Court, whose holding limits a defendant's constitutional right to self-representation by allowing a trial judge to reject such a request by a mentally ill defendant.

#### I. Background

In *Edwards*, the Court dealt with a defendant who had tried to steal a pair of shoes from a department store. When confronted, he fired a gun at the store's security officer, wounding a third person, but was arrested and charged with a number of felonies. Before trial, questions about Edwards' mental competency prompted several proceedings to determine whether he was competent to stand trial, and rulings on two requests by Edwards to represent himself at trial instead of the court-appointed counsel.

Edwards' arrest occurred in 1999. Between 2000 and 2005, several competency hearings were held, with Edwards twice being found not competent to stand trial and being committed (or re-committed) to a State institution, and twice being found to have improved to a point where he could understand the charges against him. Further, applying controlling Supreme Court case law (*Dusky v. United States*, 1960), the judge found that although still mentally ill, Edwards was competent to assist his counsel in trial preparation and proceedings. Just before trial in 2005, Edwards requested that he be allowed to represent himself; the judge denied the request and Edward was convicted of some of the more minor charges. Later that year he was retried on the remaining, more serious charges; again, just before trial he requested that he be allowed to self-represent, but the request was again denied. Edwards was convicted of the remaining charges.

Edwards appealed, arguing that the Sixth Amendment of the federal Constitution provides a right of self-representation, and the trial court's rulings deprived him of that right. A mid-level Indiana appellate court agreed and ordered a

new trial; the state Supreme Court reluctantly affirmed, feeling bound by federal case law (*Faretta v. California*, 1975). The State appealed to the U.S. Supreme Court.

#### II. The Supreme Court's Ruling

The Court first observed that two lines of relevant cases were insufficient to resolve the issue. First, *Dusky* (1960) and its progeny focused on competency to stand trial—whether the defendant understands the charges against him and can consult with his lawyer “with a reasonable degree of rational understanding” (see Maroney, 2006). However, that case law does not address how that standard relates to the constitutional right to defend oneself at trial. Second, *Faretta* (1975) articulated that right as a constitutional one rooted, among other things, in both an unwillingness to force unwanted representation on a defendant and an emphasis on the “dignity” and “autonomy” of making one's own choice about one's defense. The *Faretta* case law, however, did not arise in the context of a mentally ill defendant, and thus the Court found it inadequate.

In resolving the lack of controlling precedent, the Court took three steps. First, it noted that competency standards for standing trial involve consultation with counsel, thus presupposing that counsel is involved—and suggesting that there should be distinct competency standards for the two decisions. Second, the Court relied on the APA's amicus brief stating that competency is a matter of degree, and thus, the Court held, there should not be a unitary standard for competency both to stand trial and to decide whether a defendant may represent himself.<sup>1</sup> Third, the Court emphasized the “dignity” issue, suggesting that allowing any mentally ill defendant's request to self-represent would be as likely to lead to humiliation as to dignity. Moreover, the Court held, the possibility—or even likelihood—of poor trial conduct by the self-representing defendant might undercut the actual, and apparent, fairness of the trial. As such, the Court emphasized, as in *Faretta*, that even the constitutional right to self-representation is not unlimited; it should be left up to the trial judge whether to accede to a mentally ill defendant's request to defend himself at trial.



Justice Scalia, joined by Justice Thomas, dissented. For Justice Scalia, *Faretta* and other cases stated clearly enough that a State may not impose counsel on a defendant who wishes to represent himself, whether or not the defendant is mentally ill, so long as that wish reflects a knowing and intelligent decision. Further, Justice Scalia emphasized the “dignity” point, suggesting that the only way to afford a defendant such autonomy and dignity would be to preserve his “actual control over the case he chooses to present to the jury” by allowing him to defend himself. Only in that way could the system “respect the autonomy of the individual by honoring his choices knowingly and voluntarily made.”

### III. Discussion

Not surprisingly, the decision is something of a “mixed bag.” Perhaps the clearest advantage is the potential for reducing the chance of a mentally ill defendant representing himself poorly. Defending a client is difficult. Defending oneself—navigating the procedural and substantive aspects of a criminal trial at the same time as being the object of that trial—must be even more difficult. With that in mind, establishing a higher, and distinct, standard for decisions about self-representation relative to that for competency to stand trial will likely benefit such defendants. Permitting a trial judge to mandate that a mentally ill defendant be represented by counsel will also likely level the playing field between the prosecution and defense, making the trial more fair—and appear more fair, both of which were concerns for Justice Breyer.

But Justice Scalia’s dissent highlights some concerns, as well. First, the Court deliberately left open what the higher standard will be for decisions about self-representation. Indiana requested that a defendant not be allowed to self-represent when he “cannot communicate coherently with the court or a jury.” The Court rejected that proposal, and left little guidance for practitioners or trial judges. Second, Justice Scalia was concerned that now, “trial judges will have every incentive to make their lives easier . . . by appointing knowledgeable and literate counsel.” That is, trial judges might easily become frustrated and impatient with a mentally ill pro se defendant. The judge might thus refuse a request to self-represent and mandate counsel, simply to ensure a quicker, smoother trial.

Finally, Justice Scalia was concerned with what might be called a paternalism issue. Most relevant case law emphasizes that the choice to represent oneself or not is a personal one, and honoring it reflects the value placed in our society on autonomous decision-making, regardless of what we believe of the likely outcome. The Court’s willingness to reject the request to self-represent might reflect an openness to second-guessing mentally ill defendants, and to substitut-

ing courts’, counsel’s, or others’ decisions for theirs. Similarly, a trial judge (or potential counsel) might simply believe that the line of defense the potential pro se defendant proposes is unlikely to succeed, and the judge might appoint counsel because he “knows better.” All of these possibilities, arguably, are instances of “sanism” (Perlin, 2000), a bias against the mentally ill.

On the other hand, a recent federal case noted that *Edwards* does not *mandate* that a mentally ill defendant be represented by counsel, it simply permits the trial judge to find that he should. As such, the judge in *United States v. Arenburg* (2008) acknowledged that the defendant there sought to proceed pro se to avoid appointed counsel pursuing an insanity defense; defendant sought explicitly to avoid being committed to an institution. The judge therefore allowed Arenburg to represent himself. Broadly, scholars and practitioners will have to simply wait to see whether the *Edwards* approach reflects a broader willingness to restrict choice for such a population.

Again, the consensus seems to be that despite answering the case-specific question in *Edwards*, questions are still left open, with only the broadest guidance for lower and state courts. The Court deliberately declined to decide what standard a judge should use in determining whether to allow self-representation. In only three months more than twenty cases have already addressed the decision, and it is clear that until the Court does “give meaning to [its] holding in the future”—as Justice Scalia accused the Court of failing to do in its ruling—courts’ treatment of the mentally ill defendant will continue to be unpredictable.

### References

- Dusky v. United States*, 362 U.S. 402 (1960).  
*Faretta v. California*, 422 U.S. 806 (1975).  
*Indiana v. Edwards*, 128 S. Ct. 2379 (2008).  
Maroney, T.A. (2006). Emotional competence, “rational understanding,” and the criminal defendant. *American Criminal Law Review*, 43, 1375-1435 (2006).  
Perlin, M.L. (2000). *The Hidden Prejudice: Mental Disability on Trial*. Washington, D.C.: American Psychological Association.  
*United States v. Arenburg*, 2008 WL 3286444 (W.D.N.Y. Aug. 7, 2008)

### (Endnotes)

- <sup>1</sup> Perhaps more precisely, the Court seems to have thought it was adopting the points made in the APA’s Brief. In fact, the APA also emphasized that competency can be different in kind, not just degree.

# AP-LS Teaching Techniques

## A Sociologist Looks at the Field of Forensic Psychology

Lisa Callahan

Policy Research Associates & Professor Emerita, The Sage Colleges

Nearly 10 years ago, John Brigham (1999, p. 283) wrote in “What Is Forensic Psychology, Anyway?” that “psychologists and lawyers often have great difficulty respecting or even understanding each other” due to essential differences in education, philosophy, approach to common problems. In summarizing the work of others that delineates the gulf between law and psychology, Brigham succinctly concludes that “psychology tends to be creative, empirical, experimental, descriptive, theory-driven, probabilistic, and academic while law “is more conservative, authoritative, adversarial, prescriptive, case-specific, and reactive. It emphasizes certainty and is less academic” (1999, p. 283).

The field of forensic psychology has evolved in the past decade, but the underlying philosophies of psychology and of law have not. Psychology continues to be largely empirically driven and law continues to be precedent driven. While courts certainly entertain amicus briefs from psychological and other professional associations, and while psychologists and other behavioral scientists continue to be called as experts for defendants, the state, and the court, the basic foundations of both professions remain true to their history and roots. So, while successful practitioners of psychology in legal arenas have learned the terminology, rules, and procedures of law, their professional alliance still rests in psychology as a science. To reiterate Brigham’s “warning,” the two fields have troubles when trying to work together.

Students drawn to courses or programs on law and psychology are self-selected. To be sure, some may be mistakenly taking a course on “forensic psychology,” imagining themselves as a badge and gun-carrying forensic scientist or as a police profiler, but most students have some inkling about the two fields. Or at least they think they do. Few students will actually find themselves in a “forensic psychology” class that begins with a clarification and discussion about why law and psychology disagree so much. One reason for this omission might be that most such classes are, in fact, taught by either a psychologist or a lawyer. The differences between law and psychology are so basic and fundamental to who the instructors are as professionals that many do not “see” them, let alone teach them. The advantage, then, in being a sociologist who occasionally teaches criminal justice and mental health in the same course is that it helps to have a broad understanding of the two fields while at the same time an allegiance to neither. This is not to suggest that psychologists should not be teaching forensic psychology. I am simply encouraging both psychologists and lawyers to provide their students with an examination of both disciplines that form the foundation of forensic psychology.

One approach to leading students – graduate or advanced undergraduates – to an understanding of how law and psychology might approach the same set facts in a different manner is to pro-

vide hypotheticals, asking them to construct an argument from either the perspective of a lawyer or of a psychologist when provided a set of facts. The problem with this approach is that it assumes a degree of sophistication that most students do not have. An approach to illustrating the conflicts between law and psychology that I have found useful is to provide a set of documents from a real case in which the two professions disagree on the fundamentals of the facts, the understanding of the case, and the recommended outcome.

The 2005 U.S. Supreme Court case of *Roper v. Simmons* that reconsidered the juvenile death penalty provides an excellent example. First, few topics are as universally interesting to students as the death penalty, especially when it is about the execution of defendants under age 18. Second, the APA Amicus Brief for the Respondent (Simmons) and the Alabama et al. Attorneys’ General Amicus for the Petitioner (state of Missouri) Brief very clearly and thoroughly lay out the basic premises of the fields of psychology and of law. Third, the U.S. Supreme Court’s decision strikes down the juvenile death penalty but remarkably strays from the arguments presented in each brief, arriving at its own intermingled decision, providing another interesting vein of discussion and instruction. The reading of these three documents provides a lively and educational class exercise.

### General Instructions:

1. This exercise is very effective as a first full-class (1.5+ hours) meeting for an advanced undergraduate or graduate class on topics related to law and psychology.
2. At the prior class (e.g. course introduction), students are given a broad overview of what the major differences are between how law and how psychology approach common topics. There are a number of authors who have examined this issue – make sure to hit on the concise differences mentioned above in introduction as this provides the framework for the exercise.
3. Students can participate from any discipline – in fact, diversity adds to the discussion.
4. Distribute all 3 documents (2 briefs, 1 Court opinion) to students either in paper or electronic form at least 1 class period before intended discussion.

### Specific Instructions:

Students are instructed that they must thoroughly answer the discussion questions in writing before class. Collecting the questions after the discussion allows the instructor to develop a sense of the academic backgrounds of the students:





### APA Brief:

What are the 3 major arguments that the APA makes for eliminating the death penalty for juveniles?

1. What type or evidence do they give for their positions?
  - a. Here you would expect a discussion of the specific research studies to support the positions.
    - i. At this point (in class) students often suggest that “in my experience, there are some adolescents who are ‘more mature’ than adults I know.”
      1. Opens discussion about observation, mistakes in everyday observation, probabilities, etc.
      2. Provides opportunity to ask about maturity and culpability.
      3. Allows discussion about limited adolescent privileges (e.g. driving, drinking, voting, consenting to medical treatment)
    - ii. Discuss any “subtexts” or nuance that is contained in the APA brief.
      1. Is there an overarching “reason” the APA might oppose the death penalty for juveniles?
      2. What about the foundation to psychology and psychological practice makes it seemingly incompatible to support the death penalty.
      3. Raises ethical issues that clinicians generally face when treating/assessing persons of all ages who face possible execution.
  - b. This often opens up discussions about the (mistaken) rise in juvenile crime (good to have evidence to the contrary available).
2. How does the APA brief demonstrate that the field of psychology is, as Brigham describes, “creative, empirical, experimental, descriptive, theory-driven, probabilistic, and academic?”

### AGs' Brief:

1. The Attorneys General suggest that the death penalty be permitted for some 16 and 17 year olds. What evidence do they present to support their argument that some adolescents are “morally culpable” and deserve the death penalty?
  - a. What type of evidence is it? How is it derived? Is it similar or different from evidence used in the APA brief?
    - i. Allows the introduction of “idiographic” causation used by police and lawyers.
    - ii. Provides opening of discussion on the “telescoping” or “tunneling” of police interrogations – the tendency of investigators to follow “one” lead to what seems to be its logical conclusion, when in fact the lead itself is wrong.
    - iii. This also provides an opportunity to discuss the differences between deduction (psychology) and induction (law).
  - b. This often opens up discussions about the (mistaken) rise in juvenile crime (good to have evidence to the contrary available).

2. How does the AGs' brief document that the field of law is, as Brigham describes, “conservative, authoritative, adversarial, prescriptive, case-specific, and reactive.... certainty and is less academic”?

### Supreme Court Decision:

1. What are the 3 foundations to the Court's decision to prohibit the death penalty for all defendants under age 18?
2. What evidence from the APA brief is included in the decision? Omitted?
3. What are the arguments for/against the juvenile death penalty based on an international perspective?
4. How would you characterize the Court's decision – did they follow a social science or legal argument in finding in favor of the respondent Simmons? Give support for your conclusions (e.g. read the dissent).

### General Questions:

1. Which type of evidence is more convincing to you? Why?
2. Which type of evidence is more convincing to a jury? Why?
3. Keeping both briefs in mind, what about the criminal justice system might enhance concerns about juveniles being tried in a death penalty case?
4. What are the 8<sup>th</sup> amendment and 14<sup>th</sup> amendment concerns about the juvenile death penalty?

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The Teaching Techniques column, sponsored by the AP-LS Teaching, Training, and Careers Committee, offers useful ideas for those of us who teach (or who plan to teach) courses in Psychology and Law, Forensic Psychology, or more specialized areas of legal psychology. We hope that the Teaching Techniques column of the Newsletter will become the best place to find activities, simulations, and demonstrations that engage students in the learning process and help professors to teach important content in psychology and law.

Editors welcome your comments, ideas, suggestions, or submissions. We are especially interested in articles describing techniques that promote active learning in psychology and law. Please send submissions, questions, or ideas for articles to any of the four editors listed below.

Chief Editor: Mark Costanzo, Claremont McKenna College,  
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# Expert Opinion

Editors: Matthew Huss & Eric Elbogen

## Does anyone know of a good Farsi speaking forensic psychologist? Crossing language and cultural boundaries in forensic assessment

Barry Rosenfeld, Ph.D.

Professor and Director of Clinical Training, Fordham University

*An attorney calls with a straightforward referral question: a defendant charged with possession of an illegal weapon has been uncooperative and hostile, refusing to consider the possibility of a plea bargain and insisting that Allah will protect him from harm. The attorney is concerned that the defendant may have a mental disorder and has requested an evaluation of his competence to stand trial. The catch is that the defendant does not speak any English, only Farsi. Should you accept the referral or attempt to find a clinician who has more in-depth knowledge of Iranian culture and, if possible, speaks Farsi? And if you do accept this referral, what procedures and techniques are appropriate for this type of evaluation?*

Although language and cultural issues complicate any clinical setting, conducting forensic evaluations that cross linguistic and cultural boundaries raise many important clinical issues. These include applicability of psychological test data, appropriate use of interpreters and familiarity with the specific cultural factors that might impact an expert's opinion. While navigating these practical issues, experts also need to be guided by the APA Ethics code and the Specialty Guidelines for Forensic Psychologists.

A common occurrence among psych/law list serves is the request for an expert in a particular area of the country, who is fluent in a language other than English. And while some forensic psychologists are sufficiently fluent in Spanish as to be able to conduct evaluations without the aid of an interpreter, even Spanish often presents a challenge for evaluators. However once the question moves from fluency in Spanish to virtually any other language, the likelihood of finding a qualified expert who is fluent in that particular language decreases dramatically. Add in cultural knowledge needed to properly understand the case described above, and one sees the quandary faced by clinicians receiving such referrals.

For these reasons, attorneys and clinicians are often faced with two alternatives: either seek a clinician who speaks the defendant's native language, but perhaps does not have any particular expertise in the psycho-legal issues, or conduct the evaluation with the assistance of an interpreter. In my experience, the latter is usually preferable, providing sufficient competence in the use of interpreters in forensic evaluations. That determination – how and when to use interpreters in the evaluation process and what accommodations must be made – is the focus of this column.

Probably the best starting point for analyzing the complications posed by language and culture is to consider the APA ethics code. Section 2.01a defines the boundaries of competence for psychologists by specifying that “psychologists provide services, teach, and conduct research *with populations* and in areas only within the boundaries of their competence, based on their education, training, supervised experience, consultation, study, or professional experience” (italics added). Thus, a critical question forensic psychologists must ask is whether existing research or theory exists that might help guide the clinician. Of course, in some settings little guidance will exist as to what cultural issues must be considered and psychologists may have difficulty obtaining appropriate consultation. In such cases, section 2.01e specifies that “In those emerging areas in which generally recognized standards for preparatory training do not yet exist, psychologists nevertheless take reasonable steps to ensure the competence of their work and to protect clients/patients, students, supervisees, research participants, organizational clients, and others from harm.” These clauses are often interpreted to mean that psychologists should not engage in practice areas for which they have insufficient training, but arguably these same concerns apply to linguistic and cultural factors. In the absence of an extensive body of research that the clinician *should* be familiar with, a reasonable approach is to utilize existing resources and skills, along with exercising appropriate caution regarding the certainty of one's opinions.

Of course, many forensic psychologists encounter situations in which they are required to work through an interpreter, whether because their hospital, clinic or jail is required to evaluate and/or treat an individual regardless of his native language (a common situation) or because there are simply no “experts” available who have both the necessary linguistic skills and the requisite clinical expertise. And not surprisingly, conducting an evaluation through an interpreter has many implications for the evaluation process, including the difficulty differentiating cultural differences from psychiatric symptoms as well as the limitations imposed on “normal” assessment techniques.

The first stage in any cross-language assessment is usually the selection and training of interpreters. Occasionally individuals being evaluated will offer to have a friend or acquaintance serve as an interpreter. This offer should always be politely declined, as the loss of objectivity and potential for skewed interpretation cannot be overestimated. Moreover, forensic evaluations require a



familiarity with language that is often unique to mental health or legal settings, and may be outside the vocabulary of the interpreter. Thus, obtaining the services of a well-trained, certified interpreter, is critical, preferably provided either by the hospital or referring party (e.g., the attorney or court). In many jurisdictions, courts and hospitals will designate interpreters as “official” or “certified” and these individuals are considered appropriate for forensic practice. In some cases, however, the language needs will be sufficiently unique as to preclude relying on a local interpreter (e.g., no qualified interpreter exists in the area). If funds permit, the expert may want to identify an interpreter in another region and arrange for travel expenses and fees. For example, in one evaluation of a suspected terrorist conducted outside the U.S., significant concerns existed regarding the ability to secure an unbiased and objective interpreter who would not disclose information to the authorities, necessitating bringing an American interpreter fluent in Arabic.

A less ideal solution is to rely on telephonic interpreters. Although high quality interpreter services exist (e.g., the ATT or TEMIS interpreter services), using telephonic translations for forensic evaluation magnifies the problems inherent in relying on translators more generally, greatly increasing the opportunities for miscommunication, misinterpretation and misunderstandings. These problems are, of course, critical in forensic settings where differentiating between rational and irrational thoughts, decisions and behaviors can have a significant impact on psycho-legal opinions. Having used each of these approaches to conducting evaluations and interviews, there is little doubt that a face-to-face interpreter who is well-trained is far superior, but practical considerations at times may over-ride optimal clinical practice. Among these considerations is the comfort level of the individual being evaluated. Particularly in politically-charged settings, such as often exist when evaluating an individual is suspected of terrorist activities, individuals may be apprehensive about speaking of their experiences in front of a countryman whose political allegiances are unknown. If it is not possible to provide an interpreter who is not a native of the countryman, comfort may be enhanced through a telephonic interpreter.

Regardless of which approach to interpretation is used, it is critical to engage in some level of “training” with the prospective interpreter. Even highly skilled interpreters are prone to engaging in a dialog with the evaluatee in order to clarify a response. Yet in doing so, this exchange will often mask potentially important symptoms such as confusion, disordered thinking and idiosyncratic word use. Ideally, an interpreter should translate word-for-word and allow the clinician to enquire when there is confusion as to how to interpret a response. Even highly skilled interpreters often benefit from a gentle reminder as to the importance of a word-for-word translation.

Although conducting evaluations through an interpreter is always challenging, language barriers are not the only factor that clinicians must consider. Ethnic and cultural differences may impact not only the meaning ascribed to an individual’s presentation, but can also impact the individual’s interpretation of the evaluator – and willingness to participation in the evaluation itself. For example, a Muslim defendant may refuse to be evaluated

by a Jewish clinician simply for ideological reasons, not necessarily as a reflection of paranoia or suspiciousness. Individuals from other cultures may also be unfamiliar with aspects of clinical practice that many clinicians take for granted, such as the nature of psychological testing (e.g., responding to questions using a likert-type scale) or even the need to wait for an appointment. A middle-eastern man evaluated by this writer became enraged when asked to wait for his appointment after he had arrived more than one hour early. He initially refused to wait and left the premises, and only after being reassured that this request did not reflect a lack of respect was he willing to return for his scheduled appointment. He later explained that he perceived the request to wait as disrespectful, having made the effort to arrive early, and acknowledged that he had never before been asked to attend a medical appointment. Even behaviors as seemingly innocuous as posture may have important implications. For example, in Arabic cultures displaying the soles of one’s shoe is considered highly disrespectful and may create problems in the evaluation.

Symptoms and descriptions may also have a unique meaning that is not readily understandable to clinicians who are naïve to the individual’s particular cultural background. For example, Miller and colleagues, in developing the Afghan Symptom Checklist, described a number of symptoms that might be easily misunderstood by those unfamiliar with this culture such as *fisher-e-bala*, which is often translated as high blood pressure but actually reflects an internal state of emotional pressure and agitation. Likewise, asking about sexual behavior may be relevant in assessing depression in Western cultures, but is often considered highly offensive by highly religious Muslim individuals. It is unrealistic to expect the clinician to become an expert in the culture of each defendant, but some effort to familiarize oneself with the individual’s culture and the potential issues that may arise can be critical to an accurate assessment.

Another critical step in the decision-making process for potential forensic evaluators is the question of what, if any, procedures can be used to aid the assessment. The decision as to when or if psychological testing can be appropriately used with non-English speaking individuals is a multifaceted one, and depends on both the nature of the instrument as well as the specific language and cultural background of the individual being evaluated. Many clinicians assume that simply because a test is not verbal in nature, that no “cultural” factors exist that might invalidate its use. For example, it is not uncommon for clinicians to administer the non-verbal subscales of the WAIS in an effort to estimate IQ. Yet different cultures may show less willingness to engage in trial-and-error problem solving strategy, emphasize accuracy over speed in responding, and may be unfamiliar with seemingly “common” images, all of which can have substantial implications for the accuracy of information cleaned. Even seemingly “culture-free” tests may be problematic when applied to individuals from a non-Western culture. For example, Weiss (2008) described an analysis of a cognitive effort measure, the Dot Counting test, in a rural Indian sample. Despite the universality of counting across most, if not all cultures, this measure showed poor accuracy in identifying suspected symptom exaggeration, perhaps because of the emphasis on speed in responding and the expectation that dots or-

ganized in a “familiar” pattern (similar to dice or dominoes) should be counted more rapidly than ungrouped dots. Although such research is limited, it highlights the need to challenge assumptions about the appropriateness of even non-verbal measures when used with individuals with a markedly different cultural background. Of course, these issues may be far less worrisome when evaluating an individual who has lived in the U.S. for many years, but as the individual’s cultural background diverges farther from the majority norm, these concerns are magnified. Ideally, evaluators will only rely on instruments that have been studied and/or “validated” with the population in question in order to supplement clinical observations.

The challenges in identifying instruments that are “valid” across diverse cultures can also be a challenging undertaking, and one that rarely results in an absolute determination that an instrument is valid or invalid, but rather an estimate of the strength of the validation data for a particular purpose. A good example of this issue is evident in the multiple translated versions of the MMPI-2. Although some of these translated versions have undergone considerable empirical study, the research base upon which interpretations are based is often quite limited (Weiner, 1995). In fact, some of the translated versions of the MMPI-2 simply plot the individual’s responses on the same profile forms used for the English version, presuming (often without empirical support) that the pattern of responses will have a similar meaning across cultures. Yet when these translated instruments have been systematically studied, adjustments are typically made for the influence of culture on response style. For example, the “average” number of Lie (L) scale items endorsed on the Italian translation of the MMPI-2 is far higher than by the U.S. normative sample, presumably reflecting the influence of Italian culture. Conversely, item endorsement patterns that might appear abnormally defensive when compared to U.S. norms are simply “average” when compared to a typical Italian respondent. Even more caution must be exerted when interpreting patterns of profile elevations, as little research has typically examined the extent to which “typical” interpretations of these patterns apply to non-U.S. respondents. In short, even tests that are often presumed to be “valid” for use in a particular culture may nevertheless have significant limitations. There are, of course, a number of self-report inventories that have been validated in diverse cultures (e.g., an Arabic version of the Brief Symptom Inventory has been widely studied, allowing for some comparison to normative data), but these measures are often only minimally helpful in forensic settings. Arabic versions of the Beck Depression Inventory and Harvard Trauma Questionnaire also exist, but have less “validation” data to support interpretation of scores. Nevertheless, these instruments can facilitate the assessment of symptom distress and allow for a more thorough analysis of DSM criteria.

In sum, there are a number of challenges at both the practical as well as interpretive level when evaluators are asked to conduct a forensic mental health evaluation of individuals from diverse cultural backgrounds. In addition to considering the practical aspects of how such an evaluation would be conducted, evaluators should consider whether they feel confident in their ability to conduct an interview and reliably evaluate an individual through

a translator given the myriad of issues discussed above. Not only does a language barrier require attention to cultural and logistical issues, but the clinical interview itself must be adjusted to accommodate the imperfections in translation, such as simplifying questions and language. Although many clinicians are familiar with the need to question their expertise with regard to the particular psycho-legal issue at hand, evaluators should also consider whether they possess the requisite expertise needed to conduct the evaluation of an individual from an unfamiliar background, and perhaps seek consultation when they are unsure of the answer to that question.

*Caveat:* The author of this column is NOT an expert on Arabic culture, does not speak Arabic, and has never lived in the Middle East. However, he has conducted countless forensic evaluations through interpreters, including a number of individuals suspected of engaging in terrorist activities who have been evaluated both within and outside the U.S., in both civil and criminal settings.

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**Fellowship and Position** listings are included in the APLS News at no charge as a service to members and affiliates. All listings should be forwarded, in MS Word or WordPerfect, with minimal formatting included to Jennifer Groscup (jennifer.groscup@scrippscollege.edu). Deadlines are January 1, May 1, and September 1, with each issue placed online approximately one month later. Any requests for Fellowship and Position listings should include details regarding which issues of the newsletter the listing should be included (i.e., a one-time listing, for a specified number of issues or period of time, or a listing that should appear on a regular schedule).





# Division 41/American Psychology-Law Society Executive Committee (EC) Meeting Minutes

Boston, MA August 13, 2008

**Attending :** Natascha Blain, Eve Brank, Roslyn Caldwell, Keith Cruise, Brian Cutler, Kevin Douglas, Joel Dvoskin, Bill Foote, Bruce Frumkin, Kathy Gaskey, Wendy Heath, Saul Kassin, Margaret Bull Kovera, Lora Levett, Bradley McAuliff, Ed Mulvey, Kevin O'Neil, Randy Otto, Ira Packer, Gianni Pirelli, Alison Redlich, Veronica Stinson, Gina Vincent, and Beth Wiggins

**Meeting called to order: 4:10 pm by President Margaret Bull Kovera**

## **I. Voting rules were reviewed:**

Voting members for the current meeting are those people who are current and outgoing executive committee members. The incoming officers do not officially take office until Friday.

## **II. Executive Committee meeting minutes from March 2008 were approved.**

## **III. Treasurer report:**

Brad McAuliff, Treasurer, reported that we are in excellent financial shape. We currently have \$1,131,302.38 in the bank. We will also receive an additional \$300,000 from Springer (LHB contract) in 2009 and \$100,000 in 2010. These are the guaranteed amounts, but according to the contract, these numbers may increase. As part of the new Law and Human Behavior (LHB) contract with Springer we are not required to pay for the subscriptions for up to 3500 members (we currently have 3000 members). Currently our dues include the price of paying for LHB subscriptions. Thus, McAuliff raised the issue of reducing membership dues. McAuliff made a motion for full member dues at \$50 and student dues at \$15; seconded by Dvoskin; approved unanimously.

## **IV. Meeting Information**

### **a. Current Meeting, Boston, MA (APA Convention 2008)**

The EC would like to thank Roslyn Caldwell and Veronica Stinson, co-chairs, for their hard work organizing Division 41's activities at the convention. They received 108 submissions for the 2008 meeting, with 76% being clinical and 26% being experimental.

Accepted with 72% of those being clinical and 28% being experimental. Next August the APA Convention will be in Toronto, ON and the co-chairs will be Veronica Stinson and Nancy Ryba.

**b. APLS, Mar 5-8<sup>th</sup>, 2009, San Antonio, TX** Keith Cruise, Gina Vincent, and Jeff Neuschatz (co-chairs) reported on the progress of the committee and reported that the submission deadline date was changed from September 19<sup>th</sup> to October 13<sup>th</sup> at 3 pm. They also noted that each symposium will have to have an independent discussant and must have one member of APLS. The co-chairs also discussed the plan to reduce the acceptance of those empirical proposals that do not have data collected/analyzed at the time of the submission. The co-chairs are attempting to have one invited symposium session per day. Any suggestions for these can be sent to the co-chairs.

**c. 2011 Joint International Conference** The European (EAPL) and Australian (AANZPL) Societies have requested that the conference be held in a large East coast city. Kathy Gaskey has been researching hotels in various cities, but the room rates are higher than we have had in the past because we generally go to mid-size cities. McAuliff made a motion that Gaskey be able to explore hotels with rooms up to \$209 per night; seconded by Brank; approved unanimously. Frumkin said he would check on rates in Miami.

## **V. New Business**

**a. Reimbursement rate for co-chairs and EC members for meeting travel:** Current EC members get two hotel nights. Council representatives and co-chairs often have to be at APA five nights. Motion that APA chairs be reimbursed for 4 nights hotel starting this year; passed unanimously. Motion that EC members receive coach airfare and three hotel nights at APA starting this year; passed with one abstention.

**b. Book Series:** Our contract will expire with Oxford August 2009 and Ron Roesch's term as editor will also end at the end of 2009. Bull Kovera, as the chair of the nominations committee, will put forward a call for a new book series editor and that person will have to be approved by the EC at the March meeting so that they can be a part of the contract negotiations.

**c. Presidential Initiative:** Joel Dvoskin asked to borrow \$3000 for his presidential initiative for the purpose of paying the chapter author honorariums. The plan would be to pay this money back to the division from the book royalties. A motion to lend this money was not passed (1 in favor, 4 abstentions) as there was concern that the royalties would not cover this cost in addition to other costs already incurred and because most chapter authors for other books do not receive honorariums.

**d. Dr. Steve Breckler:** APA's Science Directorate Executive Director – reported that APA has developed booklets describing how psychologists contribute to current event issues and requested that we think about relevant topics. Natalie Gilfoyle from the APA General Counsel's office wanted everyone to know that they are always looking for good cases for amicus curiae for the general counsel's office.

**e. Proposal for a Professional Advancement of Women Committee:** Request for \$2000 for refreshments and a 2.5 hour time slot at the 2009 APLS conference to conduct (a) a panel discussion on the professional advancement of women in psychology and law (1.5 hours), followed by (b) informal discussion of these issues in smaller "mentoring circles" (1 hour). Discussion was had through email about insuring that the EC does not commit time at the conference without discussing it with the conference co-chairs. Budget approved through email vote.

**f. Proposal for State Legislation Committee:** Stephen Bloomfield proposed that APLS



establish a committee to monitor state legislation as it relates to forensic psychology. Frumkin said that CAPTA could do this. Approved unanimously.

- g. Request for APA programming hours from President James Bray:** James Bray, APA president-elect, requested programming hours from each division for the upcoming APA convention. The EC decided they did not want to contribute any of our programming hours.

## VI. Committees

- a. Book award:** Richard Redding reported that the committee will consider nominations for the 2007-2008 award and will announce the winner at the end of 2008. The winner will be invited to deliver an address at the 2009 APLS Conference.
- b. Dissertation Award Committee:** Eve Brank reported that a call for dissertations for the 2008 dissertation awards was published in the Summer 2008 newsletter. A budget increase was requested to increase the prize money awarded. The new awards will be \$1000 for 1<sup>st</sup> place, \$750 for second, and \$500 for third. The following committee members are rotating off of the committee: Eve Brank, Virginia Cooper, Jodi Viljoen, Angela Crossman, and Jeremy Blumenthal. The new committee chair will be David DeMatteo.
- c. Fellows Committee:** Edie Greene reported that the committee approved the fellowship application of one new fellow, Lois Oberlander Condie, and two current APA Fellows, Jeffrey Siegel and Lisa Grossman. The committee forwarded these recommendations to the APA Fellows Committee. Two individuals were also named Honorary Distinguished Members of AP-LS: David Faigman and Susan Stefan. Alan Tomkins rotated off of this committee after the 2008 APA Convention. Stanley Brodsky has joined the committee for a 3-year term.
- d. Forensic Specialty Council:** Ira Packer reported that the Education and Training Guidelines for Forensic Psychology were endorsed by the Council of Specialties in Professional Psychology and sent to APA's Commission on Accreditation. Thus, for the first time, postdoctoral fellowships in Fo-

rensic Psychology can apply for accreditation. An electronic copy is available on the Student Section of the AP-LS website, under Resources. The Council completed, and submitted to APA, the Petition for Renewal of Recognition as a Specialty in Professional Psychology. The Forensic Specialty Council will next address the issue of recognizing Board-Certifying organizations for psychology.

- e. Grants-in-Aid:** Elizabeth Bennett reported that the committee reviewed 16 proposals for the winter 2008 funding cycle. Twelve proposals were funded, (9 female & 3 male). A total of \$6050 was awarded. Eight proposals were submitted in legal psychology and 4 were for clinical/forensic issues. As Bennett's term has ended, Robert Cochrane has been appointed to be the new chair of the committee. Stephen Ross has also been added to the committee.
- f. Minority Affairs Committee:** Roslyn Caldwell reported that the MAC Ambassador's program has sent representatives to schools in Texas, Georgia, and South Carolina. The committee has also been sending the AP-LS Handbook to psychology departments at Historically Black Colleges and Universities, Hispanic Serving Institutions, and Minority Serving Institutions. MAC awarded five travel awards for the 2008 conference. MAC also sponsored a social hour at the conference and a luncheon for local students. The MAC proposed additional funding this year in order to continue with the events from years prior and to also pay for a new Ambassadors Program Research Internship. The internships would be for minority undergraduate students to participate in law/psychology labs at different schools for a 10 week internship. Motion to support the budget items that are continuing from last year (assuming appropriate expenses are being reimbursed), with no new budget items being supported until a program evaluation is performed for those programs already in place passed unanimously.
- g. Mentorship Committee:** Tara Mitchell reported that the committee sponsored a successful breakfast at the 2008 conference in Jacksonville. The committee plans to sponsor another breakfast at

the 2009 conference in San Antonio and include brochures about the committee in the conference bags.

- h. Teaching, Training, and Careers (TTC) Committee:** Mark Costanzo reported that the committee has been involved in a number of activities. The committee has been working on a directory of graduate programs that will be posted on the APLS website when it is completed. Edie Greene and her students have completed the Handbook of Teaching Materials for undergraduate courses in psychology and law and it is available on the APLS website. Two symposia were conducted at the 2008 conference and one is planned for the 2009 conference. The committee also writes a Teaching Techniques article for the APLS newsletter and encourages involvement from psychology and law professors who are not on the committee. At the request of the MAC, Matt Huss has developed PowerPoint for high school students introducing the topic of psychology and law. Alvin Malesky and his students have completed the Predoctoral Internships in Psychology and Law guide and it is available on the APLS website. The committee continues to collect psychology and law syllabi to post on the APLS website.
- i. Undergraduate Paper Award Committee:** Veronica Stinson reported that two submissions were received for this award. First prize went to Sarah McFadden (Claremont-McKenna College) and second place went to Marissa Reiter (Washington and Jefferson College). The committee is concerned about the viability of this award because additional efforts to increase submissions do not seem to have worked. The committee would appreciate concrete ideas and advice on how to proceed.
- j. Website Editor:** Kevin O'Neil reported that he has been working on updating and reorganizing the AP-LS website. Committee chairs or members who need information updated should let Kevin know ([koneil@fgcu.edu](mailto:koneil@fgcu.edu)). Kevin presented several other ideas to improve the website. One option is to use the APA template and hosting service when they become available in 2009. Another option is to have an external company design the website. Kevin plans to present further



website design ideas no later than the EC meeting in San Antonio in March.

**k. AP-LS Liaison to APA Early Career Psychologist Network:**

Lora Levett reported that the grant workshop and brainstorming session at AP-LS last March went very well. Based on the brainstorming session and the ECP survey results Lora proposed an ad-hoc committee on ECPs. The committee would like to do the following: 1) provide eight grants-in-aid for ECPs at \$2000 each (\$16,000 budget request), 2) organize a workshop and social at annual APLS meetings (\$4000 budget request), 3) develop a website page about how to get involved in the organization, 4) contribute a column for the AP-LS newsletter, 5) provide free membership to ECPs their first year and reduced dues each year as an ECP, and 6) reduced registration rate at the annual APLS conference. The ad-hoc committee will be formed, but some of the details will need to be resolved in the months that follow. The EC approved the \$4000 request for a workshop and social at AP-LS in March. The grants-in-aid proposal will be discussed further at APLS in March. ECPs will be allowed to pay membership dues and conference registration at the student rate for the first three years post graduation. Kathy will monitor this system and report in the years that follow whether the ECPs are transitioning into full memberships when the student rate ends.

**l. Conference Advisory Committee:**

Tonia Nichols reported that the new chair of this committee will be Patty Zapf. The new members will be Eve Brank, David DeMatteo, Kevin O'Neil (AP-LS 2008 co-chairs). The conference committee plans to continue to solicit AP-LS affiliated agencies for sponsorship for the 2009 Student Travel Awards. In the event that the committee is unable to obtain outside funds, AP-LS will provide \$10,000 for these travel awards and the student section will co-sponsor the awards.

**VII. Publications:**

**a. Newsletter:** Jennifer Groscup reported that Marc Boccaccini will continue to provide summaries for the articles published on more clinically oriented topics for the Research Briefs column. Maria Hartwig will take on the responsibility for providing summaries for the more experimentally

oriented topics. Jennifer expects there to be columns from the ECP committee and the Corrections Committee. Jennifer would also like to have a recurring column on diversity issues. If anyone is interested in writing such a column or other columns that might be of interest to the members, please contact her. The newsletter will be published in October, February, and June. The deadlines for submissions for these issues will be September 1, January 1, and May 1. The EC also approved funding a student assistant to the newsletter editor.

**b. Psychology, Public Policy, and Law:**

Ron Roesch reported that Steve Penrod has stepped down as editor of PPP&L. As an APA journal, APA will soon initiate a search for a new editor. Ron is serving in that capacity through 2009.

**c. Development of a New Journal:**

Brian Cutler noted that Ron Roesch proposed a new journal for AP-LS that would focus on developmental psychology and the law. Brian urged the EC to consider this decision carefully and determine if this is the best journal to start at this time and if it is an appropriate time to start a new journal. Sharon Panulla from Springer (LHB publisher) presented to the EC on the topic of LHB and this potential new journal. Sharon stated that the criteria for starting a new journal have become increasingly more stringent. Springer is interested in investigating the idea of this new journal, but discussions need to be had about many issues related to it. A serious market analysis should be conducted and a solid Aims and Scope would need to be done to know where manuscripts are being sent now that would eventually go to this new journal. Two questions need to be addressed: (1) Does APLS want to start another journal? and (2) Is this current proposed journal the one? The president-elect, Saul Kassin, will form a task force (with Ron's input) to determine whether the association should have another journal and which one we should have.

**The next meeting will be held in March 2009 in San Antonio, Texas at the APLS Meeting.**

**The meeting was adjourned at 8:10 p.m.**

**Respectfully submitted,  
Eve Brank**

**2009 AP-LS Budget**

<b>INCOME</b>	Final 2009 Budget
Dues & Contributions	\$ 100,000.00
LHB Editorial Expenses	\$ 25,000.00
Interest Income	\$ 30,000.00
Royalties	\$ 200,000.00
AP-LS Conference	\$ 110,000.00
Advertising	\$ 0.00
Miscellaneous	\$ 0.00
<b>TOTAL INCOME</b>	<b>\$ 465,000.00</b>

**EXPENSES**

**Meetings & Conferences:**

APA Convention Program	\$ 18,000.00
APA EC Meeting	\$ 3,000.00
APLS EC meeting at APA	\$ 25,000.00
Midwinter EC Meeting	\$ 13,000.00
APLS Conference	\$ 110,000.00
Div. Leadership Conference	\$ 1,500.00
<b>SUB-TOTAL</b>	<b>\$ 162,500.00</b>

**Publications:**

Newsletter Expenses	\$ 2,250.00
Subscriptions to LHB	\$ 0.00
Editor Expenses for LHB	\$ 25,000.00
Web Site Expenses	\$ 10,000.00
<b>SUB-TOTAL</b>	<b>\$ 37,250.00</b>

**Administrative Costs:**

General Operating Exp.	\$ 60,000.00
Presidential Expenses	\$ 4,000.00
Treasurer Expenses	\$ 1,000.00
<b>SUB-TOTAL</b>	<b>\$ 65,000.00</b>

**Awards and Committees:**

Awards & Dissertations	\$ 6,000.00
Grants-in-Aid	\$ 20,000.00
Interdisciplinary Grant	\$ 10,000.00
Student Committee	\$ 4,800.00
Prof. Adv. for Women Comm.	\$ 2,000.00
Minority Affairs Comm.	\$ 21,000.00
Teach, Train, & Career Comm.	\$ 2,000.00
Biennial Student Award	\$ 10,000.00
Mentoring Comm.	\$ 1,500.00
Specialty Guidelines	\$ 1,000.00
Corrections Committee	\$ 7,500.00
ECP Network	\$ 4,000.00
<b>SUB-TOTAL</b>	<b>\$ 97,840.00</b>

**Other:**

Miscellaneous	\$ 0.00
<b>SUB-TOTAL</b>	<b>\$ 0.00</b>

**TOTAL EXPENSES \$ 362,590.00**

**PROJECTED NET \$ 102,410.00**

*AP-LS NEWS, Fall 2008*

# Research Briefs

Editor: Marc Boccaccini, Ph.D.

Bowen, E., Gilchrist, E., & Beech, A.R. (2008). **Change in treatment has no relationship with subsequent re-offending in U.K. domestic violence sample: A preliminary study.** *International Journal of Offender Therapy & Comparative Criminology*, 52, 598-614. Post-treatment offending was examined in a sample of 52 male domestic violence offenders mandated to attend a rehabilitation program. While program completers achieved clinically significant psychological change, level of psychological change was not associated with rate of reoffending.

DeGue, S., Scalora, M., Ullman, D. & Gallavan, D. (2008). **In-home or out-of-home? Predicting long-term placement recommendations for juvenile offenders.** *International Journal of Forensic Mental Health*, 7, 15-27. The records of 220 juvenile offenders (in-home placement:  $n = 97$ ; out-of-home placement:  $n = 123$ ) were analyzed to identify predictors of long-term placement. The out-of-home juveniles had higher IQs, more previous out-of-home placements, and were younger when first placed out of the home.

Desmarais, S. L., Hucker, S., Brink, J., & De Freitas, K. (2008). **A Canadian example of insanity defense reform: Accused found not criminally responsible before and after the Winko decision.** *International Journal of Forensic Mental Health*, 7, 1-14. In response to the Winko decision, which states that persons found Not Criminally Responsible due to Mental Disorder be discharged if they are not a significant threat to the safety

The AP-LS newsletter research briefs are written by students in the Clinical Psychology Ph.D. Program at Sam Houston State University. Contributors for this issue are: Erika Canales, Laura Heinonen, Lisa Kan, Vivian Lotts, Amanda McGorty, and Carol Woods.

of the public, the outcomes of 592 (accused post-Winko:  $n = 301$ ) mentally disordered individuals were recorded. The only significant post-Winko change was an increase in the number of accused with substance abuse disorders.

Drieschner, K. H., & Boomsma, A. (2008). **The Treatment Motivation Scales for Forensic Outpatient Treatment (TMS-F): Construction and psychometric evaluation.** *Assessment*, 15, 224-241. In Study 1 ( $N = 378$ ), separate confirmatory factor analyses (CFAs) and structural equation models (SEMs) confirmed the TMS-F individual scales' factor structure and their relations to each other. Using a separate sample ( $N = 376$ ), CFAs and SEM generally confirmed the findings in Study 1. Reliability estimates for all scales were greater than .80.

Drieschner, K. H., & Boomsma, A. (2008). **Validation of the Treatment Motivation Scales for Forensic Outpatient Treatment (TMS-F).** *Assessment*, 15, 242-255. Study 1 ( $N = 620$  offenders) used therapists' ratings as the criterion variable and monotrait-monotrait analyses with the TMS-F and revealed higher correlations for monotrait-heterotrait correlations than heterotrait-monotrait correlations. In Study 2 ( $N = 376$ ), structural equation modeling indicated

that the TMS-F Motivation to Engage in Treatment scale was the best predictor of therapist-rated treatment engagement.

Drieschner, K.H. & Boomsma, A. (2008). **The Treatment Engagement Rating Scale (TER) for forensic outpatient treatment: Description, psychometric properties, and norms.** *Psychology, Crime, & Law*, 14, 299-315. Researchers found that the nine components of the TER could be combined into a single homogenous scale, with good internal consistency (.93) and adequate inter-rater agreement ( $ICC = .76$ ). The validity of the TER was supported by significant positive correlations with measures of treatment motivation.

Duncan, A., et al. (2008). **Performance of the CJDATS co-occurring disorders screening instruments (CODSIs) among minority offenders.** *Behavioral Sciences and the Law*, 26, 351-368. The study examined the performance of the Co-Occurring Disorders Screening Instruments (CODSIs) to screen for any mental disorder (CODSI-MD) and for severe mental disorders (CODSI-SMD) among three racial groups of offenders entering a prison substance abuse treatment program. Cut scores on the measure resulted in consistent sensitivity and specificity val-

ues across African American, Latino, and White offenders.

Edens, J.F., & Ruiz, M.A. (2008). **Identification of mental disorders in an in-patient prison psychiatric unit: Examining the criterion-related validity of the Personality Assessment Inventory.** *Psychological Services*, 5, 108-117. In a sample of 57 forensic inpatients, scores on the PAI Depression and Anxiety Related Disorders scales were correlated with PTSD diagnoses, with the Anxiety Related Disorders-Traumatic Stress (ARD-T) subscale achieving the strongest zero-order correlation ( $r = .36, p < .01$ ). The Drug Problems Scale (DRG) in isolation provided stronger correlations with substance use disorders than the combination of DRG and two experimental drug scales.

Friedmann, P. D., Melnick, G., Jiang, L., & Hamilton, Z. (2008). **Violent and disruptive behavior among drug-involved prisoners: Relationship with psychiatric symptoms.** *Behavioral Sciences and the Law*, 26, 389-401. In a sample of 192 offenders undergoing substance abuse treatment, thought insertion/control ideation and antisocial personality disorders were related with an increase in risk for violent/disruptive behavior while in prison. Phobic symptoms were linked to a decrease in risk.

Grella, C. E., Greenwell, L., Prendergast, M., Sacks, S., & Melnick, G. (2008). **Diagnostic profiles of offenders in substance abuse treatment programs.** *Behavioral Sciences and the Law*, 26, 369-388. Authors examined the association between Axis I and Axis II disorders among offenders in prison-based substance abuse treatment ( $N = 280$ ). In-





dividuals with only an Axis II disorder or who had both Axis I and II disorders had more severe problems in psychosocial functioning than persons without a disorder.

Grijalva, F.E., Ford, J.D., Docherty, A.R., Fricker-Elhai, A.E., & Elhai, J.D. (2008). **Sociodemographic associations with mental health and residential care utilization among juvenile delinquents.** *Psychological Services, 5*, 153-160. Sociodemographic variables were not predictive of the use or nonuse of mental health services in a sample of 149 juvenile delinquents adjudicated from a juvenile court facility.

Huss, M. T. & Ralston, A. (2008). **Do batterer subtypes actually matter? Treatment completion, treatment response, and recidivism across a batterer typology.** *Criminal Justice and Behavior, 35*, 710-724. Cluster analysis of data from men participating in anger control or domestic violence treatment ( $N = 175$ ) identified in three groups of batterers: generally violent/antisocial (GVA), borderline/dysphoric (BD), and family-only (FO). FO batterers completed more treatment sessions (78%) than the other two clusters (BD, 59%; GVA, 50%), while GVA batterers had the highest recidivism rate (39.1%; FO = 10.6%, BD = 23.9%).

Louden, J. E., Skeem, J. L., Camp, J. & Christensen, E. (2008). **Supervising probationers with mental disorder: How do agencies respond to violations?** *Criminal Justice and Behavior, 35*, 832-847. Supervisors of traditional ( $n = 20$ ) and "specialty" mental-health oriented ( $n = 54$ ) probation officers (PO) were surveyed regarding agency poli-

cies and practices. Specialty POs were more directly involved with probationers, and were more likely to be part of a treatment team. Traditional officers were more likely to use punitive measure in response to non-compliance or violations.

Lovell, D. (2008). **Predictors patterns of disturbed behavior in a Supermax population.** *Criminal Justice and Behavior, 35*, 985-1004. In a sample of supermax inmates ( $n = 209$ ), 21% had a documented serious mental illness, 22% exhibited symptoms on the Brief Psychiatric Rating Scale, 26% experienced self-injurious or psychotic episodes, and 30% showed indications of brain damage.

McMurran, M., Theodosi, E., Sweeney, A. & Sellen, J. (2008). **What do prisoners want? Current concerns of adult male prisoners.** *Psychology, Crime, & Law, 14*, 267-274. In a sample of adult male prisoners ( $N = 129$ ), results from the Personal Concerns Inventory: Offender Adaptation (PCI:OA) semi-structured interview suggested that employment, finances, and increasing self-control were offenders' most important concerns and goals.

Mulder, C. L. et al. (2008). **Changing patterns in emergency involuntary admissions in the Netherlands in the period 2000–2004.** *International Journal of Law and Psychiatry, 31*, 331–336. The number of involuntary admissions over a 4-year span ( $N = 34,979$ ) increased by 16%; the greatest increases were found among men aged 30-49, women aged 50-59, and men and women 70 years or older. Rates of increase were also highest among those diagnosed with dementia (59%) and "other organic mental disorders" (36%).

Parhar, K. K., Wormith, J. S., Derkzen, D. M. & Beauregard, A. M. (2008). **Offender coercion in treatment: A meta-analysis of effectiveness.** *Criminal Justice and Behavior, 35*, 1109-1135. A review of 129 studies found that forced treatment was unlikely to be effective, while voluntary participation in treatment yielded significant effect sizes as measured by recidivism and self-report.

Rossi, G. & Sloore, H. (2008). **Cross-cultural reliability and generality of the Megargee offender classification system.** *Criminal Justice and Behavior, 35*, 725-740. In a cluster analysis of MMPI-2 scores of male inmates ( $n = 1,636$ ), Magargee's classification types "Delta," "How," "Charlie," "4-6," "Item," and "Easy" were replicated; types "Baker," "Jupiter," "Foxtrot," and "George" were not supported.

Sacks, J. Y., et al. (2008). **Treatment outcomes for female offenders: Relationship to number of Axis I diagnoses.** *Behavioral Sciences and the Law, 26*, 413–434. In a sample of 147 female offenders in prison substance abuse treatment, a therapeutic community treatment modified for female offenders was more effective than the control condition of cognitive behavioral treatment.

Taxman, F. S., Cropsey, K. L., Melnick, G., & Perdoni, M. L. (2008). **COD Services in community correctional settings: An examination of organizational factors that affect service delivery.** *Behavioral Sciences and the Law, 26*, 435–455. Community corrections administrators ( $N = 179$ ) responded to a survey concerning service delivery for offenders in the correctional system with co-occurring mental

health and substance abuse disorders (COD). Correctional organizations that offered COD services tended to adopt evidence based practices and were more open to changing service needs of the COD offenders than organizations that did not offer COD services.

Vitacco, M.J., Van Rybroek, G.J., Erickson, S.K., Rogstad, J.E., Tripp, A., Harris, L., et al. (2008). **Developing services for insanity acquittees conditionally released into the community: Maximizing success and minimizing recidivism.** *Psychological Services, 5*, 118-125. In a sample of 363 NGRI individuals conditionally released into the community, revocation of conditional release was associated with a diagnosis of substance abuse, previous revocation of conditional release, and mental health symptoms requiring hospitalization. The majority of revocations were due to rule violations and not new charges.

Zlotnick, C., et al. (2008). **Gender differences in comorbid disorders among offenders in prison substance abuse treatment programs.** *Behavioral Sciences and the Law, 26*, 403–412. Among offenders newly admitted to a prison substance abuse program, females reported more lifetime psychiatric problems and were found to have more internalizing disorders than males. There were no gender differences for externalizing problems.

## DELIQUENCY/ ANTISOCIAL BEHAVIOR

af Klinteberg, B., Johansson, S., Gacono, C. & Alm, P. O. (2008). **Projective risk variables in early adolescence and subsequent disinhibitory psychopathology.** *International*



*Journal of Law and Psychiatry*, 31, 210–218. Males ( $N = 199$ ) completed a Rorschach between the ages of 11 and 14 and a shortened PCL-R 27 years later. Disturbed ego functioning in adolescence was significantly associated with higher adult psychopathy scores, self-reports of psychopathic personality traits, violent criminal behavior, and heavy smoking habits.

Andershed, H., Köhler, D., Louden, J. E. & Hinrichs, G. (2008). **Does the three-factor model of psychopathy identify a problematic subgroup of young offenders?** *International Journal of Law and Psychiatry*, 31, 189–198. A model-based factor analysis of PCL-SV scores ( $n = 148$ ; age 15–25) revealed three clusters: unemotional/impulsive–irresponsible, low traits, and psychopathic personality. Offenders in the psychopathic personality cluster had a significantly higher frequency of conduct disorder and substance abuse problems than offenders in other clusters.

Ang, R. P & Huan, V. S. (2008). **Predictors of recidivism for adolescent offenders in a Singapore sample.** *Criminal Justice and Behavior*, 35, 895–905. In a sample of 772 juveniles, offenders were more likely to recidivate if the offender's father had a criminal history, if the offender had run away from home, or if the offender had a history of aggression. The likelihood of recidivism decreased by 34% for each year of age at first offense.

Ashkar, P.J., & Kenny, D.T. (2008). **Views from the inside: Young offenders' subjective experiences of incarceration.** *International Journal of Offender Therapy & Comparative Criminology*, 52, 584–597. Data collected from adolescent

male detainees ( $N = 16$ ) in a maximum-security detention facility suggested that the prison culture promoted and reinforced antisocial behavior. Bullying and antagonism between youth workers and detainees appeared to promote inappropriate behavior and disrespect for authority, while substance use acted as a coping mechanism.

Baker, M. T., Van Hasselt, V. B. & Sellers, A. H. (2008). **Validation of the Novaco Anger Scale in an incarcerated offender population.** *Criminal Justice and Behavior*, 35, 741–754.

Research found strong support for the reliability and validity of the three anger domains measured by the NAS (cognitive, arousal and behavior) in a sample of 1,308 adult offenders (men,  $n=959$ ; women,  $n=349$ ).

Boisvert, D. & Wright, J. P. (2008). **Nonshared environmental influences on sibling differences in externalizing problem behavior.** *Criminal Justice and Behavior*, 35, 863–878. Differential positive sibling interactions were the best predictors of externalizing problem behaviors in a group of 207 brother pairs, 226 sister pairs, and 446 brother–sister pairs. Differential parental monitoring was also shown to a predictor for all but the brother pairs. No association was found between externalizing problem behavior and differential parental warmth.

Das, J., de Ruiter, C. & Doreleijers, T. (2008). **Reliability and validity of the Psychopathy Checklist: Youth Version in Dutch female adolescents.** *International Journal of Law and Psychiatry*, 31, 219–228. Female juvenile offenders ( $n = 67$ ) were evaluated using the Dutch language version of PCL:YV to test its validity and reliability. Internal

consistency was found to be adequate, with all but five items significantly contributing to the total score; items concerning irresponsible behavior were less associated with the total score.

DeLisi, M., & Vaughn, M.G. (2008). **The Gottfredson Hirschi critiques revisited: Reconciling self-control theory, criminal careers, and career criminals.** *International Journal of Offender Therapy & Comparative Criminology*, 52, 520–537. Data from 723 incarcerated youths revealed that low self-control was the strongest predictor of career criminality. High scores on the Self-Control Scale were associated with an increase in the likelihood of becoming a career criminal.

Edens, J., Skopp, N. A., & Cahill, M.A. (2008). **Psychopathic features moderate the relationship between harsh and inconsistent discipline and adolescent antisocial behavior.** *Journal of Clinical Child and Adolescent Psychology*, 37, 472–476. The PCL:YV, Parenting Questionnaire (PQ), and the Denver Youth Survey (YS) were given to incarcerated male adolescents ( $N=76$ ) and their parents. Harsh discipline and parenting were correlated with juvenile delinquency, but only among juveniles who did not demonstrate the superficial charm, grandiosity, and manipulativeness associated with psychopathy.

Einat, T., & Einat, A. (2008). **Learning disabilities and delinquency: A study of Israeli prison inmates.** *International Journal of Offender Therapy & Comparative Criminology*, 52, 416–434. Prevalence of learning disabilities (LD) and ADHD were obtained in a sample of 87 native-Hebrew-speaking adult prisoners. Ap-

proximately 70% of Israeli prison inmates were diagnosed with LD, and presence of LD was significantly correlated with low level of education (i.e., dropping out of school at an early age) and early age of criminal onset.

Ezinga, M.A.J., Weerman, F.M., Westenberg, P.M. & Bijleveld, C.C.J.H. (2008). **Early adolescence and delinquency: Levels of psychosocial development and self-control as an explanation of misbehavior and delinquency.** *Psychology, Crime, & Law*, 14, 339–356. In a sample of adolescents ( $N = 811$ ) 12–14 years old, low self-control was associated with misbehavior and delinquency. When self-control was used as a covariate, researchers found a relationship between psychosocial development and moderate misbehavior.

Fritz, M. V, Gunnar Wiklund, G., Kuposov, R. A., af Klinteberg, B. & Ruchkin, V. V. (2008). **Psychopathy and violence in juvenile delinquents: What are the associated factors?** *International Journal of Law and Psychiatry*, 31, 272–279. Male juvenile offenders who had committed violent ( $n = 69$ ) or non-violent crimes ( $n = 106$ ) were assessed using the Antisocial Process Screening Device (APSD). Violent offenders reported more psychopathic traits, were more physically aggressive, and evidenced more substance abuse problems than non-violent offenders.

Kimonis, E.R., Frick, P.J., Skeem, J.L., Marsee, M.A., Cruise, K., Munoz, L.C., et al (2008). **Assessing callous-unemotional traits in adolescent offenders: Validation of the Inventory of Callous-Unemotional Traits.** *International Journal of Law and*

*Psychiatry*, 31, 241–252. Factor analysis of ICU scores from juvenile males ( $n = 90$ ) and females ( $n = 60$ ) confirmed the existence of three independent factors: Uncaring, Callousness, and Unemotional. Total ICU scores were associated with self-reported levels of aggression (males:  $r = .27 - .37$ ; females:  $r = .30 - .44$ ), delinquency (males:  $r = .26$ ; females:  $r = .38$ ), and constricted empathy (males:  $r = -.51$ ).

Kiriakidis, S.P. (2008). **Moral disengagement: Relation to delinquency and independence from indices of social dysfunction.** *International Journal of Offender Therapy & Comparative Criminology*, 52, 571–583. Young, male offenders incarcerated in Scotland ( $N = 152$ ) scored significantly higher on a measure of moral disengagement when compared to a community sample. Key background and lifestyle variables were associated with higher moral disengagement, including the expectation of an unstable living situation and intention of drug use after custody.

Krischer, M. K. & Sevecke, K. (2008). **Early traumatization and psychopathy in female and male juvenile offenders.** *International Journal of Law and Psychiatry*, 31, 253–262. In a sample of juvenile offenders (male:  $n = 96$ ; female:  $n = 89$ ), a history of physical abuse was more predictive of PCL-YV scores in males, while number of foster homes was more predictive for females.

Kuanliang, A., Sorensen, J.R. & Cunningham, M.D. (2008). **Juvenile inmates in an adult prison system: Rates of disciplinary misconduct and violence.** *Criminal Justice and Behavior*, 35, 1186–1201. Juvenile males admitted to an adult prison ( $n = 703$ ) were more

likely to commit violent infractions than adult inmates ( $n = 33,114$ ). Inmates who were incarcerated before their 18<sup>th</sup> birthday were 77% more likely to display potentially violent and assaultive behavior than those who were closest in age to adults, 18 to 20 years olds ( $n = 3,640$ ); juveniles were much more likely than adults to commit an assault that resulted in serious injury.

Lahey, B.B., Van Hulle, C. A., D’Onofrio, B. M., Rodgers, J. L., Waldman, I.D. **Is parental knowledge of their adolescent offspring’s whereabouts and peer associations spuriously associated with offspring delinquency?** *Journal of Abnormal Child Psychology*, 36, 807–823. The relation between parents’ knowledge of their child’s whereabouts and youth delinquency was examined using data from adolescents followed for 4 years ( $N = 2,317$ ) and 2 years ( $N = 1,228$ ). Logistic regression results indicated that parental knowledge, at either age 12–13 or 14–15, was a robust predictor of future delinquency.

McReynolds, L. S. & Wasserman, G.A. (2008). **Risk for disciplinary infractions among incarcerated male youths: Influence of psychiatric disorder.** *Criminal Justice and Behavior*, 35, 1174–1185. Among juvenile inmates ( $n = 197$ ), those individuals with psychiatric disorders were less likely to commit infractions; juveniles with internalizing disorders were 60%–67% less likely to commit infractions than those inmates with no disorder, and juveniles with externalizing disorders were 50% less likely to commit infractions as compared to non-disordered inmates.

Meier, M.H., Slutske, W.S., Arndt, S., & Cadoret, R.J. (2008). **Impulsive and callous**

**traits are more strongly associated with delinquent behavior in higher risk neighborhoods among boys and girls.** *Journal of Abnormal Psychology*, 117, 377–385. In a sample of 85,000 Iowa schoolchildren, impulsivity, callousness and neighborhood risk were moderately related to delinquency. Delinquent behavior was more common among adolescent males who were older and non-White.

Mokros, A., Menner, B., Eisenbarth, H., Alpers, G.W., Lange, K.W., & Osterheider, M. (2008). **Diminished cooperativeness of psychopaths in a prisoner’s dilemma game yields higher rewards.** *Journal of Abnormal Psychology*, 117, 406–413. The extent to which psychopaths engage in noncooperative behavior was examined in a sample of 24 male psychopaths from Germany. Psychopaths were more likely to act selfishly in a prisoner’s dilemma game than community controls. Diminished cooperativeness among psychopaths was linked to two specific traits: rebellious nonconformity and Machiavellian egocentricity.

Neumann, C.S., Malterer, M.B., & Newman, J.P. (2008). **Factor structure of the psychopathic personality inventory (PPI): Findings from a large incarcerated sample.** *Psychological Assessment*, 20, 160–174. Exploratory and confirmatory factor analyses of Psychopathic Personality Inventory scores from incarcerated offenders ( $N = 1,224$ ) did not support a two-factor model, but revealed patterns of overlap among the subscales.

Penney, S. R., Moretti, M. M., Da Silva, K.S. (2008). **Structural validity of the MACI Psychopathy and Narcissism scales: Evidence of multidimensional**

**dimensionality and implications for use in research and screening.** *Journal of Clinical Child and Adolescent Psychology*, 37, 422–433. Adolescents ( $N = 173$ ) referred to an assessment and treatment center for behaviorally disordered youth completed MACI, the Self Report of Delinquency (SRD), and the Child Behavior Checklist–Youth Self Report (YSR). MACI subscales, which focus on psychopathy (PCS and P-16) and narcissism (Egotistic), fell into two categories: behavioral and personality. The authors found a three factor model for the PCS scale (personality and antisocial/impulsive behaviors), a three factor model for the P-16 scale (callousness, egocentrism, antisocial behaviors), and a three factor model for the Egotistic scale (confidence, exhibitionism, and conceit).

Robertson, A.A., Baird-Thomas, C. & Stein, J.A. (2008). **Child victimization and parental monitoring as mediators of youth problem behaviors.** *Criminal Justice and Behavior*, 35, 755–771. Juvenile detainees ( $n = 763$ ) were surveyed regarding family and personal history, family dynamics and substance abuse, level of parental monitoring, and victimization by adults. Familial substance abuse and physical abuse were positively associated with adolescent drug use ( $r = .30$ ,  $r = .36$ ) and delinquency ( $r = .15$ ,  $r = .36$ ), while parental monitoring was negatively associated with these behaviors ( $r = -.43$ ,  $r = -.34$ ).

Ross, T., & Fontao, M.I. (2008). **The relationships of self-regulation and aggression: An empirical test of personality systems interaction theory.** *International Journal of Offender Therapy & Comparative Criminology*, 52,

554-570. Researchers found significant correlations between self-regulatory functions and aggressive behavior in a sample of 83 male offenders. Subsequent regression analyses, however, revealed that self-regulation did not directly predict future aggression. The strongest predictors of aggressive behavior were antisocial behavior, lack of behavioral self-control, and difficulty self-regulating affect.

Savage, J. & Yancey, C. (2008). **The effects of media violence exposure on criminal aggression: A meta-analysis.** *Criminal Justice and Behavior*, 35, 772-791. A review of studies ( $n = 26$ ) did not support a causal relationship between exposure to violent media and aggressive behavior.

Scholte, E. M. & Van der Ploeg, J. D. (2008). **Social and emotional detachment in Dutch children.** *International Journal of Law and Psychiatry*, 31, 280-286. Schoolchildren ( $N = 2,535$ ) were assessed for psychopathic characteristics, and aggressive and antisocial behaviors. Factor analysis revealed two clusters of psychopathic characteristics: egocentric and unemotional. The two components were predictive of antisocial behavior (egocentric  $r = .55$ ; unemotional  $r = .21$ ), and antisocial behavior was predictive of aggression ( $r = .40$ ).

Salekin, R.T. (2008). **Psychopathy and recidivism from mid-adolescence to young adulthood: Cumulating legal problems and limiting life opportunities.** *Journal of Abnormal Psychology*, 117, 386-395. In a sample of 130 children and adolescents, the stability of psychopathy traits across time was examined using data obtained from four psychopathy

instruments across a 3- to 4-year time span. Psychopathy in early adolescence was predictive of recidivism in youth during the transition from adolescence to young adulthood. Drug use and gender were the only variables predictive of offending independent of psychopathy.

Steffan, J.S. & Morgan, R.D. (2008). **Diagnostic accuracy of the MMPI-2 malingering discriminant function index in the detection of malingering among inmates.** *Journal of Personality Assessment*, 90, 392-298. Accuracy of the MMPI-2 Malingering Discriminant Function Index (M-DFI) was examined in a sample of 45 inmate simulators warned to avoid detection and a sample of 46 psychiatric inmates who completed the MMPI-2 under normal conditions. The M-DFI performed well when compared with individual indicators of malingering, but not when compared with combinations of indicators, suggesting existing strategies for detecting malingering on the MMPI-2 may be more accurate.

Turner, M.G., Hartman, J.L., Exum, M.L., & Cullen, F. T. (2008). **Examining the cumulative effects of protective factors: Resiliency among a national sample of high-risk youths.** *Journal of Offender Rehabilitation*, 46, 81-111. In a sample of high risk youths ( $N = 426$ ), protective factors against delinquency and drug use were shown to have little significance individually, but significant strength as the number of factors increased to three or more. Grouping orders did not show any significance except in drug use, where individual factors and family factors appeared to have the strongest associations.

van Baardewijk, Y., Stegge, H., Andershed, H., Thomaes, S., Scholte, E. & Vermeiren, R. (2008). **Measuring psychopathic traits in children through self-report: The development of the Youth Psychopathic Traits Inventory-Child Version.** *International Journal of Law and Psychiatry*, 31, 199-209. The adolescent YPI was modified to create a self-report measure of psychopathy for children ages 9-12. In a sample of 360 children, YPI scores were correlated with manipulateness ( $r = .51$ ), unemotionality ( $r = .38$ ) and irresponsibility ( $r = .31$ ).

Walsh, E. & Eggert, L. L. (2008). **Preventing youth suicide: Issues for law enforcement personnel.** *International Journal of Law and Psychiatry*, 31, 347-358. Adolescents considered drop-out risks ( $n = 801$ ) participated in a survey designed to determine their risk of suicide. Compared to low suicide risk adolescents, high risk adolescents reported more trouble with the police and more incidents of shoplifting or damaging property.

Washburn, J.J., Teplin, L.A., Voss, L.S., Simon, C.D., Abram, K.M., & McClelland, G.M. (2008). **Psychiatric disorders among detained youth: A comparison of youths processed in juvenile court and adult criminal court.** *Psychiatric Services*, 59, 965-973. In a sample of 1,440 youths processed in juvenile court and 275 youths processed in adult criminal court, there was not a significant difference in prevalence rates for psychiatric disorders. When controlling for felony-level violent crime, males, minorities and older youths were more likely to be processed in adult criminal court than females, non-Hispanic whites, and younger youths.

Yourstone, J., Lindholm, T. & Kristiansson, M. (2008). **Women who kill: A comparison of the psychosocial background of female and male perpetrators.** *International Journal of Law and Psychiatry*, 31, 374-383. Women who were convicted of murder, manslaughter or homicide ( $n = 43$ ) were matched with men ( $n = 43$ ) randomly selected from a population convicted of similar crimes. The women were less likely to have been aggressive as children (22% vs. 45%), and were more likely to have suffered physical (46% vs. 30%) or sexual abuse (34% vs. 5%). Women were also more likely to have had a custodian with a mental disorder (41% vs. 12%) or a substance abuse problem (42% vs. 30%).

#### FORENSIC EVALUATION

Mullen, K.L. & Edens, J.F., (2008). **A case law survey of the personality assessment inventory: Examining its role in civil and criminal trials.** *Journal of Personality Assessment*, 90, 300-303. An examination of 124 court cases in which the PAI was used found that 34% were criminal and 66% were civil, with child custody cases being the most common civil cases. Findings suggest that use of the PAI in court cases has increased over time and is most often used in court to provide information about psychopathology.

Murrie, D. C., Boccaccini, M. T., Johnson, J. T., & Janke, C. (2008). **Does interrater (dis)agreement on Psychopathy Checklist scores in sexually violent predator trials suggest partisan allegiance in forensic evaluations?** *Law and Human Behavior*, 32, 352-362. Among 23 civil commitment proceedings for sexually





violent offenders in which PCL-R scores were reported from both state and defense evaluators, those from state evaluators were significantly higher than those from defense evaluators ( $d = 1.03$ ). Evaluator agreement was low for both absolute agreement (ICC of .39 for single rating) and categorical (PCL-R total > 30) agreement (kappa coefficient of .13).

Pirelli, G., & Zapf, P.A. (2008). **An investigation of psychologists' practices and attitudes toward participation in capital evaluations.** *Journal of Forensic Psychology Practice*, 8, 39-66. Results from a national survey of 231 practicing forensic psychologists revealed that the majority would participate in any type of capital evaluation with the exception of competency for execution. Psychologists opposed to participation in capital evaluations included those who believed that their attitudes toward death penalty would affect their decisions and those who believed they did not have enough experience or training.

#### LAW ENFORCEMENT, CONFESSIONS, & DECEPTION

Belfrage, H. & Strand, S. (2008). **Structured spousal violence risk assessment: Combining risk factors and victim vulnerability factors.** *International Journal of Forensic Mental Health*, 7, 39-46. Police officers ( $n = 82$ ) were asked to assess spousal abuse calls using the B-SAFER ( $n = 698$  assessments). Overall, officers rated only 20% of the cases high risk; however, analysis showed that many of the victim vulnerability factors on the B-SAFER were correlated with the highest rating of risk.

Bond, G. D. (2008). **Deception detection expertise.** *Law and Human Behavior*, 32, 339-351. In Experiment 1, 112 law enforcement officers and 122 undergraduates determined the truthfulness of people seen on 32 video clips. Officers were biased towards a deceptive response and their accuracy for detecting deception was below chance. Eight individuals who demonstrated at least 80% overall accuracy rates, all officers, repeated the procedures with different video clips in Experiment 2, with two maintaining high accuracy rates. These experts were significantly faster than undergraduates in providing a response and used more non-verbal cues in their decision-making.

Drake, K. E., Bull, R., & Boon, J. C. W. (2008). **Interrogative suggestibility, self-esteem, and the influence of negative life-events.** *Legal and Criminological Psychology*, 13, 299-307. This study examined the relationship between the experience of negative life events and suggestibility during an interrogation. Negative life events were significantly correlated ( $r = .68$ ) with total suggestibility scores on the Gudjonsson suggestibility scale.

Verschuere, B. & Crombez, G. (2008). **Dejavu! The effect of previewing test items on the validity of the concealed information polygraph test.** *Psychology, Crime, & Law*, 14, 287-297. Two studies were conducted to test the effects that previewing test items prior to a concealed information polygraph would have on the ability to detect truthfulness about crime knowledge. Both studies suggested that previewing test items had little to no effect on polygraph results.

Vrij, A., Mann, S. A., Fisher, R. P., Leal, S., Milne, R., & Bull, R. (2008). **Increasing cognitive load to facilitate lie detection: The benefit of recalling an event in reverse order.** *Law and Human Behavior*, 32, 253-265. In Study 1, college students ( $N = 80$ ) who lied about a staged theft and discussed the event in reverse order in a simulated police interview showed signs of higher cognitive demand and dishonesty. In Study 2, 55 police officers viewed clips of interviews from Study 1 and were most accurate in veracity ratings for interviews told in reverse order. Thus, instructing interviewees to discuss an event in the reverse order might aid police officers in detecting untruthfulness.

#### LEGAL DECISION-MAKING/ JURY RESEARCH

Boccaccini, M. T., Murrie, D. C., Clark, J. W., & Cornell, D. G. (2008). **Describing, diagnosing, and naming psychopathy: How do youth psychopathy labels influence jurors?** *Behavioral Sciences and the Law*, 26, 487-510. Jury pool members ( $N = 891$ ) read a vignette that varied with respect to history of antisocial behavior (substantial versus minimal), psychopathic personality traits (present versus absent), and diagnostic label (no diagnosis, conduct disorder, psychopathy, or "is a psychopath"). Jurors who read that the juvenile was "a psychopath" reported that he posed a greater risk for reoffending and should receive more severe punishment than juveniles described as meeting criteria for psychopathy or conduct disorder.

Connolly, D. A., Gagnon, N. C., & Lavoie, J. A. (2008). **The effect of a judicial declaration of competence on the per-**

**ceived credibility of children and defendants.** *Legal and Criminological Psychology*, 13, 257-277. Three studies examined the effect of a judicial declaration of a child witness's competence to testify on perceptions of the witness's and defendant's credibility. A judicial declaration of competence about a specific child led to high credibility ratings for the child and low credibility ratings for the defendant. These findings were not replicated when the judge gave a general declaration about the competence of all child witnesses.

Furgeson, J. R., Babcock, L., Shane, P. M. (2008). **Do a law's policy implications affect beliefs about its constitutionality? An experimental test.** *Law and Human Behavior*, 32, 219-227. Law students ( $N = 315$ ) ruled on the constitutionality of a case in which the school tax rate was increased or decreased. Liberal students, grouped based on answers to ideological and partisan questions, were more likely to overturn the case if school tax was decreased than increased (OR = 2.53); their conservative counterparts showed the opposite pattern (OR = .41 in overturning school tax decrease law). This pattern of findings applied to those who stated that they were unaware of how their policy preference influenced their judicial ruling.

Hackett, L., Day, A., & Mohr, P. (2008). **Expectancy violation and perceptions of rape victim credibility.** *Legal and Criminological Psychology*, 13, 323-334. Australian undergraduates ( $N = 137$ ) a) watched a video of either an expressive or a non-expressive victim reporting a rape, and b) rated the victim's credibility. Emotional expressiveness of the victim



was manipulated by having an actress adjust her nonverbal (eye-contact) and paralinguistic (tone of voice) behavior. Results suggest that observers' expectations of emotional expressiveness influences participants' perceptions of rape victim credibility more than actual emotional expressiveness.

Hill, C., Memon, A., & McGeorge, P. (2008). **The role of confirmation bias in suspect interviews: A systematic evaluation.** *Legal and Criminological Psychology*, 13, 357–371. The authors conducted three studies with undergraduate students to assess the effect of expectations of guilt on interviewer questioning style, confessions, denial rates, and suspects' behavior during interrogations. Results suggest that interviewers' expectations of guilt had an effect on questioning style, which led to a self-fulfilling prophecy effect.

Hope, L., Greene, E., Memom, A., Gavisk, M., Houston, K. (2008). **A third verdict option: Exploring the impact of the not proven verdict on mock juror decision making.** *Law and Human Behavior*, 32, 241–252. In Study 1, 104 college students read a trial transcript of a sexual assault case. Those who had the third verdict of "not proven" were significantly less likely to find the defendant not guilty ( $\Phi = .39$ ). Study 2 ( $N = 142$  community members), using a trial transcript of a physical assault and included both individual and group verdicts, produced similar findings.

Levett, L. M., & Kovera, M. B. (2008). **The effectiveness of opposing expert witness for educating jurors about unreliable expert evidence.** *Law*

*and Human Behavior*, 32, 363–374. Community members ( $N = 262$ ) read a transcript from an adapted child sexual abuse case in which researchers manipulated the validity of a defense expert's testimony and the use of an opposing expert for the prosecution. Separate logistic regressions indicated the presence of opposing expert witness was a significant predictor of verdicts, such that the presence of a prosecution expert increased the likelihood of a guilty verdict ( $OR = 1.83$ ).

McQuiston-Surrett, D., Douglass, A. B., & Burkhardt, S. G. (2008). **Evaluation of facial composite evidence depends on the presence of other case factors.** *Legal and Criminological Psychology*, 13, 279–298. In two experiments examining the impact of facial composite evidence on mock jurors' judgments in a fictitious criminal trial, a good composite match was viewed as stronger evidence for the prosecution than a poor composite match. Overall, mock jurors tended to ignore weak facial composite evidence.

Struckman-Johnson, C. & Miller, M. G. (2008). **Effects of Native American race, intoxication, and crime severity on judgments of guilt.** *Journal of Applied Social Psychology*, 38, 1981–1992. Participants ( $N = 293$ ) read a vignette that varied with respect to whether the defendant had a Native American or a White European surname, information about intoxication (present vs. absent), and crime (robbery vs. robbery resulting in murder). Guilt ratings were similar for White and Native American defendants, but were higher for intoxicated than non-intoxicated defendants.

## RISK ASSESSMENT

Barbaree, H. E., Langton, C. M., Blanchard, R. & Boer, D. P. (2008). **Predicting recidivism in sex offenders using the SVR-20: The contribution of age-at-release.** *International Journal of Forensic Mental Health*, 7, 47–64. Many items on the SVR-20 are negatively correlated with age-at-release; however, in a file review of participants in a sex offender treatment program ( $n = 468$ ), recidivism risk was not correlated with the age at which an offender was released from custody ( $r = -.06$ ). However, recidivism prediction was improved when age at time of release was considered in the risk score.

Duits, N., Doreleijers, T. A. H. & van den Brink, W. (2008). **Assessment of violence risk in youth for juvenile court: Relevant factors for clinical judgment.** *International Journal of Law and Psychiatry*, 31, 236–240. A file review of 100 juvenile offenders was performed to determine which SAVRY items were most strongly associated with a determination of high risk; 14 items accounted for 75% of the variance in such judgments. Four items, "negative attitudes," "psychopathic traits," "peer rejection," and "lack of personal/social support", accounted for 70% of the variance in judgments of high risk.

Elkovitch, N., Viljoen, J. L., Scalora, M. J., & Ullman, D. (2008). **Assessing risk of reoffending in adolescents who have committed a sexual offense: The accuracy of clinical judgments after completion of risk assessment instruments.** *Behavioral Sciences and the Law*, 26, 511–528. Graduate students assessed risk of reoffending for 166 juvenile sex offenders using the SAVRY and J-SOAP-II

and made clinical judgments of risk after completing the risk assessment instruments. Raters were not able to predict sexual recidivism or nonsexual violent recidivism above chance. Clinician confidence was not associated with higher accuracy.

Fass, T. L., Heilbrun, K., DeMatteo, D. & Fretz, R. (2008). **The LSI-R and the Compas: Validation data on two risk-needs tools.** *Criminal Justice and Behavior*, 35, 1095–1108. The LSI-R was able to predict recidivism in a sample of 975 male offenders; however, when the group was divided by race, the results were no longer reliable, with statistically significant effects for African Americans, but not Hispanic or Caucasian offenders. The Compas was not able to predict recidivism for any race group.

Henny, P.B., et al., (2008). **Predictive validity of the Structured Assessment of Violence Risk in Youth (SAVRY) during residential treatment.** *International Journal of Law and Psychiatry*, 31, 263–271. In a sample of male juvenile offenders ( $N = 66$ ), SAVRY scores were predictive of future violent behavior. Risk Summary scores were more predictive of future violent toward others ( $r = .48$ ) than were the Risk Total scores ( $r = .33$ ).

Kelly, C. E. & Welsh, W. N. (2008). **The predictive validity of the Level of Service Inventory-Revised for drug-involved offenders.** *Criminal Justice and Behavior*, 35, 819–831. LSI-R scores for offenders ( $n = 276$ ) who had participated in drug treatment while in prison were positively correlated with re-incarceration ( $r = .25$ ).



Kim, D. Y., Joo, H. J. & McCarty, W. P. (2008). **Risk assessment and classification of day reporting center clients: An actuarial approach.** *Criminal Justice and Behavior, 35*, 792-812. The termination and recidivism rates for non-violent offenders ( $n = 273$ ) required to attend community treatment, counseling and employment programs were evaluated. Individuals participating in a GED class were more likely to terminate from the program; those participating in a relapse prevention class were less likely to terminate. Employed offenders were 73.6% less likely to be re-arrested; overall recidivism decreased by 3.6% for each year increase in age.

LeBel, T.P. (2008). **An examination of the impact of formerly incarcerated persons helping others.** *Journal of Offender Rehabilitation, 46*, 1-24. Formerly incarcerated adults ( $N = 228$ ) were surveyed to determine their helper/wounded healers (H/Wh) orientation, current criminal attitude, and psychological well-being to examine whether helping others buffered against future criminality. Remorseful feelings were most indicative of a H/Wh orientation and those with this orientation after release were more satisfied with life, showed a non-criminal attitude, and had a lower forecast of re-arrest over three years.

Lodewijks, H. P. B., Doreleijers, T. A. H. & De Ruiter, C. (2008). **SAVRY risk assessment in violent Dutch adolescents: Relation to sentencing and recidivism.** *Criminal Justice and Behavior, 35*, 696-709. The post-release behavior of juvenile offenders ( $n = 117$ ) whose level of risk had originally been assessed using clinical judgment was compared to risk scores produced

by the SAVRY. The risk scores significantly predicted both low and high risk of violent re-offense; the original clinical judgment did not significantly predict recidivism risk.

McDermott, B. E., Edens, J. F., Quanbeck, C. D., Busse, D., Scott, C.L. (2008). **Examining the role of static and dynamic risk factors in the prediction of inpatient violence: Variable- and person-focused analysis.** *Law and Human Behavior, 32*, 325-338. Among a sample of forensically committed patients ( $N = 105$ ), PCL-R scores were generally poorly related to rates of physical aggression against staff and/or patients. Multivariate analyses indicated HCR-20 Total, Clinical, and Risk Management scores significantly contributed to the prediction of rates of total physical aggression and rates of physical aggression against patients, after controlling for PCL-R scores.

Rydén-Lodi, B., Burk, W. J., Stattin, H. & af Klinteberg, B. (2008). **Personality and reconviction in crime: A three-year follow-up study of male criminal recidivists.** *International Journal of Forensic Mental Health, 7*, 83-94. In a sample of male offenders, extraversion and psychic anxiety were negatively associated with re-imprisonment, while irritability and monotony avoidance were positively associated with re-imprisonment.

Swanson, J.W., Van Dorn, R. A., Swartz, M.S., Smith, A., Elbogen, E. B., & Monahan, J. (2008). **Alternative pathways to violence in persons with schizophrenia: The role of childhood antisocial behavior problems.** *Law and Human Behavior, 32*, 228-240. Based on data from the NIMH CATIE project ( $N = 1445$ ), patients with schizophrenia and a his-

tory of adolescent conduct problems were twice as likely to exhibit violent behavior in the previous six months compared to those without such a history. Logistic regressions indicated that violence risk factors differed between these two groups.

Vincent, G. M., Odgers, C. L., McCormick, A. V. & Corrado, R. R. (2008). **The PCL: YV and recidivism in male and female juveniles: A follow-up into young adulthood.** *International Journal of Law and Psychiatry, 31*, 287-296. Among males ( $n = 201$ ), both the three and four-factor models of the PCL:YV were able to significantly predict recidivism. Among girls ( $n = 55$ ), neither model significantly predicted recidivism.

Walsh, Z. & Kosson, D.S. (2008). **Psychopathy and violence: The importance of factor level interactions.** *Psychological Assessment, 20*, 114-120. In a combined sample of PCL-R scores from 199 correctional inmates and PCL-SV scores of 863 acute care inpatients, a two-way interaction between factor 1 and factor 2 scores suggested that the predictive relationship between factor 2 scores and violence was stronger for correctional inmates with high factor 1 scores vs. those with low factor 1 scores.

Walters, G.D., Knight, R.A., Grann, M., Dahle, K.P. (2008). **Incremental validity of the Psychopathy Checklist facet scores: Predicting release outcomes in six samples.** *Journal of Abnormal Psychology, 117*, 396-405. PCL-R and SV scores from six samples of forensic patients and incarcerated offenders were used to evaluate the incremental validity of the PCL-R and the PCL:SV facet scores (Interpersonal, Affective, Lifestyle An-

tisocial). Meta-analytic results supported the incremental validity of Facet 4 (Antisocial) while minimal support was obtained for Facets 1, 2 and 3. Overall Facet 4 was significantly more predictive of violent recidivism than the first three facets.

## SEX OFFENDERS

Beggs, S. M. & Grace, R. C. (2008). **Psychopathy, intelligence, and recidivism in child molesters: Evidence of an interaction effect.** *Criminal Justice and Behavior, 35*, 683-695. The psychopathy and intelligence scores of male sex offenders with juvenile victims ( $n = 216$ ) were compared to their histories and post-release behavior. Psychopathy scores were related to both history and re-offense; there was no relationship between intelligence and history or re-offense. However, offenders with low intelligence scores who scored high on psychopathy were more likely to sexually recidivate than other offenders.

Brackett, R. E., Jackson, R. L. & Richards, H. J. (2008). **The Hare PSCAN and its relationship to psychopathy in a sample of civilly committed sexual offenders.** *International Journal of Forensic Mental Health, 7*, 29-37. PSCAN scores of participants in a sex offender civil commitment program were compared to full PCL-R scores ( $n = 93$ ); the two scores were significantly correlated ( $r = .49$ ). However, when the knowledge of raters regarding the construct of psychopathy was considered, PSCAN scores from individuals with more experience produced stronger correlations ( $r = .63$ ) than those with little or no experience ( $r = .15$ ).

Craissati, J., Webb, L. & Keen, S. (2008). **The relationship between developmental variables, personality disorder, and risk in sex offenders.** *Sex Abuse, 20*, 119-138. 241 sex offenders (child victims:  $n = 162$ ; adult victims:  $n = 79$ ) were assessed to determine potential developmental factors associated with their offenses. A history of childhood emotional abuse or neglect was found in 42% of the high risk offenders, as opposed to only 11% of those at low risk, as measured by the Risk Matrix 2000. Likewise, the presence of two or more childhood disturbances were found in 73% of the high risk offenders, and only 24% of the low.

Keown, K., Gannon, T.A. & Ward, T. (2008). **What were they thinking? An exploration of child sexual offenders' beliefs using a lexical decision task.** *Psychology, Crime, & Law, 14*, 317-337. Researchers used a lexical decision task to determine if child sexual offenders (CSOs) hold implicit theories (ITs) that support an offence-supportive style. The sample consisted of 32 CSOs, 37 offender controls, and 31 community based controls. Results did not support the proposition that CSOs hold offense-supportive ITs for 4 of 5 categories measured by the researchers, but showed strong support for the IT of uncontrollability.

Kjelsberg, R. E. & Loos, L. H. (2008). **Conciliation or condemnation? Prison employees' and young peoples' attitudes towards sexual offenders.** *International Journal of Forensic Mental Health, 7*, 95-103. Prison employees ( $n = 90$ ) and college students ( $n = 412$ ) completed a questionnaire designed to uncover their attitudes regarding sex offenders; the prison employees also par-

ticipated in a sex offender education course after which their attitudes were re-evaluated. Overall, the attitudes of the prison employees were more positive compared to the college students. The educational course was not associated with a change in prison employees' attitudes.

Langevin, R., & Curnoe, S. (2008). **Are the mentally retarded and learning disordered overrepresented among sex offenders and paraphilics?** *International Journal of Offender Therapy & Comparative Criminology, 52*, 401-415. The prevalence of mental retardation and learning disorders (LD) were evaluated using a sample of 2,286 male sex offenders and a sample of 241 non-sex offenders. Percentage of LD cases did not differ significantly between sex offenders and controls, suggesting that LD cases are equally common among both sex offenders and non-sexual offenders.

Langevin, R., & Curnoe, S. (2008). **Assessing neuropsychological impairment among sex offenders and paraphilics.** *Journal of Forensic Psychology Practice, 8*, 150-173. A sample of 1,180 sex offenders and paraphilics (SOPs) were subdivided based on victim type and administered the Halstead-Reitan (HR) Neuropsychological Battery. Approximately 34% of SOPs (Total  $N = 1,180$ ) showed impairment on the HR. SOPs who victimized children were significantly more impaired than SOPs who victimized adults.

McCrary, F., Kaufman, K., Vasey, M. W., Barriga, A. Q., Devlin, R. S. & Gibbs, J. C. (2008). **It's all about me: A brief report of incarcerated adolescent sex offenders' generic and sex-specific cognitive distortions.** *Sex Abuse, 20*, 261-

271. Cognitive distortions of adolescent sex offenders ( $n = 175$ ) were examined, and it was found that the offender's average level of self-serving distortion was significantly higher than scores from a normative sample. Sex based and general distortions were significantly related ( $r = .34$ ), while distortions and empathy were inversely related ( $r = -.28$ ).

McLawsen, J. E., Jackson, R. L., Vannoy, S. D., Gagliardi, G. J. & Scalora, M. J. (2008). **Professional perspectives on sexual sadism.** *Sex Abuse, 20*, 272-304. Professionals experienced in the diagnosis of sexual sadism were asked to identify the essential behavioral features for such a diagnosis. Respondents reliably discriminated between behaviors associated with sexual sadism and general sexual offending.

Mercado, C. C., Alvarez, S. & Levenson, J. (2008). **The impact of specialized sex offender legislation on community reentry.** *Sex Abuse, 20*, 188-205. Among non-incarcerated sex offenders, 52% reported having lost employment as a result of community notification, 48% reported physical threats or harassment, and 11% reported actual physical assaults. Most offenders did not believe that community notification reduced their access to potential victims.

Tewksbury, R., & Mustaine, E. (2008). **Collateral consequences and community reentry for registered sex offenders with child victims: Are the challenges even greater?** *Journal of Offender Rehabilitation, 46*, 113-131. Using information from the U.S. Census tract-level data on neighborhood characteristics, researchers found that registered sex offenders (RSOs; to-

tal  $N = 2,586$ ) tended to live in higher disorganized areas overall, but RSOs who had victimized children did not reside more often in disorganized areas than other RSOs.

Turner, K., Miller, H. A. & Henderson, C. E. (2008). **Latent profile analyses of offense and personality characteristics in a sample of incarcerated female sexual offenders.** *Criminal Justice and Behavior, 35*, 879-894. LPA of PAI scores from female sex offenders ( $N = 90$ ) produced three groups: women with elevation only on the alcohol and drug abuse scales ( $n = 30$ ); women whose alcohol and drug abuse, anxiety and anxiety-related disorders, depression, paranoia, schizophrenia, and borderline personality disorder scores were all in the "at-risk" range ( $n = 39$ ); and women with clinically significant somatization, anxiety and anxiety-related disorders, depression, paranoia, schizophrenia, and borderline personality disorder scores ( $n = 10$ ).

Underhill, J., Wakeling, H. C., Mann, R. E. & Webster, S. D. (2008). **Male sexual offenders' emotional openness with men and women.** *Criminal Justice and Behavior, 35*, 1156-1173. Among sex offenders participating in cognitive-behavioral treatment, all individuals evidenced reduced emotional openness with regard to men when compared to a non-offender sample. Sex offenders with juvenile victims also demonstrated reduced emotion intimacy with women as compared to both non-offenders and rapists. Offenders at high recidivism risk reported greater levels of difficulty with overall adult intimacy than did lower risk individuals.





Vrieze, S. I., & Grove, W. M. (2008). **Predicting sex offender recidivism. I. Correcting for item overselection and accuracy overestimation in scale development. II. Sampling error-induced attenuation of predictive validity over base rate information.** *Law and Human Behavior*, 32, 266-278. A bootstrapping method identified only four variables (length of offending history, drug treatment, number of supervision failures, and use of deception in offense) from the Minnesota Sex Offender Screening Tool-Revised as moderately predictive of sexual recidivism (AUC = .58), using data from the instrument's development study ( $N = 256$ ). Results from Monte Carlo simulations of AUCs and recidivism rates suggest that the MnSOST-R does not provide accurate predictions of sexual offense recidivism.

Willis, G. M. & Grace, R. C. (2008). **The quality of community reintegration planning for child molesters: Effects on sexual recidivism.** *Sex Abuse*, 20, 218-240. A sample of sex offenders ( $n = 81$ ) were evaluated after release from prison; 39 sample offenders sexually re-offended. 51.3% of the recidivists were also convicted of a non-sexual offense; 28.6% of the non-recidivists were convicted of a non-sexual crime.

Zakireh, B., Ronis, S. T. & Raymond A. Knight, R. A. (2008). **Individual beliefs, attitudes, and victimization histories of male juvenile sexual offenders.** *Sex Abuse*, 20, 323-351. A sample of juvenile offenders ( $n = 100$ ) were classified into four groups: outpatient sexual offenders, residential placement sexual offenders, outpatient non-sexual offenders, and residential place-

ment non-sexual offenders. Among those offenders in residential treatment, the sexual offenders showed greater hypersexuality, violent behavior, and an increased victimization history as compared to the non-sexual offenders.

### WITNESS ISSUES

Carlson, C. A., Gronlund, S. D., & Clark, S. E. (2008). **Lineup composition, suspect position, and the sequential lineup advantage.** *Journal of Experimental Psychology: Applied*, 14, 118-128. Two studies examined the potential advantage of a sequential lineup in comparison to a simultaneous lineup. A sequential lineup advantage was produced in lineups made up of foils that were a poor match to the suspect and innocent suspects that were a good match to the suspect. This advantage was also found when a suspect was presented later in the lineup, particularly the last two positions.

Clark, S. E., Howell, R. T., & Davey, S. L. (2008). **Regularities in eyewitness identification.** *Law and Human Behavior*, 32, 187-218. Meta-analysis of 94 experiments indicated response diagnosticity of guilt/innocence varied across simultaneous and sequential lineups and lineup compositions. Across all experiments, suspect identification was the most diagnostic response ( $h = .783$ ), and foil identification and nonidentification were diagnostic of innocence ( $h = .331$  and  $.440$ , respectively). Responses of "don't know" were non-diagnostic ( $h = .103$ ).

Desmarais, S.L., Price, H.L. & Read, J.D. (2008). **"Object, your honor! Television is not the relevant authority."** *Crime*

**drama portrayal of eyewitness issues.** *Psychology, Crime, & Law*, 14, 225-243. Researchers reviewed popular television shows ( $N = 12$ ) from the 1980's to the present that depicted criminal investigations and subsequent judicial system experiences. Results show the depiction of eyewitness identification issues remained stable over time and were generally consistent with expert data on issues relevant to memory and performance.

Lyon, T. D. & Dorado, J.S. (2008). **Truth induction in young maltreated children: The effects of oath-taking and reassurance on true and false disclosures.** *Child Abuse and Neglect*, 32, 738-748. In two experiments children removed from their homes following allegations of abuse/neglect were presented with scenarios aimed at identifying their understanding of the difference between the truth and a lie and that it is wrong to lie (competency task). Children were then engaged in playing with a toy house (Exp. 1) or playing a game (Exp. 2) by a confederate. The experimenter then questioned the child (using leading and non-leading questions) after either reminding the child that lying was wrong (oath condition) or assuring them they would not be in trouble (reassurance condition). Results indicated the oath condition increased the likelihood of a child providing true information. The reassurance condition also resulted in higher levels of true information, except when the child was not able to pass the competency task and was asked leading questions.

Magnussen, S., Wise, R.A., Raja, A. Q., Safer, M.A., Pawlenko, N. & Stridbeck, U. (2008). **What judges know**

**about eyewitness testimony: A comparison of Norwegian and US judges.** *Psychology, Crime, & Law*, 14, 177-188. Norwegian judges ( $N = 157$ ) were surveyed to measure their knowledge concerning eyewitness testimony research. Judges tended to be aware of the effect that attitudes and expectations can have on memory, post-event misinformation effects, and a large portion understood and supported the use of suspect blind line-up procedures (84%).

Perfect, T. J., Wagstaff, G. F., Moore, D., Andrews, B., Cleveland, V., Newcombe, S. et al. (2008). **How can we help witnesses to remember more? It's an (eye) open and shut case.** *Law and Human Behavior*, 32, 314-324. Across five studies ( $N = 180$ ), in which the stimulus, presentation (video vs. live), and recall paradigm (cued vs. free) varied, participants who were asked to close their eyes during recall generally provided significantly more correct information and less incorrect information.

Redlich, A.D., Quas, J.A. & Gheiti, S. (2008). **Perceptions of children during a police interrogation: Guilt, confessions, and interview fairness.** *Psychology, Crime, & Law*, 14, 201-223. Mock jurors ( $N = 264$ ) reviewed transcripts from an interrogation of a child suspected of killing a younger child, with experimental manipulations of suspect age and gender. Overall, rater gender and level of sympathy for juvenile offenders were the strongest predictors of mock jurors' perceptions.

# Division News and Information

## Report from the Forensic Specialty Council Ira K. Packer, Ph.D., Chair

The Forensic Specialty Council consists of representatives from AP-LS, ABFP, and AAFP. The Chair also serves as the Specialty's representative to the Council of Specialties (CoS), and I am currently serving as President of CoS (2 year term, 2008-2009). The other 3 members of the Council are: Jeffrey Helms (representing AP-LS), Barry Rosenfeld (representing ABFP), and Mary Alice Conroy (representing AAFP). They are all new to the Committee this year, replacing Antoinette Kavanaugh, Rick DeMier, and John Edens, who completed their 3 year terms. We anticipate that future changes in membership will be more staggered.

### Informational items:

1. Education and Training Guidelines for Forensic Psychology. These guidelines were endorsed by the Council of Specialties in Professional Psychology (CoS) and sent to APA's Commission on Accreditation. Thus, for the first time, postdoctoral fellowships (also referred to as Residencies) in Forensic Psychology can apply for accreditation. These guidelines should also be helpful to students interested in obtaining training that will allow them to eventually specialize in Forensic. An electronic copy is available on the Student Section of the AP-LS website, under Resources.
2. The Council completed, and submitted to APA, the Petition for Renewal of Recognition as a Specialty in Professional Psychology. We would like to thank all those who provided information and input to this document. Forensic Psychology was originally recognized as a Specialty by APA in 2001 and this process needs to be renewed every 7 years. The petition was favorably reviewed by the APA committee (CRSPPP) in May, with a recommendation that APA Council renew the recognition (this is on the Agenda for this APA meeting).
3. A number of organizations have been dealing with the thorny issue of recognition of Board Certifying Organizations in Professional Psychology. The Council of Specialties has strongly recommended that there should only be one recognized Board-Certifying organization for Psychology, to enhance quality control and avoid confusion to consumers and psychologists. This is an issue that is very prominent in the field of Forensic Psychology and will be on the agenda for the Forensic Specialty Council.

## American Academy of Forensic Psychology Workshop Schedule: 2008

The American Academy of Forensic Psychology, the membership of ABFP board certified forensic psychologists, presents an ongoing series of workshops and training seminars led by leaders in the field of forensic psychology. Workshops focus on contemporary psycho-legal issues relevant to forensic, child, clinical and neuropsychologists and are designed for those interested in pursuing psycho-legal topics in depth.

The schedule for 2008-2009 can be found at [www.abfp.com](http://www.abfp.com), along with a listing of the specific topics covered in each workshops. More information also appears in Conference and Workshop planner on page 38 and detailed information about upcoming workshops appears to the left.

The American Academy of Forensic Psychology is approved by the American Psychological Association to offer continuing education for psychologists. AAFP maintains responsibility for its programs.

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## Call for Psychology and Law Related Syllabi

The AP-LS Teaching, Training, and Careers Committee (TTC) is continuing its efforts to collect syllabi for courses in Psychology and Law or closely related topics. There are already a number of syllabi that have been collected over the years on the AP-LS website (<http://ap-ls.org/academics/downloadIndex.html>). However, we would like to routinely post new syllabi. We would appreciate your assistance in providing us with a copy of your syllabi. If you have not already provided one, please do so in the following way:

Send a copy of your syllabi to Matthew Huss ([mhuss@creighton.edu](mailto:mhuss@creighton.edu)). Soft copies may be submitted as e-mail attachments (Word Perfect, Word, or ASCII files are preferred).

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## Announcement from APA's Committee on International Relations in Psychology

APA's Committee on International Relations in Psychology (CIRP) is starting an initiative to begin a speaker's bureau for the UN. They are interested in compiling a directory of division 41 members who live in or near the NYC region, who would be willing to speak (pro-bono) at the UN on various topics (forensic and other). For those interested, please email a brief bio describing areas of expertise and a recent cv to: Michele Galletta, Ph.D. at [mgalletta@jjay.cuny.edu](mailto:mgalletta@jjay.cuny.edu)



# Division News and Information

## APLS Book Series

The APLS book series is published by Oxford University Press. The series publishes scholarly work that advances the field of psychology and law by contributing to its theoretical and empirical knowledge base. The latest book in the series, by Larry Wrightsman, is entitled *Oral arguments before the Supreme Court: An empirical approach*. Larry traces the history of oral arguments from John Jay and the beginning of the Supreme Court to the present day Roberts Court. Challenging the notion that oral arguments play an insignificant role in decisions, Wrightsman provides a careful and detailed analysis of the transcripts of oral arguments and shows that oral arguments are central to the decision making process.

The editor is interested in proposals for new books. Inquiries and proposals from potential authors should be sent to Dr. Ronald Roesch, Series Editor (E-mail: roesch@sfu.ca or phone: 778-782-3370).

The following books are available for purchase online from Oxford University Press (note that APLS members receive a 25% discount, as shown on the website): <http://www.us.oup.com/us/collections/apls/?view=usa>

Wrightsman, L. S. (2008). *Oral arguments before the Supreme Court: An empirical approach*.

Levesque, R. J. R. (2007). *Adolescents, media and the law: What developmental science reveals and free speech requires*.

Wrightsman, L. S. (2006). *The psychology of the Supreme Court*.

Slobogin, C. (2006). *Proving the unprovable: The role of law, science, and speculation in adjudicating culpability and dangerousness*.

Stefan, S. (2006). *Emergency department treatment of the psychiatric patient: Policy issues and legal requirements*.

Haney, C. (2005). *Death by design: Capital punishment as a social psychological system*. (This book received the Herbert Jacob Book Prize from the Law and Society Association for the "most outstanding book written on law and society in 2005").

Koch, W. J., Douglas, K. S., Nicholls, T. L., & O'Neill, M. (2005). *Psychological injuries: Forensic assessment, treatment and law*.

Posey, A. J., & Wrightsman, L. S. (2005). *Trial consulting*.

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## Handbook of Teaching Materials

The recently-revised "**Handbook of Teaching Materials for Undergraduate Legal Psychology Courses**" (by Edie Greene and Erica Drew) is available on the AP-LS website ([www.ap-ls.org](http://www.ap-ls.org)) under the Academics link. The handbook provides models for integrating psychology and law into the undergraduate curriculum, course descriptions, relevant textbooks, sources for lecture material, suggested writing assignments and active learning exercises, and video and on-line resources.

## American Psychology-Law Society

### Call for Nominations

### Editor, AP-LS Book Series

AP-LS sponsors a book series by Oxford University Press (<http://www.oup.com/us/collections/apls/>). The goal of the series is to educate psychological and legal professionals and the general public about important developments in the field of psychology and law. The book series reflects the diversity of the field of psychology and law; therefore, it contains books on a broad range of topics. Ronald Roesch has served as the editor of this series since 2000; his term as editor ends in December 2009. The Executive Committee is therefore seeking nominations for a new AP-LS Book Series Editor.

The Editor has the responsibility of soliciting and reviewing proposals for books, editing manuscripts, and ensuring the quality of books sponsored by AP-LS. The Editor will serve as a member of the Publication Committee and an Ex-Officio non-voting member of the Executive Committee. In these roles, the Editor will be expected to attend semi-annual Executive Committee members, and the Association will provide travel funds to support attendance. The term begins January 2010.

Nominations, consisting of a letter explaining relevant expertise and interests, a statement describing proposed goals and plans for the book series, and a current CV, should be sent to Margaret Bull Kovera, Chair of the AP-LS Nominations and Awards Committee at [mkovera@jjay.cuny.edu](mailto:mkovera@jjay.cuny.edu) by **January 1, 2009**. Self-nominations are welcome.

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## Now Updated: Resource Directory of Forensic Psychology Pre-Doctoral Internship Training Programs

The APLS Teaching, Training, and Careers Committee is pleased to announce that the newly updated "Resource Directory of Forensic Psychology Pre-Doctoral Internship Training Programs" is now available on-line at the APLS website [www.ap-ls.org](http://www.ap-ls.org). This directory includes a listing of U.S and Canadian pre-doctoral internships with forensic rotations including: setting, population, type of forensic assessment and treatment experiences, as well as time spent at each training experience. Email and website addresses have been included to facilitate contact with internship programs. This directory is a must-have for students interested in forensic psychology.

The TCC is indebted to Professor Alvin Malesky and Allison Croysdale for all their efforts spent in updating this directory.



## EXECUTIVE COMMITTEE AND COMMITTEE CHAIRS

• President	Saul Kassin	skassin@jjay.cuny.edu
• Past-President	Margaret Bull Kovera	mkovera@jjay.cuny.edu
• President-Elect	Ed Mulvey	mulveyep@upmc.edu
• Secretary	Eve Brank	ebrank2@unl.edu
• Treasurer	Brad McAuliff	bdm8475@csun.edu
• Member-at-Large	Natacha Blain	nblain@cdf.org
• Member-at-Large	Allison Redlich	aredlich@albany.edu
• Member-at-Large	Wendy Heath	heath@rider.edu
• Council Representative	Randy Otto	otto@fmhi.usf.edu
• Council Representative	William Foote	ForNPscyh@aol.com
• Student Section President	Gianni Pirelli	GPirelli@gc.cuny.edu
• Newsletter Editor	Jennifer Groscup	jpgroscup@jjay.cuny.edu
• Publications Editor	Ron Roesch	roesch@sfu.ca
• <i>Law &amp; Human Behavior</i> Editor	Brian Cutler	briancutler@mac.com
• <i>Psychology, Public Policy, &amp; Law</i> Editor	Ron Roesch	roesch@sfu.ca
• Web Site Editor	Kevin O'Neil	koneil@fgcu.edu
• Webpage Administrator	Adam Fried	afried@fordham.edu
• Liaison to APA Science Directorate	Kathy Pezdek	Kathy.Pezdek@cgu.edu
• Liaison to APA Public Interest Directorate	Natacha Blain	natacha.blain@atlahg.org
• Liaison to APA Practice Directorate	Michele Galietta	mgalietta@jjay.cuny.edu
• Teaching, Training, and Careers Committee	Mark Costanzo	Mark.Costanzo@claremontmckenna.edu
• Dissertation Awards	David DeMatteo	dsd25@drexel.edu
• Fellows Committee	Edie Greene	egreene@uccs.edu
• Grants-in-Aid	Robert Cochrane	rochrane@bop.gov
• Book Award Committee	Richard Redding	redding@law.villanova.edu
• Undergraduate Research Award Committee	Veronica Stinson	Veronica.Stinson@smu.ca
• Interdisciplinary Grant Committee	Gail Goodman	ggoodman@ucdavis.edu
• Continuing Education Committee	Randy Otto	otto@fmhi.usf.edu
• Corrections Committee	Jennifer Skeem	skeem@uci.edu
• Scientific Review Paper Committee	William Thompson	wcthomps@uci.edu
• Minority Affairs Committee	Roslyn Caldwell	rnc523@gmail.com
• Mentorship Committee	Tara Mitchell	tmitchel@lhup.edu
• Division Administrative Secretary	Kathy Gaskey	APLS@ec.rr.com
• Conference Advisory Committee	Patricia Zapf	pzapf@jjay.cuny.edu
• 2008 APA Program Chairs	Veronica Stinson	Veronica.Stinson@smu.ca
	Roslyn Caldwell	rcaldwell@jjay.cuny.edu
• 2009 APA Program Chairs	Veronica Stinson	Veronica.Stinson@smu.ca
	Nancy Ryba	nryba@jjay.cuny.edu
• 2009 APLS Conference Chairs	Keith Cruise	cruise@fordham.edu
	Jeffery Neuschatz	neuchaj@uah.edu
	Gina Vincent	Vincent@umannmed.edu
• 2010 APLS Conference Chairs	Jodi Viljoen	viljoenj@sfu.edu
	Sam Sommers	sam.sommers@tufts.edu
	Matt Scullin	mhscullin@utep.edu

### New AP-LS Web Site Editor

The new AP-LS Web Site Editor would like to improve the look, functionality, and content of the AP-LS web site (<http://www.ap-ls.org>). If you have ideas for revisions that you would like to see make to the web site, please email them directly to the Web Site Editor, Dr. Kevin O'Neil at [oneilk@fiu.edu](mailto:oneilk@fiu.edu). Content that should be added to, or corrected on, the Web site is especially desired.

### AP-LS at the Races

Brooke Butler, one of our Division's many active marathoners, represented Division 41 very well in the annual "Running Psychologists" race at APA this year, placing second in her (very fast!) age group.

Congratulations Brooke!



# Nominations, Awards, and Announcements

## Call for Nominations

### American Psychological Foundation Gold Medal Awards

The American Psychological Foundation (APF) invites nominations for the APF 2009 Gold Medal Awards. The awards include a mounted medallion, \$2,000 (to be donated by APF to the charitable institution of the winner's choice), and an all-expense-paid trip for the award winner and one guest to attend the 2009 American Psychological Association (APA) Convention in Toronto, Canada, for two nights and three days (Coach round-trip airfare, reasonable expenses for accommodations, and meals for two individuals will be reimbursed).

The Gold Medal Awards recognize life achievement in and enduring contributions to psychology. Eligibility is limited to psychologists 65 years or older residing in North America. Awards are conferred in four categories:

- Gold Medal Award for Life Achievement in the Science of Psychology recognizes a distinguished career and enduring contribution to advancing psychological science.
- Gold Medal Award for Life Achievement in the Application of Psychology recognizes a distinguished career and enduring contribution to advancing the application of psychology through methods, research, and/or application of psychological techniques to important practical problems.
- Gold Medal Award for Life Achievement by a Psychologist in the Public Interest recognizes a distinguished career and enduring contribution to the application of psychology in the public interest.
- Gold Medal Award for Life Achievement in the Practice of Psychology recognizes a distinguished career and enduring contribution to advancing the professional practice of psychology through a demonstrable effect on patterns of service delivery in the profession.

**Nomination Process:** Nominations should indicate the specific award for which the individual is being nominated and should include a nomination statement that traces the nominee's cumulative record of enduring contribution to the purpose of the award. There is no formal nomination form. The nominee's current vita and bibliography should be attached. Letters in support of the nomination are also welcome, but please refrain from sending supplementary materials such as videos, books, brochures, or magazines. All nomination materials should be coordinated and collected by a chief nominator and forwarded to APF in one package.

The deadline for receipt of nomination materials is **December 1, 2008**. Please e-mail materials to [Foundation@apa.org](mailto:Foundation@apa.org) or mail to: American Psychological Foundation, Gold Medal Awards, 750 First Street, NE, Washington, DC 20002-4242.

Questions? E-mail [iramos@apa.org](mailto:iramos@apa.org) or call (202) 336-5814.

## CALL FOR NOMINATIONS

### AMERICAN PSYCHOLOGICAL FOUNDATION CHARLES L. BREWER DISTINGUISHED TEACHING OF PSYCHOLOGY AWARD

The American Psychological Foundation (APF) invites nominations for the APF 2009 Charles L. Brewer Distinguished Teaching of Psychology Award, which recognizes an outstanding career contribution to the teaching of psychology.

The awardee receives a plaque, \$2,000, and a two-night, three-day, all-expense-paid trip to the 2009 American Psychological Association (APA) Convention in Toronto, where the award will be presented, and they will be invited to give a special address.

Nominees must demonstrate and will be rated on the following dimensions

- Demonstrated influence as a teacher whose students became outstanding psychologists: names and careers of nominee's students and evidence of influence as a teacher of them.
- Development of effective teaching methods and/or teaching materials.
- Engagement in significant research or other creative activity on teaching.
- Development of innovative curricula and courses: description and sample of innovation and evidence of its successful utilization.
- Outstanding performance as a teacher in and outside the classroom: student ratings, enrollment figures, evaluative observation by colleagues, teaching awards, other forms of prior recognition.
- An especially effective trainer of teachers of psychology: description of the contributions and evidence of effectiveness.
- Outstanding teaching of advanced research methods and practice in psychology (advanced undergraduate, graduate, or other): description of classroom and mentoring roles.
- Responsible for administrative facilitation of outstanding teaching: description of administrative actions and results on teaching programs; evaluation by others of actions and results.

**Amount:** The awardee receives a plaque, \$2,000, and an all-expense paid round trip to the APA annual convention, where the award is presented. Awardees are also invited to give a special address.

**Nomination process:** Nominations should include:

- A nomination statement that describes activities showing the candidate's commitment to teaching.
- A current vita and bibliography
- up to ten (10) letters of support from colleagues, administrators and former students

**Deadline: December 1, 2008**

Questions? E-mail [iramos@apa.org](mailto:iramos@apa.org) or call (202) 336-5814

# Nominations, Awards, and Announcements

## Outstanding Teaching and Mentoring in the Field of Psychology and Law

Nominations are now being sought for the 2009 American Psychology-Law Society Award for Outstanding Teaching and Mentoring in the Field of Psychology and Law

**APPLICATIONS MUST BE POSTMARKED BY  
DECEMBER 5, 2008**

Nominees should be faculty members who have made substantial contributions to teaching and student training in the field of psychology and law. Self nominations are encouraged. To be eligible for the 2009 award, the applicant must:

- be from a program or department that is **doctoral granting** or from a **law school**;
- have a doctoral degree (or a law degree, whichever came first, if both have been earned) for at least 7 years;
- have been teaching and/or mentoring students in psychology and law for at least 5 years.

**To apply, send 4 complete copies of a nomination package consisting of NO MORE THAN 15 TOTAL PAGES including the following:**

- Nominee's statement of teaching/mentoring philosophy, goals, and accomplishments, especially as related to the field of psychology and law (2 pages maximum).
- Abbreviated curriculum vitae (3 pages maximum)
- Summarized student evaluation data
- At least one, but no more than three, supporting letters from peer reviewers or students
- Other relevant documentation such as descriptions of current and past student achievements; mentoring in one-on-one teaching contexts (e.g., advising, clinical supervision); teaching in the community (e.g., workshops that bring psychology and law to applied audiences); teaching-related committee work or scholarship; development of new curricula, courses, course materials, or instructional methods; etc.

**Send applications and questions to:**

Bette L. Bottoms, Ph.D.  
Chair, APLS Outstanding Teaching and Mentoring Award Committee  
Department of Psychology (M/C 285)  
1007 W. Harrison ST.  
University of Illinois at Chicago  
Chicago, IL 60607-7137  
Tel: 312-413-2635  
Email: [bbottoms@uic.edu](mailto:bbottoms@uic.edu)

## Congratulations to AP-LS Fellow and Honorary Distinguished Members!

The Fellows Committee approved the Fellowship application of one new fellow, Lois Oberlander Condie, and two current APA Fellows, Lisa Grossman and Jeffrey Siegel. David Faigman and Susan Stefan were named Honorary Distinguished Members of AP-LS. Honorary Distinguished Members are those individuals who have made significant contributions to our field but who are not members of AP-LS or APA. Congratulations to all on these well-deserved honors.

## Fellow Status in the APA

Becoming a Fellow recognizes outstanding contributions to psychology and is an honor valued by many members. Fellow nominations are made by a Division to which the Member belongs. The minimum standards for Fellow Status are:

- Doctoral degree based in part upon a psychological dissertation, or from a program primarily psychological in nature and conferred by a regionally accredited graduate or professional school.
- Prior status as an APA Member for at least one year.
- Active engagement at the time of nomination in the advancement of psychology in any of its aspects.
- Five years of acceptable professional experience subsequent to the granting of the doctoral degree.
- Evidence of unusual and outstanding contribution or performance in the field of psychology.

Members nominated for Fellow Status through AP-LS must provide evidence of unusual and outstanding contributions in the area of psychology and law. All candidates must be endorsed by at least one current AP-LS Fellow. For further information and application materials, please contact Kathy Gaskey, AP-LS Administrative Officer ([APLS@ec.rr.com](mailto:APLS@ec.rr.com))

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## AP-LS Award for Outstanding Teaching And Mentoring In The Field Of Psychology & Law

The Teaching, Training, and Careers Committee of the American Psychology-Law Society is proud to announce that **Professor Edie Greene** of the University of Colorado at Colorado Springs has been selected as the recipient of the 2008 Award for Outstanding Teaching and Mentoring in the Field of Psychology and Law.

This competitive award is given to a scholar in the field of psychology and law who has made substantial contributions in terms of student teaching and mentoring, teaching-related service and scholarship, development of new curricula, administration of training programs, etc. Professor Greene's record is outstanding in all of these ways and more. We congratulate her on this grand achievement.





# Nominations, Awards, and Announcements

## The Society for General Psychology Division 1 American Psychological Association

The Society for General Psychology, Division One of the American Psychological Association is conducting its Year 2009 awards competition, including the **William James Book Award** for a recent book that serves to integrate material across psychological subfields or to provide coherence to the diverse subject matter of psychology, the **Ernest R. Hilgard Award** for a Career Contribution to General Psychology, the **George A. Miller Award** for an Outstanding Recent Article on General Psychology, the **Student Poster Award** and the **Arthur W. Staats Lecture for Unifying Psychology**, which is an American Psychological Foundation Award managed by the Society for General Psychology.

All nominations and supporting materials for each award must be received on or before **February 15, 2009**.

There are no restrictions on nominees, and self-nominations as well as nominations by others are encouraged for these awards. The Society for General Psychology encourages the integration of knowledge across the subfields of psychology and the incorporation of contributions from other disciplines. The Society is looking for creative synthesis, the building of novel conceptual approaches, and a reach for new, integrated wholes. A match between the goals of the Society and the nominated work or person will be an important evaluation criterion. Consequently, for all of these awards, the focus is on the quality of the contribution and the linkages made between diverse fields of psychological theory and research. Winners of the William James Book Award, the Ernest R. Hilgard Award, and the George A. Miller Award will be announced at the annual convention of the American Psychological Association the year of submission. They will be expected to give an invited presentation at the subsequent APA convention and also to provide a copy of the award presentation for inclusion in the newsletter of the Society (*The General Psychologist*). They will receive a certificate and a cash prize of \$1000 to help defray travel expenses for that convention.

For the **William James Book Award**, nominations materials should include: a) three copies of the book (dated post-2004 and available in print); b) the vita of the author(s); and c) a one-page statement that explains the strengths of the submission as an integrative work and how it meets criteria established by the Society. Specific criteria can be found on the Society's website (<http://www.apa.org/divisions/div1/awards.html>). Textbooks, analytic reviews, biographies, and examples of applications are generally discouraged. Nomination letters and supporting materials should be sent to John D. Hogan, PhD, Psychology Department, St. John's University, Jamaica, NY 11439.

For the **Ernest R. Hilgard Award**, nominations packets should include the candidate's vita along with a detailed statement indi-

cating why the nominee is a worthy candidate for the award and supporting letters from others who endorse the nomination. Nomination letters and supporting materials should be sent to Thomas Bouchard, PhD., Psychology, N249 Elliott Hall, University of Minnesota, 75 E. River Road, Minneapolis, MN 55455.

For the **George A. Miller Award**, nominations packets should include: a) four copies of: a) the article being considered (which can be of any length but must be in print and have a post-2004 publication date); b) the curriculum vitae of the author(s); and c) a statement detailing the strength of the candidate article as an outstanding contribution to General Psychology. Nomination letters and supporting materials should be sent to Donald Dewsbury, WJBA Award chair, Department of Psychology, University of Florida, Gainesville, FL 32611-2250.

The **2010 Arthur W. Staats Lecture for Unifying Psychology** is to be announced in 2009 and given at APA's 2010 Annual convention. Nominations materials should include the nominee's curriculum vitae along with a detailed statement indicating why the nominee is a worthy candidate for the award including evidence that the nominee would give a good lecture. They should be sent to Harold Takooshian, PhD, Psychology-916, Fordham University, New York NY 10023.

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## AP-LS Dissertation Award Program

The American Psychology-Law Society confers Dissertation Awards for scientific research and scholarship that is relevant to the promotion of the interdisciplinary study of psychology and law. Students who complete dissertations involving basic or applied research in psychology and law, including its application to public policy, are encouraged to apply for these awards. Only students who complete their dissertations in 2008 are eligible for Dissertation Awards. First-, second-, and third-place awards will be conferred. Winners will be invited to present their research at the 2009 AP-LS Conference in San Antonio, TX.

To apply for the Dissertation Awards, please attach the following items in an e-mail to [aplsdissertations@gmail.com](mailto:aplsdissertations@gmail.com) by January 1, 2009: (1) the dissertation as it was submitted to the student's university, (2) the dissertation with all author and advisor identifying information removed, and (3) a letter of support from the dissertation advisor. You must be a member of AP-LS to be eligible for a Dissertation Award. For more information, please contact David DeMatteo ([dsd25@drexel.edu](mailto:dsd25@drexel.edu)), Chair of the Dissertation Awards Committee.

# Calls for Conferences and Papers

## CALL FOR PAPERS: SARMAC in Japan

The Society for Applied Research in Memory & Cognition (SARMAC) invites submissions for its 8<sup>th</sup> Biennial meeting at Hotel Heian Kaikan, in Kyoto, Japan, July 26-30, 2009. SARMAC invites submissions for papers, symposia, or posters in any area of applied research on memory and cognition. Kyoto is one of Japan's most beautiful cities and was Japan's capital and emperor's residence from 794 until 1868. It is now the country's seventh largest city with a population of 1.4 million and a modern face. To submit a paper, symposium, or poster visit [www.sarmacjapan.org](http://www.sarmacjapan.org) after October 1st. **Deadline for submissions is 12/1/08.**

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## Call for Papers: Terrorism Research

Terrorism Research, the flagship journal of the Society for Terrorism Research (STR; [www.societyforterrorismresearch.org](http://www.societyforterrorismresearch.org)), is now accepting submissions for potential publication - subject to peer-review. The purpose of the journal is to provide a timely, consistently scientifically and theoretically sound, set of papers addressing terrorism from an interdisciplinary, integrative, behavioural science perspective. Papers will be accepted if they reflect one or more of the following:

- 1) Empirical research
- 2) Systematic theory-based model building
- 3) Applications of classic and contemporary theory

You may find out more about the journal at our website: <http://www.societyforterrorismresearch.org/pages/strjournal.html>.

Please also feel free to email the Editor, Samuel Justin Sinclair, Ph.D. with any questions ([jsincl@post.harvard.edu](mailto:jsincl@post.harvard.edu)). We look forward to your submissions!

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## Announcement about Applied Cognitive Psychology

*Applied Cognitive Psychology* (ACP), the journal of the Society for Applied Research in Memory and Cognition (SARMAC), is pleased to announce the publication of a special issue entitled, **Basic and applied issue in eyewitness research: A Münsterberg centennial retrospective**. This issue celebrates the 100th anniversary of Münsterberg's seminal work, *On the Witness Stand*. Included are articles by leading psychologists in the field of Psychology & Law who provide both a historical and modern-day perspective in addressing the debate over the use of basic research methods and theory versus applied approaches in eyewitness identification. A complete listing of articles in the special issue is provided below.

ACP prides itself as a premiere outlet for applied research that incorporates a strong theoretical focus on cognition. As evi-

denced by the Münsterberg special issue, the Editors would like to further encourage submissions from the field of Psychology & Law, including such topics as eyewitness memory, child suggestibility, credibility assessment, jury decision-making, investigative interviewing, deception detection, and any other forensic topics that reveal the impact of cognitive processes.

The Journal has recently added six new Associate Editors and has transitioned to an online submission center (<http://mc.manuscriptcentral.com/acp>) in an effort to improve response time in the review process. Usually within two months from acceptance, manuscripts are now published online at Wiley InterScience's ACP web site (<http://www3.interscience.wiley.com/journal/4438/home>) through "Early View." ACP has also seen a marked improvement in its impact factor rating (currently 1.26) as we continue to increase both readership and the quality of research published in the journal. The Editors hope that authors in the field of Psychology & Law will consider sending their very best research to the Journal.

### **Basic and Applied Issues in Eyewitness Research: A Münsterberg Centennial Retrospective**

Guest Editors: Brian H. Bornstein & Christian A. Meissner

*Lessons from the Origins of Eyewitness Testimony Research in Europe* (Sporer, S. L.)

*Hugo Who? G.F. Arnold's Alternative Early Approach to Psychology and Law* (Bornstein, B. H., & Penrod, S. D.)

*Toward a More Informative Psychological Science of Eyewitness Evidence* (Turtle, J., Read, J. D., Lindsay, D. S., & Brimacombe, C. A. E.)

*A "Middle Road" Approach to Bridging the Basic-Applied Divide in Eyewitness Identification Research* (Lane, S. M., & Meissner, C. A.)

*Study Space Analysis for Policy Development* (Malpass, R. S., Tredoux, C. G., Compo, N. S., McQuiston-Surrett, D., MacLin, O. H., Zimmerman, L. A., & Topp, L. D.)

*The Importance (Necessity) of Computational Modeling for Eyewitness Identification Research* (Clark, S. E.)

*Estimating the Impact of Estimator Variables on Eyewitness Identification: A Fruitful Marriage of Practical Problem Solving and Psychological Theorizing* (Deffenbacher, K. A.)

*Eyewitness Confidence and Latency: Indices of Memory Processes Not Just Markers of Accuracy* (Brewer, N., & Weber, N.)

*Münsterberg's Legacy: What Does Eyewitness Research Tell Us about the Reliability of Eyewitness Testimony?* (Memon, A., Mastroberardino, S., & Fraser, J.)

*Theory, Logic, and Data: Paths to a More Coherent Eyewitness Science* (Wells, G. L.)



## Fellowships and Positions

### Assistant Professor in Psychology & Law Iowa State University

The Psychology Department at Iowa State University invites applications for a tenure-track assistant professor in any aspect of psychology and law. Preference might be given to applicants who can affiliate with the Ph.D. programs in social psychology, cognitive psychology, or counseling psychology. Primary consideration will be given to those who have a record of publishing in top psychology journals and can teach an undergraduate course in psychology and law. See our department web site: <http://www.psychology.iastate.edu/> which also describes a second opening in the area of Social Psychology at the assistant or associate professor level. Review of applications will begin **October 15, 2008** and continue until the position is filled. Candidates should send their vita, a cover letter describing research and teaching interests, relevant (p)reprints, and three letters of reference to: Gary Wells, Search Committee Chair, Department of Psychology, W112 Lagomarcino Hall, Iowa State University, Ames, IA 50011-3180. Iowa State University is an Affirmative Action/Equal Opportunity Employer.

### Assistant Professor in Clinical Psychology University of Nebraska-Lincoln

The Department of Psychology, University of Nebraska-Lincoln ([www.unl.edu/psypage](http://www.unl.edu/psypage)) seeks to fill a tenure-track, Assistant Professor position in Clinical Psychology beginning August 2009. Although we are particularly interested in candidates with expertise in child, adolescent, or family issues, strong candidates in other areas will be considered. Responsibilities include maintaining an active research program, including pursuit of external funding; clinical supervision of students, and teaching graduate and undergraduate courses. Qualifications include Ph.D. in clinical psychology or equivalent, record of achievement in scholarship and teaching, and license eligibility. Review of applications will begin **October 15, 2008** and continue until the position is filled. Send letter of application, vita, reprints, and three letters of recommendation to: David DiLillo, Chair, Clinical Search Committee, Department of Psychology, 238 Burnett Hall, University of Nebraska-Lincoln, Lincoln, NE 68588-0308. To be considered for the position, complete the on-line Faculty/Academic Administrative form at <http://employment.unl.edu>, requisition #080636. The University of Nebraska is committed to a pluralistic campus community through affirmative action, equal opportunity, work-life balance, and dual careers.

### Assistant to Associate Professor of Psychology: Latino Scholar University of Nebraska-Lincoln

The Department of Psychology, University of Nebraska-Lincoln ([www.unl.edu/psypage](http://www.unl.edu/psypage)) seeks to fill a tenure-track Assistant to Associate Professor position beginning August 2009. The position is designed for a scholar in any area who specializes in Latino/a issues. Responsibilities include maintaining an active research program with a track record of publications and grants; teaching

graduate and undergraduate courses. Qualifications include Ph.D. in psychology or equivalent, record of achievement in scholarship and teaching, expertise in Latinos/as with preference in health issues, such as mental and behavioral pathology, risk and resilience, substance use, aggression, social competence, academic adjustment, acculturative stress, and/or coping. Review of applications will begin **November 1, 2008** and continue until position is filled. Send letter of application, vita, reprints, and three letters of recommendation to: Gustavo Carlo, Chair, Latino Scholar Search Committee, Department of Psychology, 238 Burnett Hall, University of Nebraska-Lincoln, Lincoln, NE, 68588-0308. To be considered for the position complete the on-line Faculty/Academic Administrative form at <http://employment.unl.edu> requisition #080637. The University of Nebraska is committed to a pluralistic campus community through affirmative action, equal opportunity, work-life balance, and dual careers.

### Lecturer or Senior Lecturer in Forensic Psychology University of Portsmouth

Applications are invited for a permanent position in the Department of Psychology, University of Portsmouth, UK. We seek candidates who can contribute to our international profile of research in forensic psychology and to forensic psychology teaching at both undergraduate and postgraduate level. The successful candidate may be relatively new in career or may be well-established in his/her field and will have a track record, commensurate with his/her level of academic experience, of publishing in high quality publications and attracting research funding. We maintain a policy of strong linkage between teaching and research. The Department runs a new BSc (Hons) programme in Forensic Psychology, a well-established MSc in Forensic Psychology and a distance learning MSc programme in Child Forensic Studies: Psychology and Law. Research in forensic psychology has been a cornerstone of our Department since 1990 and has led to the formation of the International Centre for Research in Forensic Psychology (ICRFP) The Department also houses other specialist research groups and two further research centres in Emotion and in Human Ecology, Culture and Communication. We are committed to maintaining and developing our vibrant research environment, excellent track record of teaching and friendly culture. For an informal discussion of the above post please contact Dr. Claire Nee, Director, International Centre for Research in Forensic Psychology (email: [claire.nee@port.ac.uk](mailto:claire.nee@port.ac.uk), telephone: 023 92 846308) or Prof. Vasudevi Reddy, Head, Department of Psychology (email: [vasu.reddy@port.ac.uk](mailto:vasu.reddy@port.ac.uk), telephone: 023 92 846307).

Interviews are likely to be held in the third week of November 2008. For more information about the International Centre for Research in Forensic Psychology go to <http://www.port.ac.uk/departments/academic/psychology/research/forensicpsychology/> For more information about how to apply go to [www.port.ac.uk](http://www.port.ac.uk), scroll down and click on 'academic job vacancies' and then click on 'Lecturer or Senior Lecturer in Forensic Psychology'. **Salary:** Lecturer: £30013 – £32795, Senior Lecturer: £33780 - £41545, **Job reference:** ASCI 0183, **Closing date:** Oct. 24, 2008, **Department/School:** Psychology, **Length of contract:** Open ended, **Type of contract:** Full Time

AP-LS NEWS, Fall 2008



## Fellowships and Positions

### Assistant/Associate Professor – Legal University of Texas at El Paso

**Position Description:** The University of Texas at El Paso, Department of Psychology invites applications for the position of Assistant or Associate Professor in **Legal Psychology** to begin in the fall of 2009. Our faculty conducts research in a variety of legal areas, including eyewitness identification, child witnesses, jury decision making, alibi witnesses, interrogation and confessions, and the impact of language translation on forensic statements. Our proximity to the U.S. – Mexico border offers unique opportunities to pursue law related studies and research funding from a multitude of national and international agencies and foundations. We have unique research opportunities in the context of homeland security as well. We are seeking a dynamic investigator who has a clear trajectory in her or his research program and will contribute to our legal psychology doctoral program, as well as teach undergraduate and graduate courses. Candidates must have a PhD and should have a record of extramural funding and an active research program. **Application Procedures:** Review of applications will begin on **January 15, 2009** and continue until the position is filled. Candidates should send a letter of application summarizing research interests and qualifications plus a curriculum vita and three letters of reference to: Legal Psychology Search Committee, Department of Psychology, University of Texas at El Paso, El Paso, TX 79968-0553 or [legalpsych@utep.edu](mailto:legalpsych@utep.edu). The University does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, or sexual orientation in employment or the provision of services. Members of underrepresented groups are encouraged to apply.

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### Senior Assistant Professor in Criminology, Justice and Policy Studies University of Ontario Institute of Tech.

The Faculty of Criminology, Justice and Policy Studies is accepting applications for a tenure-track position at the rank of senior assistant professor commencing July 1, 2009. The successful applicant will hold a PhD in a relevant social science area, an established record of publication and research grants, and the potential to develop a distinctive research record, teaching experience, and willing to provide service for a developing Faculty and University. Applicants with expertise in the areas of Restorative Justice, Mediation; Alternative Dispute Resolution, and Conflict Resolution, are encouraged to apply. This position is pending budgetary approval. The Faculty of Criminology, Justice and Policy Studies offers an Honours Bachelor of Arts degree in Criminology and Justice Studies, Legal Studies, Public and Social Policy and a Masters of Art (MA) in Criminology beginning in 2009. Candidates are encouraged to refer to [www.criminologyandjustice.uoit.ca](http://www.criminologyandjustice.uoit.ca). Review of applications will begin on November 1st and will continue until the position is filled. Send electronically a formal letter of application, curriculum vitae, a statement of teaching philosophy and interests, an outline of present and future research agenda, and the names of three referees to: [careers@uoit.ca](mailto:careers@uoit.ca). Arrangements to meet candidates in upcoming conferences -including the upcoming American Soci-

AP-LS NEWS, Fall 2008

ety of Criminology, in St Louis, Missouri- can be made. UOIT is strongly committed to diversity within its community, and welcomes applications from qualified visible minority group members, Aboriginal persons, persons with disabilities, members of sexual minority groups, and others who may contribute to further the diversification of ideas. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

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### Assistant Professor: Developmental University of Colorado, Colorado Springs

The University of Colorado at Colorado Springs anticipates a tenure-track position for a developmental psychologist beginning August 2009. Candidates must have a Ph.D. and demonstrated potential for excellence in research and teaching. Responsibilities include teaching undergraduate and graduate students, supervising student research, and maintaining a productive program of empirical research. Teaching responsibilities may include graduate and undergraduate developmental psychology seminars, graduate research methods, and other courses to match faculty interests and specialty areas. **We are especially interested in someone whose research is with children, adolescents, or has a lifespan approach. Any developmental subspecialty will be considered; however, preference may be given to people with research interests in psychology and law**, personality-social, or trauma. UCCS faculty are committed to excellence in teaching and research, with the expectation that faculty maintain a productive program of research with commitment to obtain external funding. The fifteen faculty in the Psychology Department currently offer an undergraduate degree, MA programs in clinical and experimental, an MA concentration in Psychology and Law, and a Ph.D. in clinical psychology (with an aging emphasis) that launched in 2004 (more info at <http://www.uccs.edu>).

The campus, serving nearly 8000 students, is located on the front range of the Rockies in Colorado Springs which has a metropolitan population of approximately 500,000 with easy access to diverse recreational areas. A letter of application, vita, statement of research, statement of teaching, select research papers, transcripts, and three letters of recommendation should be sent to: Chair, Developmental Psychology Search Committee, Department of Psychology, University of Colorado, P.O. Box 7150, Colorado Springs, CO 80933-7150, (719)-262-4500 (email: [ddubois@uccs.edu](mailto:ddubois@uccs.edu)). Women and minorities are strongly encouraged to apply. Review of applications begins **October 15th, 2008**, but applications will be accepted until the position is filled. The successful candidate must pass a background check to include license and educational verification, prior employment verification, sex offender registry check, and criminal history. Positions entrusted with master keys and/or financial system access must also pass a credit history check. The University of Colorado at Colorado Springs fosters equity in employment by promoting diversity and assuring inclusiveness.



## Fellowships and Positions

### Assistant Professor in Psychology & Law University of Florida

The University of Florida is inviting applications for a full time tenure-track Assistant Professor in psychology and law to begin August 2009. This position is in the Criminology & Law division of the Department of Sociology and Criminology & Law. The successful candidate will have a Ph.D. in Psychology or a related social/behavioral science and a commitment to research and teaching. Preference will be given to candidates with (1) research and teaching interests in psychological and interdisciplinary approaches in psychology of law and/or law and society, (2) preparation and interest in teaching in psychology and law and/or law and society areas of the curriculum, and (3) clear promise of involvement in externally funded research.

Interested applicants should submit a letter of application, curriculum vita, one published sample of writing, three letters of recommendation to Lonnie Lanza-Kaduce, Chair, Psychology & Law Search Committee, Department of Sociology and Criminology & Law, PO Box 117330, Gainesville, FL 32611-7330.

The University of Florida has a strong commitment to diversity in faculty recruiting. Anyone requiring accommodations to make an application should contact Dr. Lanza-Kaduce at [llkll@crim.ufl.edu](mailto:llkll@crim.ufl.edu). To ensure full consideration, vitas, dossiers and statements of intent to apply should be submitted by **November 17, 2008**, when the Search Committee will begin reviewing applications. Applications received after this date may be considered at the discretion of the Committee and/or hiring authority.

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### Assistant Professor, Forensic Psychology Pacific Graduate University

Pacific Graduate School of Psychology invites applications for a tenure-track assistant professor to begin in September, 2009. The Pacific Graduate School of Psychology's APA-accredited Clinical Psychology PhD program has areas of emphasis in the following concentrations: Forensic Psychology, Neuropsychology, Behavioral Health, Child and Family, and LGBT. We are seeking a scholar with primary teaching and research interest in forensics. Individuals whose work can contribute to other program areas of strength (e.g., child and family, neuropsychology, and/or health psychology) will be particularly attractive. Applicants must have an active research program in the area of clinical forensic psychology, a PhD from an APA-accredited program and internship, and be eligible for licensure in California. We are looking for an individual who is committed to quality training in a scientifically-based program and who will help shape the clinical and research training of our students. Applicants should submit a curriculum vita and three letters of recommendation by regular mail to: Faculty Search Committee, Pacific Graduate School of Psychology, 405 Broadway St., Redwood City, CA 94603. E-mail queries can be sent to: [bjackson@pgsp.edu](mailto:bjackson@pgsp.edu). The deadline for applications is **November 1, 2008**. Pacific Graduate School offers a competitive salary and an attractive benefits package. Women and ethnic minority applicants are strongly encouraged to apply. Pacific Graduate School of Psychology is an Affirmative Action/Equal Opportunity Employer.

### Director of Research

### University of Florida College of Law

The University of Florida Frederic G. Levin College of Law seeks to hire a 12-month, non-tenure track Director of Research for the Center on Children and Families with the academic rank of Assistant in Law. The person hired will be expected to pursue and obtain external funding for child and family law related multidisciplinary research and to direct and oversee the implementation of grants. The person hired will also teach one multidisciplinary course annually at the College of Law, as well as playing an active role in the Center on Children and Families and in outreach to the community and to other departments at UF.

Applicants should hold a J.D., plus a Ph.D. or equivalent degree, in Psychology, Sociology, or other child and family related discipline. The applicant must have substantial relevant experience including a demonstrated ability to obtain competitive external funding. Applications will be accepted until the position is filled, and will be reviewed beginning **November 3, 2008**. Salary Range is approximately \$50,000 to \$60,000, with actual salary to be commensurate with prior experience and educational background (including specialized degrees), and other similar factors. Members of groups underrepresented in the legal profession, including women and persons of color, are particularly encouraged to apply. To apply, please go to [www.hr.ufl.edu/job](http://www.hr.ufl.edu/job). Requisition number is 0800777. Attach cover letter, resume, writing sample, transcript(s) and three letters of reference.

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### Assistant Professor in Experimental/ Psychology and Law Central Michigan University

The Department of Psychology at Central Michigan University invites applications for a tenure-track Assistant Professor position effective August 2009. The successful candidate will join a department with 35 faculty members to support the Experimental Psychology Program. This program comprises 16 full-time faculty members and offers a doctoral degree in applied experimental psychology as well as a terminal master's degree in experimental psychology. Candidates should have a research program linking psychology and law that complements existing program faculty. Potential research interests include, but are not limited to, eyewitness testimony, eyewitness identification, jury decision-making, false confessions, and forensic interviewing. Evidence of success in securing external funding to support research and students is desired. Candidates must have a Ph.D. in psychology (although ABD will be considered), demonstrated teaching effectiveness, and interest in teaching psychology and law as well as introductory level courses in statistics and research methodology. Send application letter, curriculum vita, publication reprints, and three letters of recommendation to Dr. Debra A. Poole, Chair, Psychology & Law Search Committee, Department of Psychology Central Michigan University, Mount Pleasant, MI 48859. For further information contact Dr. Poole at [poole1da@cmich.edu](mailto:poole1da@cmich.edu). Consideration of applications will begin **November 1, 2008**.

## Fellowships and Positions

### University of Alabama: Psychology-Law Position

The Department of Psychology at The University of Alabama anticipates openings for two tenure-track faculty positions in Psychology-Law at the assistant professor level starting August 16, 2009, subject to availability of funding. Responsibilities include undergraduate and graduate teaching, research mentoring, and development of an independent research program. Candidates should possess a Ph.D. in psychology, demonstrate clear potential for a distinguished scientific career, and demonstrate potential to attract external funding. Applicants who have the ability and interest to teach graduate level statistics courses are especially encouraged to apply. More information about the department can be found at [psychology.ua.edu](http://psychology.ua.edu).

Applications should include a letter outlining qualifications, research interests, teaching philosophy, evidence of teaching effectiveness, and potential fit with the department. Additionally, applications should include a current vita, selected reprints, and 3 or more letters of recommendation. Application review will begin **October 1** and will continue until the positions are filled. Apply online at [facultyjobs.ua.edu](http://facultyjobs.ua.edu). Under search postings, use the requisition number 0800097. All materials should be submitted online, except letters of recommendation. These should be mailed to Chair, Search Committee (Psychology-Law), Department of Psychology, The University of Alabama, Box 870348, Tuscaloosa, AL 35487-0348. Minority and women candidates are especially encouraged to apply. The University of Alabama is an Affirmative Action/Equal Opportunity Employer.

Psychology-Law Two tenure-track positions are planned at Assistant Professor level in the Psychology-Law Concentration within the Clinical Psychology Ph.D. program. The psychology-law program was the first of its nature in the nation. The Psychology-Law concentration has four faculty lines, and addresses scholarly applications of psychological knowledge to issues in the law, legal processes, and offender behavior. The current research interests of the psychology-law faculty are court testimony, mitigation evidence and assessments, delinquency, and psychology of offenders. Candidates are especially encouraged to apply whose research interests bring new knowledge to the department and whose interests allow for collaboration with other areas within the department. Candidates with a programmatic plan of research and with a commitment to learner-centered teaching are especially encouraged to apply. Candidates should be graduates of an APA-accredited clinical psychology program, have completed an APA-accredited internship, should be eligible for Alabama licensure, and should be able to provide clinical supervision. For more information, contact Stanley L. Brodsky, Ph.D., Chair of the Search Committee, at [sbrodsky@bama.ua.edu](mailto:sbrodsky@bama.ua.edu) or at (205) 348-1920.

The University of Alabama is an Affirmative Action/Equal Opportunity Employer. Applications from women and minorities are encouraged.

### Social Psychology Position: University of Wyoming Department of Psychology

The University of Wyoming Psychology Department invites applicants for a tenure-track **Social Psychology** assistant professor position to begin August 2009. We seek a productive social psychology researcher committed to graduate and undergraduate education. Research area within social psychology is open, but preference will be given to scholars who will contribute to one or more departmental strengths, including developmental, biological, and cognitive psychology and psychology and law. Additionally, the potential to teach one or more graduate courses in quantitative analysis (e.g., state-of-the-art analytic methods for longitudinal and/or nested designs as in multi-level modeling) will be viewed favorably. Position responsibilities include: graduate and undergraduate teaching, academic advising, research supervision of graduate students, and the development of a productive research program. **Review of applications will begin October 15, 2008. A Ph.D. is required for faculty rank.** For detailed information about the department, see: <http://www.uwyo.edu/psychology/>. Laramie, a family-friendly small town situated in the high plains between the Laramie Mountain Range and the Medicine Bow Mountain Range, has abundant outdoor recreation and is an easy drive to Denver, Boulder, and Ft. Collins, Colorado. Interested candidates should submit a letter of application describing research and teaching interests, a curriculum vitae, selected reprints, and teaching evaluations, and have three letters of reference sent to: Chair, Social Psychology Search Committee, University of Wyoming, Department of Psychology, Dept. 3415, 1000 E. University Ave., Laramie, WY 82071. UW is an Equal Opportunity/Affirmative Action Employer.

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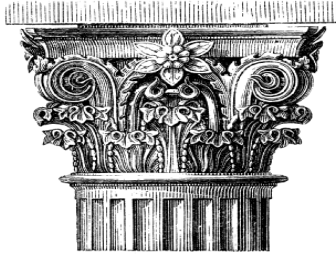
### Assistant Professor: Clinical Psychology Same Houston State University

SAM HOUSTON STATE UNIVERSITY invites letters of interest for a tenure-track position in the Department of Psychology to begin Fall 2009. Candidates should have an active program of research in clinical or school psychology. Area of specialty is open. Candidates must have a Ph.D. from an APA-accredited Clinical Psychology program and be eligible for licensure in Texas. The Department of Psychology offers an APA-accredited doctoral program in Clinical Psychology with an emphasis in legal applications of clinical psychology. The Department is also NASP recognized in the Masters area of School Psychology. Duties will include supervising research and clinical practice, and teaching. Please send a letter of inquiry, vita, three letters of recommendation, and representative publications by **November 15, 2008**, to Craig Henderson, Ph.D., Department of Psychology, Sam Houston State University, Box 2447, Huntsville, TX 77341-2447. Inquiries should be directed to [chenderson@shsu.edu](mailto:chenderson@shsu.edu). Candidates will be considered until the position is filled. SHSU—one of the largest public universities in Texas with over 16,400 students and 650 faculty—is located near the Houston metroplex. Sam Houston State University is an EEO/AAP employer.





# Notes From The Student Chair



## AP-LS

### Student Officers

#### E-mail Addresses

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Chair Elect, Sarah Manchak  
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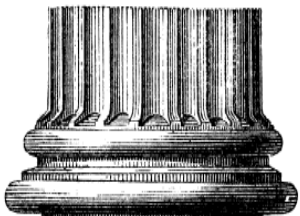
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AP-LS Student Homepage  
[www.aplsstudentsection.com/](http://www.aplsstudentsection.com/)

AP-LS Student E-mail  
[aplsstudents@gmail.com](mailto:aplsstudents@gmail.com)



Dear AP-LS Student Member:

Welcome to another exciting year for the Student Section. I am greatly humbled and appreciative to serve as your Student Chair for the next 11 months.

The revitalization of the Student Section is attributable to the hard work of last year's student cabinet as well as the support of AP-LS's student and professional members. Special thanks go to Past-Chair, Andrew Cassens, whose leadership, dedication, and friendship I admire very much. In last year's welcome letter, Andrew noted that voter turnout in the student election was at "an all-time high". It is with great enthusiasm I announce voter turnout for the 2008-2009 student election doubled that of last year. On behalf of the Student Section, I would like to express my thanks for those students who ran for cabinet positions and to all who voted.

Please join me in welcoming our 2008-2009 student cabinet:  
Chair-Elect: Sarah Manchak (University of California-Irvine)  
Web Editor: Shannon Maney (University of Massachusetts)  
Secretary/Treasurer: Ashley Hampton (University of Memphis)  
Clinical Liaison: Tess Neal (University of Alabama)  
Clinical Liaison: Julia McLawsen (University of Nebraska-Lincoln)  
Experimental Liaison: Andre Kehn (University of Wyoming)  
Experimental Liaison: Leah Skovran (University of Nebraska-Lincoln)  
Law Liaison: Ryan Montes (Nova Southeastern University)

Much was accomplished last year. Thanks to our returning Web Editor, Shannon Maney, the Student Section website has been completely revised and as such, is a more functional, informative, and attractive site. Please visit: [www.aplsstudentsection.com](http://www.aplsstudentsection.com) to see Shannon's excellent work. While on the site, please make note of a number of points of interest, all of which were initiatives pursued last year; namely, advice and insights based on interviews with professional members; a sign-up section for prospective campus representatives; and, an updated and more comprehensive list of graduate programs in psychology and law.

Further, the student presence at the 2008 conference in Jacksonville was something for which we can all be proud. With over 200 attendees at the student social and numerous enlistees for campus representatives, we can all be confident and excited about the future of the Student Section. Our involvement will continue to grow at the next conference in San Antonio, and certainly, in the years to come.

We have developed a number of initiatives for 2008-2009. Collaboration has already begun with the European Association of Psychology and Law – Student Society (EAPL-S) to create networking opportunities between our two groups. Please visit their new site: <http://partnerpage.google.com/eaplstudent.com>. In addition, expect to see an increase in information provided to you by your elected liaisons (i.e., clinical, experimental, and law). We have also recently requested additional funds in the hopes of scheduling more programming at the San Antonio conference. Ongoing initiatives (e.g., the Campus Representative and Mentorship programs) will continue to move forward along with the new goals set forth by our newly elected cabinet members.

Please consider becoming a Campus Representative for your program, as communication is the cornerstone of the Student Section. Be sure to attend the conference in San Antonio and the wonderful programming we have planned. Please contact us any time with your questions, concerns, or simply to say hello.

On behalf of the Student Section cabinet, thank you. We are pleased to be your elected representatives and will do our part to ensure your interests are well represented. Your support and enthusiasm continues to inspire us to work harder. In short, expect a strong, positive relationship between your needs and our efforts.

Be Well,

Gianni Pirelli, Student Chair  
The Graduate Center at John Jay College of Criminal Justice (CUNY)

# Funding Opportunities

## The AP-LS Grants-in-Aid Committee announces grants awarded - Fall Cycle:

Alexis Murray-Forbes; John Jay College of Criminal Justice  
Title: Racial Disparities in Punishment and Attributional Judgments for Defendants Accused of Supporting Terrorism

Alicia Summers; University of Nevada, Reno  
Title: Legal Decision Making in Termination of Parental Rights Trials

Caroline Crocker; John Jay College of Criminal Justice  
Title: An Investigation of Attorneys' Questioning Strategies during Voir Dire

Caroline Greaves; Simon Fraser University  
Title: Progression Towards Sexual Re-offence: Detailing the Offence Cycle and Contributing Factors for High-Risk Sexual Offenders

Carroll Boydell; Simon Fraser University  
Title: Accuracy of and Confidence in Police Officers' Memory for Criminal Confessions

David Flores; University of Nevada  
Title: Mechanisms of Moral Disengagement and Capital Juror Decision-Making Processes: An Empirical Examination

Debbie Green; Fordham University  
Title: Utility of Cognitive Malingering Measures in a Forensic Psychiatric Sample

Dena Gromet; Princeton University  
Title: Restoration and Retribution: Achieving Justice through Multiple Goals

Elizabeth Kellstrand; University of California, Irvine  
Title: Children's and Adolescents' Eyewitness Identification Accuracy: The Role of Stress at Encoding and Retrieval

Erin Morris; University of California, Irvine  
Title: Statistical Probabilities in a Forensic Context: How Do Jurors Weigh the Likelihood of Coincidence?

Heidi Gordon; Simon Fraser University  
Title: The Influence of Directed Forgetting on Memory for a Personally Experienced Event

Jessica Salerno; University of Illinois at Chicago  
Title: Can Cross Examination and Jurors Need for Cognition Influence the Processing Depth of Expert Testimony Evident During Deliberation?

Min Kim; John Jay College of Criminal Justice  
Title: A Comparison of Legal Decisions of Judges and Lay Persons in an Adversarial and an Inquisitorial Trial

## AP-LS/Division 41 Stipends for Graduate Research

The Division 41 Grants-in-Aid Committee is accepting proposals for small stipends (maximum of \$750) to support empirical graduate research that addresses psycholegal issues (the award is limited to graduate students who are student affiliate members of AP-LS).

Interested individuals should submit a short proposal (a maximum of 1500 words excluding references) in electronic format (preferably Word or PDF) that includes: (a) a cover sheet indicating the title of the project, name, address, phone number, and e-mail address of the investigator; (b) an abstract of 100 words or less summarizing the project; (c) purpose, theoretical rationale, and significance of the project; (d) procedures to be employed; and, (e) specific amount requested, including a detailed budget and (f) references. Applicants should include a discussion of the feasibility of the research (e.g., if budget is for more than \$750, indicate source of remaining funds). Note that a prior recipient of an AP-LS Grant-in-Aid is only eligible for future funding if the previously funded research has been completed.

Applicants should submit proof that IRB approval has been obtained for the project and the appropriate tax form W-9 for US citizens and W-8BEN for international students. Dr. Robert Cochrane (committee chair): [RCochrane@bop.gov](mailto:RCochrane@bop.gov). Tax forms and IRB approval can be FAXed to Dr. Robert Cochrane (committee chair): 919-575-4866. Please include a cover sheet with your FAX.

**There are two deadlines each year: September 30 and January 31.**

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### Grants in Aid Fall Awardees cont':

Sarah Koon; Pennsylvania State University  
Title: Race, Residence, and Statutory Rape: Perceptions of Adolescent Sexual Activity

Tina Zottoli; John Jay College of Criminal Justice  
Title: Maturation of the Feedback-Related Negativity and its Contribution to Executive Function and Legal Decision-Making in Adolescence: An Evoked Potential Study.

Valerie Perez; Florida International University  
Title: Detecting Deception: Identifying Differences in Liars' and Truth Tellers' Verbal Strategies









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- Choice of benefit payment periods (5-year or to Age 65)
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- Residual benefits to ease your return to work
- Guaranteed Insurability Option, which allows you to purchase additional monthly protection as your earnings increase
- Benefit Booster, which prevents inflation from eroding the value of your benefit during an extensive period of disability
- Additional dollars to replace retirement plan contributions with LifeStyle 65-Plus plan

\$2,500 Monthly Benefit – LifeStyle 65  
Plan 90 Day Waiting Period

Age	Quarterly Premium
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40	\$70.50
45	\$103.00
50	\$121.25
55	\$141.00

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