



AP-LS Conference Update

Westin Bayshore Hotel, Vancouver, British Columbia

March 18th – March 20th, 2010

The 2010 American Psychology-Law Society annual conference will be held at the Westin Bayshore (<http://www.westinbayshore.com/>) in Vancouver, British Columbia. Vancouver is located on the west coast of Canada, and is approximately 2 hours north of Seattle (120 miles/190 km). The city is surrounded by the Pacific Ocean and the mountains, and is the host of the 2010 Olympic Winter Games. The Westin Bayshore hotel is centrally located in downtown Vancouver on the waterfront.

Conference submissions will be accepted through 10/5/09 and accessed through the conference website created for APLS by All Academic (<http://convention2.allacademic.com/one/apls/apls10/>). The main conference website is the place to go for the most up to date information available about the conference (see <http://www.ap-ls.org/conferences/apls2010/index.html>). Through the website, you will be to 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/meetings, 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 17th. Scheduled workshops include: a full-day workshop on treating psychopathic features in youth conducted by **Michael Caldwell**; a full-day workshop on forensic and correctional applications of the Personality Assessment Inventory (PAI) by **John Edens**; and a team-led full-day workshop on the Short-Term Assessment of Risk and Treatability (START). Half-day statistical workshops will also be offered on the topics of meta-analysis in Psychology and Law Research by **Sigi Sporer** and Structural Equation Modeling by **Candice Odgers**. On-line registration will be available for these workshops later this fall.

Planning for conference plenary sessions is still underway, but we are pleased to announce the topic for the opening session on Thursday March 18th will be Current Directions and Debates in the Detection of Deception. Chaired by Saul Kassin, this session will include talks from **Aldert Vrij** (Psychology, University of Portsmouth), **Peter Rosenfeld** (Psychology, Northwestern University), **Sean Spence** (Psychiatry, University of Sheffield), and **Jane Moriarty** (University of Akron School of Law).

Finally, don't forget that all non-Canadians, including Americans, will need a valid passport to get to Vancouver. Wait times for passport applications and renewals are quite long at the moment, so we urge you to take a look at yours now and make sure it will still be valid as of March 2010.

We look forward to seeing you in Vancouver!
 Matt Scullin, Sam Sommers, & Jodi Viljoen

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The American Psychology-Law Society News is a publication devoted to dissemination of information, news, and commentary about psychology, mental health, and the law. The newsletter is published three times per year; February, June, and October. Original contributions are welcome, and will be published subject to editorial approval and space availability. A limited amount of space is also available for advertising and unsolicited manuscripts.

For information regarding editorial policies contact the Editor, Jennifer Groscup, Department of Psychology, Scripps College, 1030 Columbia Ave. #4099, Claremont, CA 91711 or jennifer.groscup@scrippscollege.edu. Advertising inquiries should be directed to Michele Galietta, Production Editor, via e-mail: galietta13@aol.com.

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Presidential Column

An Editorial by Edward Mulvey, Div. 41 President

It is a real pleasure to write this column as the new president of APLS/Division 41. I am proud to be in this position, representing a first-rate professional organization. I am also lucky to come into this role at an exciting and fortunate time in the history of APLS. We currently have a vibrant and fiscally healthy organization; the result of diligent efforts by many dedicated APLS members. In addition, the future looks bright. There is a continued energy for our commitment to high quality research and policy analysis as well as efforts to improve court and professional practice. I hope that this column contributes to the spirit of lively exchange that is the hallmark of APLS.

I would like to focus this short discussion on an area – juvenile justice - that has achieved a higher profile in the organization over the past few years. Part of the reason for focusing on this topic is simple. I have worked in this area and have a number of strongly held, (although probably not totally substantiated) opinions. Also, this topic is the theme for some of the APLS presentations at the upcoming APA meeting in San Diego. I hope that a few thoughts might stimulate discussion and interest.

Juvenile justice is experiencing a swing away from “wholesale justice”, moving back toward its historical roots and an investment in intervening with, rather than just punishing, adolescent offenders. Consider some of the changes in the last five years: the Supreme Court has overturned the juvenile death penalty, some states (e.g., Pennsylvania) have rewritten their juvenile codes to embrace the idea of building offenders’ competencies as a goal, numerous state funding bodies have made the inclusion of empirical evidence regarding effectiveness a requirement for receiving funds, foundations have invested heavily in juvenile justice system reform. On an operational level, there is a reinvigoration of interest in prevention, and juvenile justice is less isolated from other social service systems. In short, the field is opening up to innovation, accountability, and a broader view of what it takes to have a lasting impact on juvenile crime.

This shift in tone creates a tremendous opportunity for researchers and practitioners concerned with how the justice system affects adolescents and how legal procedures can be made more effective. It opens the door for contact with local systems and for work on collaborative projects with these professionals. The most obvious things that we bring to the table are our skills at assessment and intervention as well as the ability to collect and analyze data regarding the effects of different forms of processing and intervention. These skills can be valuable to the juvenile system in this new environment, and we can enrich our field in the process.

We could, however, blow this opportunity through our own self-interest, short-sightedness, or reluctance to engage in collaborative relationships. We could simply assume that getting more assessments (either structured or not) into the court is necessarily a good thing or that collecting more data about better or worse programs is a lasting contribution. We already do (and get paid for) too many assessments that never make a difference in what services an adolescent receives and do too many poorly designed evaluations that have little to do with ensuring better quality programming in general. I would argue that we have an opportunity to shape the juvenile court toward a historic redefinition of itself – one in which partnership with academic collaborators is a valuable, lasting component of their redefined mission. To do this, though, we need to work with the juvenile court to see the long picture of positive change in this system, and not simply to offer what we have in hand as cure-alls to current problems.

A clear example of a potentially useful collaboration of this sort is the possible refinement of the juvenile court’s decision making processes. There are three ways to improve decision making in the juvenile justice system that both capitalize on the strengths of current research and support the court’s attempts to provide fair, individualized justice. First, more reliance on actuarial methods at detention and intake would promote more efficient and equitable

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Division 41 - American Psychological Association

Law and Human Behavior Updates:

Journal News

Brian L. Cutler, Editor-in-Chief

LHB continues to operate in good health. We are slightly ahead with respect to the number of new manuscript submissions in comparison to last year. LHB's 2008 ISI Journal Impact Factor is 2.28, the highest in seven years! AP-LS received over \$300,000 in net income from LHB in 2008. We have manuscripts at all stages of processing: under review, under revision, published online, and scheduled for print publication, reflecting a healthy pipeline. We continue to provide feedback to authors in two months or less in most cases.

The editorial team has made some changes to the manuscript submission procedures. Consistent with the practices of APA journals, we now require authors to complete and submit two forms. One form is APA's Certification of Compliance with Ethical Principles. Using this form authors certify that the research reported complied with APA's ethical principles for research (Principles 8.01-8.15; available at www.apa.org). The other form is used to disclose potential conflicts of interests associated with the research reported.

Both forms can be downloaded from editorial manager at the time of submission. At present, authors must download the forms, complete them with signatures from all co-authors, and scan and upload the forms into editorial manager prior to peer review. The forms are reviewed by the editors and are not sent to blind reviewers. We are investigating more efficient options for completing the forms as well. We hope you will agree that ethics compliance and interests are important issues and that you will not mind the extra steps in the manuscript submission process.

We have also set a schedule for phasing in the sixth edition of the APA Publication Manual. Authors may continue to use the fifth edition of the APA manual through December 31, 2009, but begin-

Presidential Column, Continued from p. 2

screening of cases for subsequent court involvement. Second, the use of structured decision making by probation officers could provide more consistent and valid guidance for the court when formulating dispositions. Finally, implementing structured data systems to chart the progress of adolescents in placement could allow judges to oversee service providers more effectively.

Researchers and practitioners have a great deal to offer juvenile justice if we focus our efforts appropriately and work collaboratively. Projects like the ones suggested here are ways to bring the best of our discipline together with juvenile justice professionals to promote lasting and fundamental change in the way we intervene with juvenile offenders. We can make a contribution and the time is right.

ning with January 1, 2010, authors will need to use the sixth edition. Springer will also begin using the sixth edition at this time. For more information about the sixth edition, please see www.apastyle.org.

We look forward to your future LHB manuscript submissions!

Description of Law and Human Behavior

Law and Human Behavior, the official journal of the American Psychology-Law Society/Division 41 of the American Psychological Association, is a multidisciplinary forum for the publication of articles and discussions of issues arising out of the relationships between human behavior and the law, our legal system, and the legal process. This journal publishes original research, reviews of past research, and theoretical studies from professionals in criminal justice, law, psychology, sociology, psychiatry, political science, education, communication, and other areas germane to the field.

AP-LS/Division 41 members receive Law and Human Behavior as part of their membership. To join the American Psychology-Law Society and receive Law and Human Behavior, please visit www.ap-ls.org.

Law and Human Behavior: Online First

LHB is now a member of Springer's Online First program. In this program, manuscripts accepted for publication in LHB are immediately placed in the production cue and soon thereafter published online. It is important to note that, once these manuscripts are published online, they are published. They are not "in press," but "published." Each article published online is assigned a Digital Object Identifier (DOI). Sometime later, the article is then published (again) in print. This is a very exciting development for LHB, for it means that we can greatly reduce the time between acceptance of manuscripts and (online) publication.

How do I access Online First articles? AP-LS members have the benefit of full-text access to LHB articles (including back issues of published journals) through Springerlink. To obtain this access, however, members must first log onto the AP-LS web page and then navigate to Springerlink through the AP-LS page (you will find a convenient link). Many university faculty members and students also have the option of logging on through their library networks.



Expert Opinion

Editors: Matthew Huss & Eric Elbogen

Representative Payeeship in Psychiatric Disabilities: Clinical Considerations of Capacity, Coercion, and Violence

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Of the many laws and policies that impact upon the lives of people with psychiatric disabilities, one of the most frequently encountered is representative payeeship (Monahan et al., 2005). In the United States, 2.7 million adults receive Social Security Administration (SSA) benefits for psychiatric disabilities. More than 1 million beneficiaries do not receive payments directly but, because they are determined incompetent to manage money, have their support handled through representative payees. Because payees are assigned to over 7 million individuals who receive SSA funds (including not just adults with psychiatric disabilities, but also adults with developmental and physical disabilities as well as older adults with neurological disorders), legal scholars have called representative payeeship “*the nation’s largest guardianship system*” (Skoler & Allbright, 2000).

The function of the payees is to spend SSA funds on behalf of the beneficiary to “make sure the beneficiary’s day-to-day needs for food and shelter are met. Then benefits may be used for the beneficiary’s personal needs, such as clothing, recreation, and other expenses. Benefits may also pay for medical expenses (e.g., eyeglasses and hearing aids) and dental care not provided by Medicare, Medicaid, or a residential institution” (SSA, 2004). Discretionary funds that remain after basic needs have been covered are limited, usually less than \$100. Although not a chief function of the payeeship, the payee may use discretionary funds as leverage to improve treatment adherence, adding to other types of mandated community treatment that can be used to leverage adherence among people with mental illness (Monahan et al., 2001).

Clinicians working in psychiatric populations inevitably encounter individuals with schizophrenia, bipolar disorder, or major depression who have been assigned a representative payee due to financial incapacity. Over 70% of representative payees in psychiatric disabilities are family members and about 20% are clinicians. Representative payees can be instrumental in promoting residential stability, basic health care, and psychiatric treatment engagement among people with mental illness (Luchins, Roberts, & Hanrahan, 2003). Representative payeeship has been shown to be associated with reduced hospitalization, victimization, and homelessness. Payeeship in psychiatric disabilities was associated with reduced substance abuse, improved quality of life, and better money management (Conrad et al., 2006).

Despite these benefits, clinicians need to be aware of several problems that could potentially arise when clients with psychiatric

disabilities have payees (Luchins et al., 2003). First is consideration of financial capacity, not just of the beneficiary (Marson, Savage, & Phillips, 2006), but also of the payee; namely, providers need to investigate to what extent those who are assigned to be payees understand the payee arrangement and whether the payees themselves possess requisite abilities to manage beneficiary’s funds. In a study of beneficiaries and family payees (Elbogen et al., 2007), it was found that over 70% of beneficiaries *and* payees incorrectly believed the following statement to be true: “After a payee is assigned, it remains in place as long as the disabled person is receiving disability checks.” More than half the payees and beneficiaries also incorrectly believed that if the beneficiary worked, the payee was supposed also to manage the beneficiary’s income from the work; a belief that could discourage beneficiaries from working. Indeed, one-quarter of beneficiaries believed they were not permitted to work at all because they had a payee. Moreover, data reveal that payees themselves may lack financial abilities. Both beneficiaries and payees showed deficiencies in money management skills and basic arithmetic abilities; in these domains, there were no significant differences between payees and beneficiaries.

Second, treatment providers should recognize that representative payeeship can be used coercively and potentially thwart self-determination and self-direction. On the one hand, discretionary funds may sometimes be contingently used by payees appropriately to support treatment adherence (Monahan et al., 2001). In one study, a group of beneficiaries experiencing money leverage were more likely to feel coerced but were also more likely to believe that money leverage was effective (Appelbaum & Redlich, 2006). On the other hand, payees can also use contingent money management in ways that increase conflict and have no shared therapeutic purpose (Cogswell, Dennis, & Monahan, 1996; Marson et al., 2006). Researchers found 30% perceived financial coercion in the context of payeeship and half of their payees— of who over 90% were family members — admitted to using disability funds as leverage not always due to clinically relevant factors (Elbogen, Swanson, & Swartz, 2003), suggesting money was sometimes used in ways that at best were arbitrary and at worst were coercive. When a payee is a clinician, use of money as leverage has been shown to worsen therapeutic alliance (Angell, Martinez, Mahoney, & Corrigan, 2007). In a survey of beneficiaries, over 50% of the sample agreed with the following: “My payee has too much control over me,” “I was pushed to appoint a payee,” and “I do not agree with the spending decisions that have been forced on me” (Rosen, Bailey, Dombrowski, Ablondi, & Rosenheck, 2005).

Third, clinicians need to assess whether the representative payeeship is associated with interpersonal conflict and even violence in families. Conflicts about finances are among the most common reasons for arguments within caregiver relationships, and frequent arguing is a critical predictor of beneficiary relapse. A beneficiary with psychiatric disabilities is more likely to act aggressively toward family members, especially when financially dependent upon them (Estroff, Swanson, Lachicotte, Swartz, & Bolduc, 1998). In a study of N = 245 beneficiaries followed for one year, family representative payeeship doubled the odds of serious family violence even controlling for relevant covariates (Elbogen, Swanson, Swartz, & Van Dorn, 2005); if the beneficiary had frequent contact with the payee, the risk of family violence quadrupled. Violence risk was elevated when beneficiaries perceived they had little control over their spending and when beneficiaries had better money management skills than the payee. One survey found almost half of case manager payees reported incidents when beneficiaries became verbally abusive in response to issues concerning management of funds (Dixon, Turner, Krauss, Scott, & McNary, 1999). Overall, studies reveal the potential for significant conflict between beneficiary and payee.

For these reasons, clinicians are encouraged to evaluate: (a) the extent to which payees are competent to manage finances of beneficiaries, (b) whether beneficiaries feel enough say or feel coerced when it comes to managing their money, and (c) how the payee arrangement may lead to conflict or violence. Recognizing these problems leads to potential interventions to address them, including:

1. Facilitating increased collaboration between payee and beneficiary as well as place increased attention to beneficiaries' views of subjective well-being and independence. This would increase beneficiary involvement in daily money decisions and likely reduce stress and use of financial coercion.
2. Educating payee and beneficiaries about representative payeeship would reduce chances for misunderstanding and help tailor knowledge imparted in standard SSA manuals to the functional levels of the beneficiary and payee. Correcting misconceptions about money management can help reduce conflict between payees and beneficiaries.
3. Utilizing rehabilitation interventions to teach both beneficiaries and payees basic money skill such as balancing a checkbook, developing a budget, and evaluating money decisions. Having the beneficiary be involved in the budget process can enhance self-efficacy and reduce perceived coercion.
4. Developing future plans to explore expectations about eventually terminating the payee arrangement would help establish clear goals for the payee and beneficiary and allow both to envision together how to implement the representative payeeship, thereby reduce disablement.

Overall, an intervention based on these strategies would ideally help encourage "financial management by representative payees designed to be negotiated in a way that ensures that the patient is

involved as much as possible in decisions about how money is to be allocated" (Monahan et al., 2001).

In sum, for people with psychiatric disabilities, representative payeeship poses potential problems, but holds great promise. On the one hand, payees fulfill a valuable function in an economical way, and many are, no doubt, performing well. Moreover, since over one million people with psychiatric disabilities have payees, payees represent a valuable, yet largely untapped, resource to help beneficiaries with psychiatric disabilities build independent living skills, use money for socialization rather than substances, and strive toward realistic life goals. On the other hand, payeeship can lead to a host of counter-therapeutic consequences, including stress, conflict, violence, coercion, and dependency. If misunderstood or misused, representative payeeship can undermine even the best of rehabilitation efforts in treating psychiatric disabilities.

Instead of viewing the payee as one person controlling the money of another person, clinicians can reframe representative payeeship as a therapeutically rich opportunity in which two people work together on collaborative decisions, promoting community functioning on a day-to-day basis. The clinical considerations offered above draw on empirical research to help clinicians minimize barriers and capitalize upon benefits offered by this prevalence legal mechanism. By facilitating collaboration on money matters, increasing SSA knowledge, improving money management skills, and developing plans for financial decision-making, treatment providers can promote independent functioning and reduce conflict for a substantial number of individuals with psychiatric disabilities.

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AP-LS Teaching Techniques

Providing Psychology-Law Students with a Voice in Course Design

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I like to think of myself as an efficient person rather than a procrastinator. One of my life quotes is, “If you wait until the last minute, then it will only take a minute!” The current teaching technique resulted from me “waiting until the last minute” when I was preparing my fifth new course in less than two years when I first started teaching. I was silently (or not so silently if you ask my friends and family) lamenting the fact that I needed to develop another syllabus, another set of readings, and another set of activities for my new Psychology and Law course. In addition to my exasperation at developing a new course, I was overwhelmed by my options. Opening up my *Wrightsmen’s* (Greene, Heilbrun, Fortune, & Nietzel, 2007) text, I was certainly excited by the variety of topics, but it was intimidating too. As has been noted in a previous Teaching Techniques column, it is impossible to cover all of the topics we would like to cover in just one semester of Psychology and Law (O’Connor & Groscup, 2008). How would I incorporate recent research and court cases on all of those different topic areas without spending more time on this class than I did my research (and sleep)? And, how could I be sure that I was covering topics that would be interesting to my current class?

Perched on my three-legged stool of research, teaching, and service, it occurred to me that I might be able to take some liberties with the procedural justice literature and provide students with a voice in my course design decisionmaking. We know from this literature that people care about the way they are treated. In fact, sometimes people care more about being treated fairly than they do about the outcomes (Tyler, 1994). What has been termed the “voice effect” in procedural justice research is particularly robust (Brockner et al, 1998). People believe that they have been treated more fairly when they have been afforded an opportunity to voice their opinion as compared to situations when they do not get to voice their opinion. Chory-Assad and Paulsel (2004) applied procedural justice concepts to the classroom setting. Specifically, students’ perceptions of the grades they receive relate to distributive justice, but the perception of the processes – how the class is developed and run – is the procedural justice component. Therefore, Chory-Assad and Paulsel’s procedural justice components in a classroom setting would involve the course’s schedule of topics, scheduling of exams, and the like.

I decided to apply the research on voice into the design of my Psychology and Law class. Based on the basic premise that students would view me and the course as more fair if they get to offer input on the course design, I provide the students with this opportunity regarding the class topics, assignments, and exams. Essentially, I give the students a “voice” in the process of designing the course components that would eventually determine their

grades. My preliminary syllabus the first time I taught Psychology and Law (and every semester after) had three foundational components: student rankings of class topics, individualized assignments based on those rankings, and student evaluation (assignments and exams) choices. I will describe each of these components below and then discuss student reactions to the course.

Syllabus and Rankings

On the first day of class I provide my students with a preliminary syllabus. This syllabus includes all of the standard syllabus information such as my contact information, office hours, teaching assistant information, general course description, textbook description, honesty policy, accommodations for students with disabilities, and grading scale. The part that students always flip to first, however, is empty. I include a Course Schedule table that says, “A more detailed course schedule and list of assignments will be available online at the end of this week once the class has made their selections from the topic choices available and the student survey results are tabulated.” At this point in the syllabus discussion I tell the students that they will rank the topics they want included in the course and provide input about the way the course will be designed. I then give a short lecture on procedural justice by describing the main theoretical notions, some of the research findings, and how it relates to their experiences as a college student. I talk to them about the voice effect and describe the determination of the course schedule and the assessments as an opportunity to provide their voice in the processes that I will use in deciding how to design the course.

The student rankings come from what I call the “Personal Information Sheet.” This two-sided sheet has the same questions I ask students in all of my courses — what they plan to do in the future, why they are taking the course, and something interesting that will help me remember their names. The reverse side of the sheet has the “Topic Preference List.” Here I list and briefly describe approximately fifteen possible law-psychology topics. The students rank order their favorite eight topics and return it to me by the next class period. Although the students individually only rank-order eight topics, we generally cover approximately ten to twelve different topic areas because of the variety of student rankings. The rankings also provide the topic ordering; I change the topic order to highlight the more popular topics throughout the semester rather than all at the beginning or end. I also use the rankings to determine individualized projects (described below). In addition to these ranked topics, I lecture at the beginning of the semester about general legal system and psychological introductory information. Compiling the rankings can be tedious, but the

result is a new and different class each semester that is geared toward the current group of students. I have taught this course at least five times and each time it has included different topics and a different ordering of topics.

Individualized Projects

Once the course topics are determined, I make individualized assignments based again on the students' rankings. These assignments are an article summary, a group presentation, and a case summary. I'll describe each assignment and then provide an example of how this all works.

The article summary paper is an opportunity for the students to read about research being conducted on a topic that interests them. Each student finds and reads a recent empirical article on the assigned topic area. In approximately four pages, they summarize and describe the research conducted, the research findings, and the students provide ideas for future research in the area. In a class of 30 students, approximately 2 to 4 students are assigned to each topic area for their research summaries, which also becomes the groups for the group presentation. The group presentations are limited to fifteen minutes and are meant to be a time for the students to describe the research articles they read and summarized. Because each student has to read and summarize a different research article than the other members of their group, the rest of the class gets to hear about several recent empirical articles for each topic area. We generally do these presentations on the second day that we are discussing the topic area. That means that I have already introduced the topic, but there is still time for me to discuss the research findings presented by the students in relation to the rest of the lectures for the topic. Some groups are very creative and develop games and interactive class activities as part of their presentation. The groups also submit potential exam questions based on their research articles. These exam questions are posted on an online class discussion board and I always choose a few of the questions for the exams. The group projects are limited in scope and require minimal group planning, yet they provide the students with the opportunity to teach the rest of the class about current research on a topic in which they are interested.

In order to provide the students with some exposure to court cases, each student also does a case summary paper. The case summary assignment involves the students finding a recent court case about their second assigned topic. In approximately three pages, the students summarize the facts, issues, holding, and court's rationale. The students also provide why they think the case is important and the potential influence the case might have. Because they are "experts" on the general topic area, they also critique the group presentation that corresponds to their case summary topic. This critique is a written assessment of the group presentation that I use as part of the calculation of the group presentation grades. The students do not formally present information about the cases they summarized, but on occasion a student will describe their case as an example or to ask a specific question of the research being described during the group presentations.

As an example of how all this would work, assume that student Jimmy ranks the topics of Victims, Juveniles, and Punishment as one, two, and three, respectively. Jimmy would write his article summary on victims, be a part of the victims group presentation, write his case summary on juveniles, and critique the juveniles group. His victim article summary is due when we are discussing victims in class, and his group presentation also takes place at the same time. He could find and summarize an article on sexual harassment and his fellow group member could find and summarize an article on battered spouses. Their presentation would be about both the sexual harassment and battered spouses research. His case summary on a juvenile case is due when we discuss juvenile issues in class and he will critique the juveniles group at the same time. He could find a case about a status offense, a child witness, or anything else within the broad topic of juveniles. Almost every week a few students are turning in article and case summaries and the presentations are also spread out throughout the semester. I provide the students with a detailed calendar of all their individual due dates because it can be somewhat confusing at the beginning of the semester when I am trying to explain all of this to them. After the first few weeks of the semester, the students get accustomed to the routine.

Sometimes more students rank a topic as their first choice than I can accommodate in a group. If that were to happen to our example student, Jimmy, then I might assign him to write his article summary on his third choice, punishment, and be in the punishment group. His case summary would be on his first choice, victims. Because of the diversity of student interests, I am usually able to assign individualized assignments that represent a student's top choices. In all the semesters I have taught the course I have not had to assign a student to a topic for either assignment that was something they ranked below their fourth choice.

Student Evaluation Choices

In addition to the topic rankings, the students also answer a separate questionnaire at the beginning of the semester that allows them to voice their opinions on the way their grades will be determined. As I always tell my students, it would be wonderful if we could ask our students how much they learned and they would honestly and accurately provide professors with a grade that assessed their level of learning. Unfortunately, I have not figured out a way to get students to do that. Instead, I ask for their thoughts about issues related to my decisionmaking in designing the assessments for the course. I ask the students about the number of exams, types of exams, and other class components. For example, I ask them if they would prefer three exams, two exams, or one exam — they almost always pick three. I also ask students about their favorite courses in college and why the course was their favorite. Lastly, I let the students tell me if they know a date that they will have to miss class during the semester for a trip, job commitment, or any other reason. Although I am inflexible on certain course design elements, I incorporate the students' answers to these questions into the course design for that semester. I have taught the course with only two exams one time and three another. I have also had more class discussions than lecture and



vice versa. The changes are not drastic, but I do listen to the students' suggestions.

The rankings and the evaluation choices are all turned in for a small percentage of the students' grades. My teaching assistant and I work diligently to have the final syllabus compiled within less than a week of the first day of classes so that students know when each of their assignments is due and when the exams are scheduled. I try very hard not to schedule an exam when students have said that they know they will be absent and I do not schedule group presentations when I know a person in the group will be absent.

Student responses to the course

I first taught this course in a Criminology, Law and Society Department and now I am teaching it in a Psychology Department. In both instances, it has been a junior or senior level class. Many of the students in my first department were interested in attending law school or going in to law enforcement and the class was generally about 100 students. The class in my current department is limited to 30 students with most wanting to attend law school or graduate school.

In both departments, the course has been well-received each time I have taught it. Clearly the general subject matter is interesting, but I often receive student comments on the course evaluations that specifically reflect how much they enjoyed the ability to give their "voice" to the course. For instance, a student said that the best part about the class was that the students "were allowed to tell Dr. Brank how the class should be done and what topics to discuss." Another student wrote, "I loved that Dr. Brank waited to hear about our interests before deciding what we were going to cover in class and that she used our interests to determine our paper assignments."

I have not done a formal assessment of the course and the way I conduct it to compare student responses with and without the student involvement in designing the course. Like I said at the beginning, I did the course this way the first time I taught Psychology and Law and I have done it this way ever since. This method would certainly not work for many other courses, but for Psychology and Law it seems to work well because of the topical nature of the class and the varied interests of the students taking the class. I would think it could be used similarly in graduate level Psychology and Law classes or on a smaller scale in other courses (e.g., allowing the students to choose how and what would be covered in the last three weeks of the course). In addition to the benefits expressed by the students, I am not scurrying around to finalize my syllabus the day before classes start. This method also provides me with new ideas of how to assess student learning and keeps the course fresh and new for me each semester.

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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, mark.costanzo@claremontmckenna.edu

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Minority Affairs Committee:

Expanding the Pipeline for Racial and Ethnicity Diversity in AP-LS

by Jennifer Hunt, Chair

Most of us know the idealized path by which a student enters the field of psychology and law. A bright, motivated undergraduate is fascinated by hearing a professor teach about false confessions or factors predicting recidivism. That student comes to the professor's office hour and asks whether she can become involved in his research. She smoothly integrates into the lab and contributes to the research. After earning respectable scores on the GRE, the student applies and is accepted into graduate school and is on her way to becoming a professional in her own right.

This path, however, may be more difficult for students who are racial and ethnic minorities or come from other underrepresented groups. First generation college students, including many racial and ethnic minorities, may not feel comfortable approaching professors about research or even believe that it is not appropriate for students to initiate such discussions. For minority students, the fact that most of their professors are unlikely to look like them may make the process even more intimidating. Minority students also may have concerns about biased or discriminatory reactions, either from the professor or from other professionals if they enter the field. In addition, they often have to balance school with part- or full-time employment and/or family responsibilities, reducing the time they have available for research. Once minority students do become involved in psychology and law, there still may be challenges on the path to graduate school. Even with well-intentioned mentors, these students may have to negotiate differences in communication styles, status orientation, cultural values, and life experiences to form effective working relationships. Minority students also tend to earn lower scores on the GRE, even when controlling for their GPAs, which can reduce their chances of being accepted into graduate school.

Although many of these challenges are not specific to the field of psychology and law, it is clear that AP-LS's membership is lagging in terms of diversity, especially with regard to race and ethnicity. Currently, 6.4% of Division 41 members are racial or ethnic minorities. For comparison, the percentage of racial and ethnic minorities is 9.8% for the American Psychological Association and approximately 10% for the American Bar Association members. Thus, although racial and ethnic minorities are underrepresented in the fields of psychology and law as a whole, the extent of underrepresentation is even greater within AP-LS.

One of the primary missions given to the Minority Affairs Committee (MAC) by the AP-LS Executive Committee is to develop initiatives to increase the recruitment and retention of underrepresented groups, including racial and ethnic minorities, GLBT individuals, and first generation college students, in psychology and law related doctoral programs and academic and professional positions. Since 2005, we have started several programs that provide support for students from underrepresented groups, as well as for research related to diversity in the law. In addition, this year, we are beginning a new Access Path to Psychology and Law Experience (APPLE) program that addresses some of the chal-

lenges described above and provides a new pipeline for minority undergraduates to enter psychology and law. Below are brief descriptions of all of these programs. The full calls for applications for the programs will be disseminated through the AP-LS newsletter, website, and email listserv.

- **APPLE Program:** To increase the number of students who are interested in and qualified for graduate programs in law-psychology, the new APPLE program will provide stipends for undergraduates from underrepresented minority groups to become involved in research at their current institutions. For the program, faculty members will recruit minority students *with whom they are not currently working* (i.e., who are not part of the pipeline already). The mentor and student will develop a proposal for a meaningful research experience that will result in a submission to the AP-LS conference and increase the student's competitiveness for graduate school. If selected, the student will receive a stipend for the research as well as money to attend the AP-LS conference. This year, MAC will fund five full-year or a larger number of part-year students in this program.
- **Ambassador Program:** In the Ambassadors Program, researchers and practitioners in the area of psychology and law visit Historically Black Colleges and Universities, Hispanic Serving Institutions, and Tribal Colleges to recruit minority students into the field of psychology and law. We particularly target institutions in which a faculty member and/or clinician in the area of psychology and law is nearby, so that interested students have access to research experiences.
- **Diversity in Psychology and Law Research Award:** This program provides grants-in-aid to support graduate and undergraduate research on issues related to psychology, law, and diversity. These awards are given to students who are conducting research related to the general mission of the MAC, not only students from underrepresented groups. This year, MAC will award three \$1000 grants-in-aid or a larger number of smaller awards.
- **Diversity Travel Awards:** This program provides support for graduate and undergraduate students from underrepresented groups who are presenting research at the AP-LS conference. At the conference, students are publically recognized at an event in which MAC facilitates informal networking with prominent researchers and practitioners in the students' areas of study. This year, MAC will award five \$300.00 travel grants.

Increasing the diversity of researchers and practitioners in psychology and law will benefit the field in numerous ways. Diverse scholars bring new experiences and perspectives to the field, which can lead to new research questions and approaches to existing questions, broader discourse, and a more inviting climate for AP-LS. These MAC initiatives will help to expand the pipeline by which students from diverse backgrounds go from interested undergraduates to successful graduate students to eventually professionals in the field. For more information about MAC or any of these programs, please contact committee chair, Jenn Hunt, at huntjs@buffalostate.edu.



Division 41 Member Nominated for APA President

Don Bersoff

Division 41 does not endorse candidates for the APA presidency, but it has allowed me to inform you that I have been nominated for that office and to briefly tell you why I have agreed to run. For those of you who do not know me a few facts—I have been a member of the American Psychology-Law Society since the 1970s, served as treasurer and subsequently president of APLS (1980), and represented Division 41 for three terms on the Council of Representatives. From 1979-1990 I served as APA's first general counsel, submitting 50 amicus briefs to the US Supreme Court and lower courts during my tenure. I now direct the JD/PhD Program in Law and Psychology at Drexel University. I am the author of *Ethical Conflicts in Psychology*, now in its 4th edition, published by APA. In 2002, Division 41 honored me with its Lifetime Contribution Award. But I do not want to dwell on my bio (but see, www.donbersoff.com). What follows is what I really want to stress.

I believe APA's reputation as the world's leading psychological organization is suffering because for the past decade our scientific, moral, and ethical integrity has been compromised. Here are some examples.

It may have been said to have begun with the furor over a meta-analysis by Rind et al of the effects of child abuse published in *Psychological Bulletin* in 1998. Rather than respect the integrity of the editorial process, APA bared its throats to Congress and caved into political pressure. When an article critical of APA's conduct in response to the Rind study was accepted for publication, the decision to publish was overridden by higher authority. It was only after subsequent protests that the critical article was finally published along with companion pieces in a special issue of *AP*.

Then, of course, there is the spectacular misjudgment with regard to psychologists' involvement in coerced interrogations. It began with the PENS report where it turned out that 6 of the 9 voting members of the task force that drafted it had Department of Defense ties or were actually involved in Guantanamo interrogations.

It took until very recently for the APA Board of Directors to finally state that psychologists' involvement in coerced interrogations of detainees, some of which involved torture and cruel and inhuman treatment, to be reprehensible conduct. But the Board also endorsed a resolution that puts many of our public institutional colleagues at risk. Recall that the 2008 resolution passed by APA members prohibits psychologists from working in settings where "persons are held outside of, or, in violation of either International Law or the US Constitution." The Board endorsed this policy without recognizing its unintended consequences. There are prisons (see, e.g., the current problems in California) and psychiatric and residential facilities for persons with mental retardation that courts have held to have unconstitutional conditions. Under the policy then, as Joel Dvoskin and others have pointed out, psychologists who work in such facilities may be charged with unethical conduct. In an attempt to solve one problem, APA may have gone overboard with an overbroad resolution.

Those of you who know me, know that I love the APA and have worked hard on its behalf. But in the recent past we have elevated political expediency over principled policies. As a result, we are losing members and endangering our financial security. We are in danger of becoming like the AMA, which now represents only 19% of practicing physicians.

As APA president, I pledge to you that I will work to ensure that APA supports empirically-supported policies and practices, that it acts with integrity, and only in accord with basic principles of promoting human welfare that have sustained us for almost 125 years. I ask Division 41 members to join me in this endeavor. To accomplish this goal, I need your first place vote.

The American Psychology-Law Society does not endorse candidates for APA President and publication of this statement should not be construed as endorsement of this candidate. All APA Presidential candidates who requested space in the Newsletter were granted space.

Expert Opinion Column, Continued from p. 5

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Assessing Protective Factors for Violence Risk

Michiel de Vries Robbé, M.Sc.

Vivienne de Vogel, Ph.D.

Van der Hoeven Kliniek, The Netherlands

Over the past decade clinicians and researchers in forensic psychiatry have increasingly focused on positive and changeable treatment related issues. It has become common knowledge that encouragement of the healthy aspects of mentally disordered patients and their environment can provide a valuable contribution to their treatment and reintegration process. However, the specific assessment of these personal and situational strengths has received little notice in forensic risk assessments. Rogers (2000) stated that most assessments were risk-only evaluations, which were inherently inaccurate and implicitly biased. He argued that it is essential for balanced risk assessment to take into account both risks and strengths. Viewed as the counterpart of risk factors, strengths can be defined as protective factors for violence risk: characteristics of an offender, their environment or their situation that protect an individual from falling back into violent behavior (De Vogel, De Ruiter, Bouman, & De Vries Robbé, 2009). The addition of protective factors to risk assessment serves as a counterbalance to commonly used risk factors in forensic psychiatry. Moreover, if the assessed protective factors are dynamic in nature, they make a promising target for risk reduction by providing positive goals for treatment programs and risk management strategies (Douglas & Skeem, 2005).

The Structured Assessment of Protective Factors

Inspired by the clinical wish for a more positive treatment focus and emerging literature on the value of the addition of changeable and positive factors in risk assessment, in 2007 the *Structured Assessment of PROtective Factors for violence risk* (SAPROF; De Vogel, De Ruiter, Bouman, & De Vries Robbé, 2007; English version 2009; German version in preparation) was developed in the Netherlands. The SAPROF was designed as a Structured Professional Judgment (SPJ; see Douglas, 2009) checklist. It was intended as a positive dynamic addition to structured risk assessment in forensic clinical practice and is always used in combination with a SPJ risk evaluation instrument, like the HCR-20 (Webster, Douglas, Eaves, & Hart, 1997). The instrument was developed based on literature on protective and contextual factors, qualitative research findings within forensic clinical treatment and pilot studies among several Dutch forensic psychiatric institutions.

The SAPROF consists of two static and fifteen dynamic protective factors organized within three scales according to their general background: the *Internal factors* (e.g. *Coping, Self-control*), the *Motivational factors* (e.g. *Work, Attitudes towards authority*) and the *External factors* (e.g. *Social network, Professional care*). The items are rated on a three-point scale (0-2), reflecting the extent to which they are present as a protective factor for violence risk for a given patient in a specific situation. Additionally, factors can be indicated as particularly important for the individual in two ways. Factors that provide much protection at the time of assess-

ment can be marked as *key factors*, while factors that are seen as potential targets for treatment intervention can be marked as *goal factors*. In clinical practice, the indication of key factors and goal factors sharpens the view on the importance of specific protective factors for an individual, which can be useful for the development of risk management and treatment intervention strategies. Following the SPJ approach, the SAPROF concludes with a final judgment on the overall protection that is present to counterbalance violence risk in the assessed situation (low, moderate, or high). Like with all SPJ tools, the final judgment is composed by interpreting, weighing and integrating the factors that are present. Finally, this Final Protection Judgment is combined with the HCR-20 risk factors to come to an Integrative Final Risk Judgment for future violent behavior. In De Vogel, De Vries Robbé, De Ruiter and Bouman (under review) the background and content of the SAPROF is explained further and its protective factors are discussed in more detail.¹

Besides the SAPROF there are two other SPJ risk assessment instruments which take protective factors into account: the Structured Assessment for Violence Risk in Youth (SAVRY; Borum, Bartel, & Forth, 2006) and the Short-Term Assessment of Risk and Treatability (START; Webster, Martin, Brink, Nicholls, & Middleton, 2004). The SAVRY is a checklist for violence risk assessment in youth containing six protective factors in addition to 24 risk factors (e.g., *Prosocial involvement, Resilient personality traits*). Recently, Lodewijks and colleagues (2008) found support for the hypothesis that the protective factors in the SAVRY buffer or mitigate the risk of violent re-offending in juvenile offenders. The START is a clinical guideline for the dynamic assessment of short-term risks. The 20 dynamic items have to be simultaneously coded on two three-point scales: first as strength, then as risk. In other words, risk factors and protective factors are regarded as opposing ends of the same variable. The START is intended to be used for short-term assessments of acute risk and is repeated bimonthly. Studies on the psychometric properties of the START are promising (Nicholls, Greaves, Petersen, Gagnon & Braithwaite, 2009).

Value of protective factors

Being mainly dynamic in nature, the SAPROF aims to not only assess protective factors, but to especially inform treatment of potential goals for interventions. By doing so, the SAPROF can offer valuable guidance in narrowing the gap between risk assessment and risk management. In 2007, the SAPROF was implemented into general risk assessment practice for violent and sexually violent offenders in the Van der Hoeven Kliniek, The Netherlands, to complement traditional risk assessment with the HCR-20 and SVR-20 (Boer, Hart, Kropp, & Webster, 1997). To date, mental health professionals, clinical psychologists and researchers in Dutch forensic psychiatry appreciate the usefulness of the assessment of protective factors for the atonement of treatment plans



and implementation of feasible and effective risk management strategies (Van den Broek & De Vries Robbé, 2008). Moreover, the use of a positive instrument with a focus on the healthy aspects and strengths of a patient and his or her environment encourages positive communication between staff and patients and enhances treatment motivation in both patients and clinicians.

Studies with the SAPROF

Prospective studies on the additional value of using the SAPROF in addition to traditional risk only evaluations in clinical practice are currently being conducted in The Netherlands, Germany and the UK. Although the greatest supplemental value of the SAPROF is expected to be its importance for guiding prospective treatment evaluation and planning, confirmation of its predictive validity for violent recidivism, initially retrospectively and ultimately prospectively, is an essential condition that needs to be examined. Recently two separate retrospective file studies have been carried out in order to assess the psychometric quality of the SAPROF within violent offenders and sexually violent offenders.

The first study (De Vries Robbé, De Vogel, & De Spa, under review) was carried out among 126 male violent offenders discharged from an inpatient forensic psychiatric hospital, the Van der Hoeven Kliniek in Utrecht, The Netherlands, after intensive clinical and outpatient treatment (mean treatment duration 5.3 years). The codings by different trained raters of the SAPROF factor scores as well as of the Final Protection Judgment showed good interrater reliability. Moreover, the predictive validity for violent offenses after treatment within three different follow-up periods of one, two and three years after treatment was excellent. Discharged patients with high scores on the SAPROF protective factors as well as patients with a 'high' Final Protection Judgment recidivated significantly less often and less quickly than patients with low scores on the protective factors and 'low' final judgments on the level of available protection. The predictive validity of the SAPROF total scores and Final Protection Judgment for non-recidivism was equally good as the predictive validity of the HCR-20 total scores and the overall Final Risk Judgment for violent recidivism. In addition to ratings at the time of discharge, data was also collected on ratings at the time of admission to assess the progress made by patients during their forensic psychiatric treatment. A comparison between the pre- and post-treatment ratings showed significant improvements in SAPROF scores during treatment, providing confirmation of the dynamic properties of the SAPROF factors.

A subsequent study (De Vries Robbé, De Vogel, Koster, & Bogaerts, in preparation), focused on a group of 84 discharged sexually violent male offenders (mean treatment duration 5.4 years). Ratings were carried out at the time of admission and discharge from mandatory treatment at two different forensic psychiatric hospitals, the Van der Hoeven Kliniek and the Van Mesdagkliniek in Groningen, The Netherlands. As was found for the violent offender sample, reliability analyses revealed good interrater reliabilities for the sexually violent sample for both the total scores and the Final Protection Judgment. As the prevalence of specific convictions for sexual violence was low, the predictive accuracy was measured for general violent (non-)recidivism, including both violent and sexually violent reconstructions. The predictive validity of both the SAPROF total score and the Final Protection Judgment for general violent recidivism was excellent for the sexually

violent offender sample. Again the predictive validities of the SAPROF were comparable to those of the HCR-20. The SVR-20 predictions were slightly less accurate, likely due to the use of the general violence outcome measure and the static nature of the SVR-20. Comparison of pre- and post-treatment ratings showed very similar effects for the sexual offender sample as for the violent offender sample: significant positive changes on the SAPROF factors during treatment.

Conclusion

Although protective factors for violence risk have always existed in forensic clinical practice, they have long been understudied in forensic psychiatric research. Structurally assessing the positive characteristics of offenders and their environment offers a valuable additional starting point for effective and achievable risk management and treatment intervention. Although the main objective of the SAPROF is violence prevention by informing risk management, validation studies to date have provided confirmation of the reliability and predictive validity of the SAPROF as an instrument for the structured assessment of protective factors. Retrospective validation studies in male violent and sexually violent patients showed that the SAPROF can be reliably coded and that both the SAPROF total score and the Final Protection Judgment have good predictive validity for the short-term to medium-term (one to three years) prediction of non-recidivism in violent offenses after discharge from treatment. Moreover, the changeability of the SAPROF factors confirms the dynamic nature of the instrument and its usefulness as a clinical tool to measure change and guide treatment intervention.

Concluding, the SAPROF seems to demonstrate to be a valuable new SPJ instrument for forensic psychiatric practice. Through effectively complementing the dynamic assessment of risk for violent recidivism, the SAPROF cares for a more balanced assessment of future violence risk, with the ultimate goal to provide a positive approach to preventive risk management in forensic clinical psychiatry.

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Division 41/American Psychology-Law Society

Executive Committee (EC) Meeting Minutes

Toronto, Ontario August 5, 2009

I. Attending: Don Bersoff, Eve Brank, Brian Cutler, Bill Foote, Bruce Frumkin, Kathy Gaskey, Patricia Griffin, Jennifer Groscup, Wendy Heath, Jennifer Hunt, Saul Kassan, Margaret Bull Kovera, Lora Levett, Bradley McAuliff, Ed Mulvey, Kevin O'Neil, Randy Otto, Allison Redlich, Nancy Ryba, and Matt Scullin

II. Meeting called to order: 4:15 pm by President Saul Kassan

III. Introductions and meeting procedures

A. Nancy Ryba, Veronica Stinson, Lora Levett, and Kathy Gaskey were thanked for their work organizing the current Division 41 programming at APA.

B. Voting rules were reviewed: Voting members for the current meeting are those people who are current and outgoing officers. Those officers are the President, Past-President, President-Elect, Treasurer, Secretary, Members-at-large, Student section president, and APA representatives.

C. A motion by Kovera moved that the Executive Committee meeting minutes from March 2009 be approved, seconded by Redlich. Approved unanimously.

IV. Treasurer report: Brad McAuliff reported that we are in excellent financial shape. We currently have \$1,325,913.81 in the bank. The dues income is down approximately half as of where it was last year at this time, but the dues amount was reduced from \$80 to \$50 per member this past year and that likely accounts for the difference. Our interest income is also down from where it was last year. Our guaranteed minimum for Springer was \$100,000, but we made over \$300,000 in royalties this past year.

A. To note for executive committee members: Per APA rules, must turn in original receipts in order to get reimbursed for the three nights hotel, airfare, and baggage fees. Receipts must indicate a balance of

zero. If there is enough money, taxi and parking receipts will also be reimbursed.

B. Kovera noted that there may be an issue with changing the way the 990 tax form is done; McAuliff will research this to make sure we are in compliance.

C. Expenses: The administrative assistant, Kathy Gaskey is guaranteed a minimum raise of 5% for 2010. The award and committee budgets similar except for: 1) ECP requested an additional \$20,000 for a grant program, 2) MAC requested an additional \$6,500 mainly due to a proposed research experience program, 3) Corrections Committee requested additional funds for student awards, and 4) Professional Development of Women requested additional funds to bring in a speaker to the upcoming conference.

D. Budget Approval: Kovera moved that we accept the budget as amended (amendments described within specific committee reports and new business items). Otto seconded. Unanimous approval.

V. Upcoming Meeting Information

A. APLS, March 17-20, 2010 –Hotel Westin – Bayshore, Vancouver, Canada

B. APA, August 12-15, 2010 –Hotel TBA – San Diego, CA

C. EAPL/AANZAPL/APLS, March 3-5, 2011 – Hyatt Regency, Miami, FL

D. APA, August 4-7, 2011 –Hotel TBA – Washington, DC

E. APLS, March 2012 – Caribe Hilton, San Juan, Puerto Rico

F. APA, August 2- 5, 2012, Hotel TBA – Orlando, FL

VI. Current Issues/New Business

A. Replacement for Continuing Education Committee Chair. Otto reported that

we still need a new CE person. Otto will continue to work to solicit a person to become the CE chair. This person will need to work with Kathy Gaskey to apply for reinstatement of AP-LS's ability to grant CE credits. Otto is talking with the APA CE people to determine if we can still get approval to grant CEs for the Vancouver conference.

B. AP-LS Blog. Kevin O'Neil presented the idea of creating an AP-LS blog. The EC discussed whether we would want to create a blog associated with the Website and if so how to organize and manage such a blog. Kovera commented on the fact that APA may have a procedure/policy about blogs. O'Neil will investigate APA's policy. Assuming the blog will be acceptable under the APA policy, O'Neil will be responsible for finding blog editors.

C. New AP-LS Logo. O'Neil presented a new logo for the website and general AP-LS usage. Brank moved to accept the logo and Kovera seconded. Unanimous support. O'Neil will investigate copyrighting the logo.

D. Presidential Address. Mulvey proposed that we move the presidential address to the AP-LS conference rather than the APA convention. Discussion was had about the prevalence of presidential addresses of other divisions at APA; however, a greater audience of AP-LS members would be available at the annual AP-LS conference Foote moved to shift the AP-LS presidential address to the AP-LS conference. Redlich seconded. Seven in favor, two opposed.

E. Minority Affairs Committee New Initiative. Jennifer Hunt is the new MAC chair. Hunt presented a review of the initiatives of MAC. MAC has presented student grants-in-aid and travel awards. Another initiative was to have an award luncheon at AP-LS with the student winners of these awards and the people the award winners named that they would like to meet. The Ambassador program is not



currently active and there are issues that need to be addressed with it. The MAC is currently proposing a Research Experience Program that is designed for students at their own institutions. Faculty members would need to recruit a new student in their lab (not one of their current students). The money would be provided to provide a stipend to the students to work in these labs, to provide travel grants, and an honorarium for the faculty member. Discussion was had about removing the faculty honorarium and giving the extra money to the students. Discussion was had about how the timing of the application process and effective ways to insure new student recruitment. Additional discussion was had about the need for an evaluative component for this new proposal. McAuliff motioned that we fund the new Research Experience Program, without the faculty honorarium and with an evaluation requirement component. Mulvey seconded. Unanimous support.

F. Grants-in-Aid program for Early Career Professionals in psychology and law.

Lora Levett presented a proposal to fund a grant-in-aid for ECPs (within 7 years of receiving last degree). The committee requested \$20,000 to be used for grants up to \$5000 each. The application process will mimic on a smaller scale proposal processes for federal based grants. Discussion was had about including language to encourage applicants' institutions to provide matching funds. Brank motioned to fund the ECP's additional budget request. Heath seconded. Unanimous support.

G. Financial travel support for committee chairs.

Saul Kassin requested discussion concerning whether we should pay for committee chairs to come to AP-LS and APA. A motion was made by Kovera that there may be situations in which the EC deems it appropriate to invite participants to attend EC meetings or conduct programming. Under those circumstances, the EC may approve appropriate travel costs for said individuals. McAuliff seconded. Six in favor and one opposed.

H. APA Science Activities. Steve Breckler and Heather O'Beirne Kelly updated on issues that are ongoing with the Science Directorate. NIJ received no funding increase from what it has been for the last year (48 million, with 12 million for Social and Behavioral Sciences). The Science

Directorate had been building up their staffing, but unfortunately many of those positions are no longer there because of the APA budget situation.

I. Liaison to the Committee for the Advancement of Professional Practice (CAPP).

Bruce Frumkin submitted a report detailing his activities with CAPP. Legal issues tracking: At the May 2009 CAPP meeting Frumkin requested assistance from CAPP on tracking forensic and legislative issues that impact forensic practitioners. Frumkin is working with the APA Practice Directorate staff and the Legal Affairs Office staff in an attempt to develop a system to track legislative and court issues and report new issues to Division 41 members. Kassin and Frumkin will discuss whether this information should be included on the AP-LS website. Parent Coordination Program in D.C.: Psychologists interested in making parenting coordination part of their practice should contact Stacy Larson at APA (202-336-5886). The program enables family law judges to appoint licensed clinical psychologists as special masters who work with Argosy University doctoral students to ameliorate disputes between parents.

VII. Committee Reports:

A. Conference Advisory Committee (CAC).

Patricia Zapf provided a report of the CAC activities. Membership: Regular and student committee member openings will be advertised in the next newsletter. Zapf will be stepping down as chair of the CAC as soon as a new committee chair is appointed. Student travel awards: Wiley has committed to funding \$2000 each year for the next three years (2010-2012). The CAC is working to ensure additional sponsors. Conference co-chairs: Margaret Kovera and Patricia Zapf have agreed to serve as co-chairs for the 2011 APLS/EAPL/AANZAPL conference in Miami. Budget Request: The CAC requested \$10,000 for Student Travel Awards for APLS 2010.

B. 2009 APA Convention Report.

Veronica Stinson and Nancy Ryba submitted a report highlighting the Division 41 activities and other activities of interests at APA. Review process: only proposals that referred to data (as opposed to future data collection) were accepted, unless the proposal was deliberately non-empirical.

In total, 33% of symposium/workshop/conversation hour proposals were rejected; 15% of paper submissions were rejected, and 31% of poster proposals were rejected. The co-chairs request that a list of members who are willing to serve as reviewers be developed as the response rate for reviewers was quite this year.

C. 2010 APA Convention Report.

Nancy Ryba and Lora Levett reported that they are considering a theme for the APA convention next year. EC input was requested on whether a theme should be used and which one would be best. The following is a list of potential themes: Juvenile justice, Corrections, The Best of AP-LS, Homicide, and Wrongful Convictions. Discussion was had about this idea and continued discussion will take place through email.

D. 2010 AP-LS Conference Report.

Matt Scullin, Sam Sommers, and Jodi Viljoen submitted a report concerning the upcoming AP-LS conference in Toronto. Submissions: The call for papers is online with a deadline of October 5, 2009. The co-chairs employed the same research area list that has been used for the past two conferences and continue to use the All-Academic website for submissions and reviews. The same review process with specialty reviewers will be employed again this year that was established several years ago. Reviewers will be instructed to reject submissions proposing empirical studies that do not include any data when the reviewer anticipates during the review that data collection has not yet begun or only limited data will be available at the time of the conference to avoid accepting empirical paper presentations that are based on absent or minimal data. Pre-conference workshops: Four continuing education workshops—two full day and two half-day—are currently planned. A fifth workshop may still be scheduled. The following are the half-day workshops: Structural equation modeling, and meta-analysis. The following are the full-day workshops: Introductory training on the short term assessment of risk and treatability (START) and Forensic and correctional applications of the personality assessment inventory (PAI). Special sessions: Two special sessions are currently planned: Current directions and debates regarding detecting deception and Translating risk assessment to practice. Exhibitors: *Be-AP-LS NEWS, Fall 2009*

cause of the hotel floor plan at the 2009 San Antonio conference, the exhibitors were not in as prime of location as they would have liked. To make amends, those exhibitors who were at the 2009 conference will be provided with free exhibit space for the 2010 conference. Registration costs: Currently the rates for registration are proposed to remain the same as 2009. There is concern that the current registration rate may not be able to cover the costs of the conference if they also have a welcome reception with alcohol like has been done in previous years. Otto motioned to not increase the conference rate even if that meant reducing some of the amenities for the conference. Brank seconded. Unanimous support. Conference website can be accessed through the AP-LS website and provides information about the city of Vancouver and travel to Canada.

E. 2011 Conference. Margaret Bull Kovera and Patricia Zapf will be the co-chairs. Kovera presented some preliminary information about the conference. Zapf will be advertising at EAPL this year. One idea the co-chairs are considering is to make sure that any symposium would have some international component. Anyone with ideas should email Zapf and Kovera. They are especially interested in ways to make accommodations for the international participants. The EAPL and AANZAPL have traditionally been meetings that were at universities and had more social events and dinners, but there are registration cost concerns that will need to be considered.

F. Forensic Specialty Guidelines. Randy Otto reported that the Specialty Guidelines were submitted to APA and are awaiting feedback from APA.

G. APA Council. Randy Otto reported that APA was 5 million dollars behind in their budget. If this continues next year there may be some serious implications beyond the cuts that have already taken place. The ethics code 1.02 issue is not resolved. EC members who had read the memo prepared by the Committee on Legal Issues for APA (COLI) agreed that it provided a sound rationale and similar position as AP-LS on the 1.02 issue.

H. Dissertation Awards. David DeMatteo submitted a report indicating that a call *AP-LS NEWS, Fall 2009*

for dissertations was in the summer AP-LS newsletter. New members will be added to the committee most likely from previous dissertation award winners. Budget request was made for \$2490 for award plaques and monetary awards (1st place \$750, 2nd place \$500, 3rd place \$250).

I. Corrections Committee. Daryl Kroner submitted a report of activities for the Corrections Committee that includes 1) an invited address speaker at the AP-LS conference addressing correctional issues (requested \$2500 for speaker costs), and 2) allowing members of the Criminal Justice Section of Division 18 to enroll at the AP-LS conference at the AP-LS membership rate. New initiatives for 2010 and 2011: 1) Award three student awards totaling \$1500 for AP-LS (2010), 2) Establish a corrections expert review committee for 2010 conference and allow the ratings on the panel to inform corrections programming. Expert ratings would inform a rank ordering of symposia, papers, and posters that the review chairs would submit to the AP-LS conference chairs, 3) Provide pre-conference CE workshops focusing on correctional issues (2011), 4) Grant CE credits for conference sessions (2011), and 5) Increase participation the early/mid career seed grant proposal because the committee only received one submission this past year (no award was made). Discussion was had about the requested new budget items. The honorarium for the speaker should be done in a similar manner as other invited speakers. The honorarium should be set at \$1000 with a maximum travel allowance of \$1500. Concern was voiced about the student awards and that that they would effectively be funding one specific research area and the amounts proposed are higher than our current dissertation award amounts. Kovera moved that we eliminate the student awards on the basis that we have general student awards and that we should not be funding awards in particular areas. Seconded by Otto. Six for, one against, two abstains. Discussion was also had about the proposed CE credits, unless procedures have changed, providing CE credits for individual sessions at AP-LS will be extremely difficult. The Corrections Committee should investigate the process to determine feasibility. If the committee would like to host CE credit workshops prior to the start of the conference when AP-LS is also offering the workshops, then the com-

mittee should work in conjunction with the conference co-chairs. Discussion was had about the proposed expert rating system, the conference co-chairs and conference advisory committee should discuss this with the corrections committee for clarification.

J. Early Career Psychologists (ECP) Committee. Lora Levett reported that the ECPC has conducted a survey of the membership, organized workshops for ECPs, created a newsletter column, and created a proposal for a grants-in-aid program for ECPs (see new business item). The 2009 AP-LS workshop on private forensic psychology practice was well attended (approximately 150 people). A social hour for ECPs was held again and the committee plans to have another social hour in 2010. The conference registration costs continue to be reduced for ECPs and membership dues are also reduced.

K. Mentorship Committee. Tara Mitchell submitted a report with the new committee membership. The Mentorship website can be accessed through the AP-LS main website and includes FAQs. The committee is currently seeking new mentors from both clinical and non-clinical (academic and practice for both) areas. If interested, please contact Tara Mitchell (tmitchel@lhup.edu). The Mentoring luncheon at the 2009 AP-LS focused on job interviewing and was part of a three-part series co-sponsored with the Students Section and the Teaching, Training, and Careers Committee. The committee has also instituted a newsletter column. The committee requested \$1500 for their annual lunch to cover the costs of food, printing costs, and A/V equipment at the lunch.

L. Nominations and Awards Committee. Saul Kassin reported that two new officers were elected in the 2009 AP-LS elections: President-Elect: Patricia Griffin and Member-at-Large: Christian Meissner. Patricia Zapf was named the Book Series Editor. Samuel Sommers was presented with the 2009 Saleem Shah Award. The committee awarded Elizabeth Loftus the Award for Distinguished Contributions to Psychology and Law.

M. Student Section Report. The Student Section reported that the student section recently completed a satisfaction survey in which 128 students participated.



all, satisfaction was high with the student section efforts. The student section annual elections were held during July and results will be publicized in the middle of August.

N. Professional Development of Women Committee. Jennifer Skeem and Terese Hall reported that the 2009 AP-LS workshop on the professional advancement of women in psychology and law was well-received and well-attended. A listserv has been implemented and will be advertised to the general AP-LS membership. The committee requested total of \$3100 for two activities. 1) Invite an expert in the area of women and professional careers to speak at the 2010 AP-LS conference (\$2500), and 2) survey of membership (\$400 for lottery give-away, and postdoctoral honorarium). Discussion was had concerning the requested budget items. The \$2500 should be clearly divided between maximum travel costs and honorarium. The honorarium should be consistent with other AP-LS speaker honorariums of \$1000, which means the maximum travel will be \$1500. The committee will need to ensure that the lottery is legal within the confines of our tax status. If they need assistance they should check with McAuliff. The postdoctoral honorarium was thought to be inconsistent with our policies. Kovera motioned that the postdoctoral honorarium be removed, Otto seconded. Unanimous support. Discussion was also had concerning the request for programming time; having this session prior to the official start of the conference (i.e., Thursday morning) seemed to be the most appropriate timing and seemed to work well at the 2009 conference. Ultimately the timing of program events will be determined by the conference co-chairs.

O. Teaching, Training, Careers (TTC) Committee. Mark Costanzo reported that the TTC symposium at AP-LS 2009 was very well-attended and the committee is considering a symposium at the 2010 conference. The committee continues to receive excellent nominations for the Outstanding Teaching and Mentoring Award with the 2009 award going to Ron Roesch. Beth Schwartz will serve as the chair for 2010 and Garrett Berman will serve as the 2011 chair. The committee continues to recruit and publish articles for the "Teaching Techniques" feature in the APLS Newsletter and continue to collect psy-

chology and law syllabi to post on the AP-LS website. Alvin Malesky has developed a survey for directors of clinical internships that focus on forensic practice. The committee requested a total of \$1200 for the teaching award, conference call, and annual committee lunch. Discussion was had about the \$500 requested for the committee lunch. Concern was expressed about how high the budget request was for a lunch and the lack of clarity about the purpose of the lunch. Kovera moved that the \$500 lunch budget item be stricken, Brank seconded, 7 in favor, 1 opposed.

P. Undergraduate Student Paper Competition. Dan Krauss reported that there were 10 submissions this year for the competition. The most submissions the competition has had since its inception. All identifying information was removed from the papers and each paper was reviewed by at least two committee members. The winners are: 1st place: Kyla Matthews (Elon University), Advisor: Meredith Allison; 2nd place: Adana Lagerstrom (Simon Fraser University), Advisor: Jodi Viljoen; 3rd place: Alison Ryan (Claremont McKenna College), Advisor: Daniel Krauss. Krauss will discuss with the current AP-LS co-chairs a way to arrange for the winning students to have poster presentations at AP-LS in Vancouver.

Q. Publications Committee

1. Website. Kevin O'Neil reported that he has redesigned the AP-LS Website and will be available soon after the Toronto meeting. See the New Business section for information about the possibility of an AP-LS blog. At the last meeting a new email policy was implemented for researchers using the AP-LS email list. At that time, we did not consider whether there should be a charge for reminder emails. Kovera moved that one free reminder email be included with the cost of using the list. Mulvey seconded. Unanimous support.

2. Newsletter. Jennifer Groscup submitted a report concerning the newsletter. Groscup thanked the column editors for their work this past year. All of the column editors will be continuing this next year. More news from the committees has been available because of the willingness of committee chairs or members to write these articles. If a committee would like to write a one-time or recurring article for the

newsletter, they should contact Groscup. The newsletter deadlines for 2009-2010 will be: September 1, January 1, and May 1. The newsletter will be published in October, February, and June. Please note these deadlines because the newsletter cannot be published on this schedule if submissions are not made on time.

3. Law and Human Behavior (LHB). Brian Cutler reported that LHB has received 181 original submissions. Between January 1 and June 30, 2009, LHB received 100 new submissions, an increase of 6 (6%) as compared to the same time period in 2008. With few exceptions, authors received editorial decisions within 45-60 days of submission thanks to the timely work of reviewers, the editorial board, and the editorial team. As of this date, 34 manuscripts have been accepted for publication (excluding those in production for the August issue), and 18 manuscripts are in revision status. Thirty-three manuscripts are published online at the Springerlink page. Journal operations are running smoothly, and the quality of manuscripts accepted for publication is excellent. LHB's 2008 ISI Journal Impact Factor is 2.28 -- its highest value in seven years.

4. AP-LS Book Series. Patricia Zapf reported that the Book Series committee is accepting new proposals and have solicited for proposals in the AP-LS newsletter. One proposal is currently under review. The current contract with Oxford expires at the end of 2009, but the plan is to renew the contract with Oxford if an acceptable agreement can be reached. The formal voting by the EC for this contract will need to occur through email. The Book Series editor requested \$2000 for operating expenses and the royalties from the books will now be given directly to AP-LS.

5. Psychology, Public Policy, and the Law (PPP&L). Ron Roesch reported that the submission rate has increased for PPP&L with 42 submissions to date for 2009. Roesch also reported that he is working on a new journal policy. The draft of this policy follows:

Psychology, Public Policy and Law provides a forum to critically evaluate the contributions of psychology and related disciplines (hereinafter psychology) to public policy and legal issues. It is intended to appeal to law professors, legal profes-

sionals, and judges, as well as psychology researchers and practitioners working at the interface of the two fields. The journal publishes theoretical and empirical articles that: 1) critically evaluate the contributions and potential contributions of psychology to public policy and legal issues; 2) assess the desirability of different public policy and legal alternatives in light of the scientific knowledge base in psychology; 3) articulate research needs that address public policy and legal issues for which there is currently insufficient theoretical and empirical knowledge; 4) present empirical work in a manner that integrates that empirical work with analysis of public policy or law; and 5) examine public policy and legal issues relating to the conduct of psychology and related disciplines (e.g., human subjects, protection policies, informed consent procedures). Although some of these may be addressed in articles currently being submitted to traditional law reviews, this publication uniquely provides peer review, scientific and legal input, and editorial guidance from psychologists and lawyers. Through publication in a single forum, it will also focus attention of scholarly, public policy, and legal audiences on such work.

VII. Next EC Meeting. The next meeting will be held in March 2010 in Vancouver at the AP-LS conference. Kovera moved to adjourn, Kassin seconded. Unanimous support. The meeting was adjourned at 8:05 pm.

Respectfully submitted,

Eve M. Brank, J.D., Ph.D.
AP-LS Secretary

2008 AP-LS Budget

INCOME	Final 2008 Budget
Dues & Contributions	\$ 185,283.00
LHB Editorial Expenses	\$ 32,500.00
Interest Income	\$ 18,884.46
Royalties	\$ 361,672.62
AP-LS Conference	\$ 113,575.00
Advertising	\$ 2,134.66
Miscellaneous	\$ 0.00
TOTAL INCOME	\$ 713,644.74
EXPENSES	
Meetings & Conferences:	
APA Convention Program	\$ 22,482.85
APA Council Meeting	\$ 4,810.61
APLS EC meeting at APA	\$ 23,949.62
Midwinter EC Meeting	\$ 10,554.73
APLS Conference	\$ 99,352.65
Div. Leadership Conference	\$ 0.00
SUB-TOTAL	\$161,150.46
Publications:	
Newsletter Expenses	\$ 0.00
Subscriptions to LHB	\$ 0.00
Editor Expenses for LHB	\$ 31,090.79
Web Site Expenses	\$ 1,000.00
SUB-TOTAL	\$ 32,090.79
Administrative Costs:	
General Operating Exp.	\$ 48,712.14
Presidential Expenses	\$ 2,983.07
Treasurer Expenses	\$ 58.93
SUB-TOTAL	\$ 51,754.14
Awards and Committees:	
Awards & Dissertations	\$ 9,305.90
Grants-in-Aid	\$ 14,118.70
Interdisciplinary Grant	\$ 0.00
Student Committee	\$ 3,120.15
Teaching, Training, Careers	\$ 0.00
Mentoring Comm.	\$ 839.74
Minority Affairs Comm.	\$ 9,920.65
Biennial Student Award	\$ 4,250.00
Specialty Guidelines	\$ 0.00
Corrections Committee	\$ 3,397.82
SUB-TOTAL	\$ 44,952.96
Other:	
2007 Dvoskin Pres Initiative	\$ 20,000.00
Continuing Education Fees	\$ 240.00
Miscellaneous	\$ 2,304.10
SUB-TOTAL	\$ 22,544.67
TOTAL EXPENSES	\$ 312,492.45
PROJECTED NET	\$ 401,152.29

Assessing Protective Factors, Continued from p. 12

conference of the International Association of Forensic Mental Health Services, Edinburgh, Scotland.

- Rogers, R. (2000). The uncritical acceptance of risk assessment in forensic practice. *Law and Human Behavior, 24*, 595-605.
- Vogel, V. de, Ruiter, C. de, Bouman, Y., & Vries Robbé, M. de (2007). *Handleiding bij de SAPROF. Structured Assessment of Protective Factors for Violence Risk. Versie 1.* [SAPROF Manual. Structured Assessment of Protective Factors for Violence Risk. Version 1]. Utrecht, The Netherlands: Forum Educatief.
- Vogel, V. de, Ruiter, C. de, Bouman, Y., & Vries Robbé, M. de (2009). *SAPROF. Guidelines for the assessment of protective factors for violence risk. English version.* Utrecht, The Netherlands: Forum Educatief.
- Vogel, V. de, Vries Robbé, M. de, Ruiter, C. de, & Bouman, Y.H.A. (under review). Assessing protective factors in forensic psychiatric practice. An introduction to the SAPROF.
- Vries Robbé, M. de, Vogel, V. de, Koster, K., & Bogaerts, S. (in preparation). Do protective factors work for sexual offenders? A validation study of the SAPROF for sexual offenders.
- Vries Robbé, M. de, Vogel, V. de, & Spa, E. de (under review). Protective factors for violence risk in forensic psychiatric patients: A retrospective validation study of the SAPROF.
- Webster, C.D., Douglas, K.S., Eaves, D., & Hart, S.D. (1997). *HCR-20. Assessing the risk of violence. Version 2.* Burnaby, British Columbia, Canada: Simon Fraser University and Forensic Psychiatric Services Commission of British Columbia.
- Webster, C.D., Martin, M., Brink, J., Nicholls, T.L., & Middleton, C. (2004). *Short-Term Assessment of Risk and Treatability (START). Clinical guide for evaluation risk and recovery.* Ontario, Canada: St. Joseph's Healthcare Hamilton.

(Endnotes)

- ¹ For more detailed information on the SAPROF, research or training you may contact the authors at mdevriesrobbe@hoevenstichting.nl.



Research Briefs

Editors: Marc Boccaccini, Ph.D.
and Maria Hartwig, Ph.D

Boxer, P., Middlemass, K., & Delorenzo, T. (2009). **Exposure to violent crime during incarceration: Effects on psychological adjustment following release.** *Criminal Justice and Behavior, 36*, 793-807. In a sample of violent ($n = 38$) and nonviolent ($n = 86$) male offenders, offenders exposed to violence during incarceration displayed more antisocial tendencies and emotional distress than those who were not exposed to violence.

Driver, C., & Brank, E. M. (2009). **Juveniles' knowledge of the court process: Results from instruction from an electronic source.** *Behavioral Sciences and the Law, 27*, 627-642. In a sample of 118 juvenile offenders in a detention center, knowledge of the court process was low ($M = 64.0\%$ correct). Offenders showed a statistically significant amount of improvement in knowledge after watching a DVD about the court process. The mean posttest score was 70.3% correct.

Hall, E. A., Prendergast, M. L., Roll, J. M., & Warda, U. (2009). **Reinforcing abstinence and treatment participation among offenders in a drug diversion program: Are vouchers effective?** *Criminal Justice and Behavior, 36*, 935-953. Data from probationed substance users ($n = 136$) indicated that voucher reinforcement for negative urine tests and completion of treatment plan tasks were no more effective than treatment as usual for improving outcomes (treatment retention or drug use).

Parker, G.F. (2009). **Impact of a mental health training course for correctional officers on a special housing unit.** *Psychi-*

The AP-LS newsletter research briefs are written by students in the Clinical Psychology Ph.D. Program at Sam Houston State University: Erika Canales, Laadan Gharagozloo, Laura Heinonen, Vivian Lotts, Amanda McGorty, and Amy Wevodau; and by students in the Forensic Psychology Ph.D. Program at John Jay College: Sarah Jordan, Jason Mandelbaum, Joseph Toomey, and Brian Wallace.

atric Services, 60, 640-645. Correctional officers ($N = 267$) employed at a supermax unit in Indiana completed ten-hours of mental health training developed by NAMI-Indiana. The training was associated with a decrease (measured 9 months post training) in incidents involving the use of force, incidents of battery by bodily waste by offenders, and total number of indecent reports. The researchers found similar results when the training was used with a sample of newly hired officers.

Perry, A.E. & Olason, D.T., (2009). **A new psychometric instrument assessing vulnerability to risk of suicide and self-harm behavior in offenders: Suicide concerns for offenders in prison environment.** *International Journal of Offender Therapy and Comparative Criminology, 53*, 385-400. Researchers examined the psychometric properties of the SCOPE, a measure to determine vulnerability for risk of suicide, in a sample of 1,166 offenders. Results suggest that the measure may be useful for identifying those at risk for suicide.

Phillips, L. L., Allen, R. S., Salekin, K. L., & Cavanaugh, R. K. (2009). **Care alternatives in prison systems: Factors**

influencing end-of-life treatment selection. *Criminal Justice and Behavior, 36*, 620-634. A study of inmates in the Alabama Aged and Infirm Correctional Facility ($n = 28$ nonlifers, 45 lifers) revealed nonlifers, minorities, or inmates reporting high death anxiety were more likely to prefer a feeding tube as part of end-of-life treatment. Lifers and Caucasians expressed a greater desire for palliative care. This difference may represent the desire to die outside of prison. No significant associations were found between physical or emotional health measures and desire for end-of-life medical treatments.

Pimlott Kubiak, S., Beeble, M.L., & Bybee, D., (2009). **Using the K6 to assess the mental health of jailed women.** *Journal of Offender Rehabilitation, 48*, 296-313. Incarcerated women ($N = 515$) were administered the K6, a six-item measure used to detect serious mental illness (SMI). Scores from the K6 suggested that 36% of the sample had an SMI.

Rothbard, A. B., Wald, H. W., Zubritsky, C., Jaquette, N., & Chhatre, S. (2009). **Effectiveness of a jail-based treatment program for individuals with co-occurring disorders.** *Be-*

havioral Sciences and the Law, 27, 643-654. Researchers found that increased participation (number of session) in a county jail program for offenders with co-occurring disorders (COD) was associated with a significant reduction in the rate of recidivism.

Ruiz, M. A., Peters, R. H., Sanchez, G. M., & Bates, J. P. (2009). **Psychometric properties of the mental health screening form III within a metropolitan jail.** *Criminal Justice and Behavior, 36*, 607-619. Evaluation of the Mental Health Screening Form III (MHSF-III) among inmates in a large metropolitan jail ($N = 332$ males) revealed promising results for the instrument's use for mental health screenings in jail settings. The internal consistency reliability ($\alpha = .89$) and mean item-total correlation ($r_{it} = .29$) were acceptable. There was a moderate correlation between the Personality Assessment Inventory mean clinical elevation and the MHSF-III total score ($r = .54$). Results also provide evidence for the convergent validity of the MHSF-III with self-reported history of trauma.

Steadman, H. J., et al. (2009). **Prevalence of serious mental illness among jail inmates.** *Psychiatric Services, 60*, 761-765. Researchers used the SCID to assess the current level of psychopathology in a sample of 822 male and female inmates from two jails in Maryland and three jails in New York. Serious mental illness prevalence rates for male inmates ranged from 7.7% to 20.8% with an overall pooled average prevalence rate of 14.5%. Prevalence of serious mental illness for female inmates ranged from 20.7% to 47.7% with an overall pooled average of 31%.

Van Nieuwenhuizen, C. & Nijman, H. (2009). **Quality of life of forensic psychiatric inpatients.** *International Journal of Forensic Mental Health*, 8, 9-15. Research found that quality of life (QoL) (i.e. living conditions and health) was low in a sample of 44 forensic psychiatric inpatients; however, when compared to general psychiatric patients, the forensic patients had fewer problems visualizing their life as having some meaningful perspective.

DELIQUENCY/ ANTISOCIAL BEHAVIOR

Bagley, A. D., Abramowitz, S., & Kosson, D. S. (2009). **Vocal affect recognition and psychopathy: Converging findings across traditional and cluster analytic approaches to assessing the construct.** *Journal of Abnormal Psychology*, 118, 388-398. Researches evaluated male inmates ($N = 107$) using the Shipley Institute of Living Scale (SILS), Interpersonal Measure of Psychopathy (IMP), STAI-T, SCID-I, and PCL-R. The inmates also completed a vocal affect recognition task. Psychopathic offenders performed significantly worse than control participants in a semantic cue condition ($d = 0.89$) and in a prosodic cue condition ($d = 0.59$). Overall, the results suggest that those high in psychopathy tend to have emotional-related deficits in processing information, and that these deficits are more apparent when semantic information is presented.

Boots, D. P., & Wareham, J. (2009). **An exploration of DSM-oriented scales in the prediction of criminal offending among urban American youths.** *Criminal Justice and Behavior*, 36, 840-860. In a sample of 2,145 youths, those scoring in the clinical ranges

on measures of attention-deficit hyperactivity problems, oppositional-defiant problems, and antisocial personality problems were most at risk of engaging in future property crime. The most consistent and robust predictor of future violence was prior violent offending.

Chauhan, P., Reppucci, N. D., & Turkheimer, E. N. (2009). **Racial differences in the associations of neighborhood disadvantage, exposure to violence, and criminal recidivism among female juvenile offenders.** *Behavioral Sciences and the Law*, 27, 531-552. Authors examined the relation between exposure to violence and neighborhood disadvantage and criminal recidivism among Black ($n = 69$) and White ($n = 53$) female juvenile offenders. Structural equation models indicate neighborhood disadvantage and violence predicted recidivism among both groups. Multiple group analyses indicated that witnessing neighborhood violence was associated with recidivism for Black females while parental physical abuse was associated with recidivism for White females.

DeLisi, M., Barnes, J. C., Beaver, K. M., & Gibson, C. L. (2009). **Delinquent gangs and adolescent victimization revisited: A propensity score matching approach.** *Criminal Justice and Behavior*, 36, 808-823. Results from the multiwave National Longitudinal Study of Adolescent Health ($n = 15,197$ at Wave III) revealed that gang membership was associated with higher levels of victimization experienced in later life, and the effects of gang membership did not appear to weaken over time.

Franks, K. W., Sreenivasan, S., Spray, B. J., & Kirkish, P. (2009). **The mangled butterfly: Rorschach results from 45 violent psychopaths.** *Behav-*

ioral Sciences and the Law, 27, 491-506. Violent male California prison inmates ($N = 45$) scoring 30 or more on the PCL-R were evaluated using Rorschach and neuropsychological tests. Unlike previous psychopathic samples, Rorschach data did not indicate chronic narcissism and anger; however, consistent with previous studies, participants demonstrated poor emotional modulation, diminished reality testing, little interest in people, and no capacity for attachment.

Häkkinen-Nyholm, H., & Hare, R. D. (2009). **Psychopathy, homicide, and the courts: Working the system.** *Criminal Justice and Behavior*, 36, 761-777. Examination of retrospective PCL-R scores for Finnish male ($n = 460$) and female ($n = 86$) homicide offenders revealed that offenders with higher PCL-R Lifestyle scores were more likely ($OR = 1.12$) to leave the crime scene without informing anyone of the killing. Offenders with higher PCL-R total, Interpersonal ($OR = 1.23$), and Affective ($OR = 1.36$) scores were more likely to deny their charges. PCL-R total scores and scores on all but the Lifestyle facet were significantly higher among offenders receiving their sentencing decisions from a higher court. Results suggest that offenders high in psychopathy are able to manipulate the criminal justice system and are cause for concern.

Hornsveld, R. H. J., Muris, P., Kraaimaat, F. W., & Meesters, C. (2009). **Psychometric properties of the Aggression Questionnaire in Dutch violent forensic psychiatric patients and secondary vocational students.** *Assessment*, 16, 181-192. Psychometric properties of the Physical Aggression, Anger and Hostility subscales of the Dutch version of the

Aggression Questionnaire (AQ) were found to be satisfactory in a sample of violent male forensic psychiatric inpatients and outpatients and secondary vocational students. However, the Verbal Aggression subscale performed poorly. The four-factor structure of the 12-item Aggression Questionnaire short form (AQ-SF), but not the 29-item AQ, was supported. AQ and AQ-SF scores were negatively correlated with PCL-R Factor 1 scores.

Mathiew, C. & Cote, G. (2009). **A modelization of differences between early and late starter French-Canadian offenders.** *International Journal of Forensic Mental Health*, 8, 25-32. The study investigated the differences between early (early onset of behavioral problems) and late (behavioral problems with onset at adulthood) start offenders ($N = 137$ men) with major mental disorders. Findings suggest that early starters were more likely than late starters to be impulsive, to have incarcerated family members, a sibling with a substance abuse problem, and substance abuse problems.

Modeckis, K. L. (2009). **"It's a rush": Psychosocial content of antisocial decision making.** *Law & Human Behavior*, 33, 183-193. Adolescents (ages 12 to 17) and young adults (ages 18 to 23) displayed more psychosocial content in their antisocial decision making than adults (ages 35 to 63). Adolescents appear to be more influenced by psychosocial variables such as anger, peer pressure, sensation seeking and short-term benefits than adults. Psychosocial content, specifically factors relating to susceptibility to peer influence, risk perception and future orientation, appears to have a significantly greater influence on adolescents than adults.



Monahan, K. C., & Piquero, A. R. (2009). **Investigating the longitudinal relation between offending frequency and offending variety.** *Criminal Justice and Behavior, 36*, 653-673. Results from a sample of serious male juvenile offenders ($N= 1,105$) indicated strong concordance between variety and frequency of offending such that low-frequency offenders were most likely to fall in a low-variety trajectory and high-frequency offenders were most likely to fall in a high-variety trajectory. For moderate-offending individuals, there was much more variation between variety and frequency. Factors including criminal history, individual, parent, and peer characteristics also predicted differences in concordance between variety and frequency trajectories.

Murrie, D. C., Henderson, C. E., Vincent, G. M., Rockett, J. L., & Mundt, C. **Psychiatric symptoms among juveniles incarcerated in adult prison.** *Psychiatric Services, 60*, 1092-1097. Sixty-four boys aged 16 or 17, each of whom had committed a crime serious enough to be transferred to adult court and subsequently incarcerated in an adult prison, completed the MAYSI-2. Compared to a matched sample of juvenile offenders who were not transferred to an adult prison, those who had been transferred had higher mean scores on all of the subscales of the MAYSI-2. Effect sizes for these differences ranged from $d = .18$ (alcohol/drug use subscale) to $d = .65$ (anger/irritability subscale).

Redlick, A. D., & Ozdogru, A. A. (2009). **Alford pleas in the age of innocence.** *Behavioral Sciences and the Law, 27*, 467-488. Researchers used data from the Department of Justice 2004 State Survey of Inmates in Correctional Facilities to ex-

amine the frequency of Alford pleas among inmates convicted of murder/manslaughter. Younger offenders were more likely to plea not guilty than enter an Alford plea.

Salisbury, E. J., & Van Voorhis, P. (2009). **Gendered pathways: A quantitative investigation of women probationers' paths to incarceration.** *Criminal Justice and Behavior, 36*, 541-566. Data from the Women's Needs and Risk Assessment Project identified three gendered pathways to incarceration ($N = 313$). A childhood victimization pathway suggested that childhood victimization contributed to historical and current mental illness and substance abuse, which in turn led to criminal behavior. A relational pathway suggested that dysfunctional relationships lowered self-confidence and abilities to cope without substances, thus leading to criminal behavior. A social and human capital pathway included women with relatively fewer educational achievements, lower self-efficacy, and problems related to employment/finances.

Sevecke, K., Kosson, D. S., & Krischer, M. K. (2009). **The relationship between attention deficit hyperactivity disorder, conduct disorder, and psychopathy in adolescent male and female detainees.** *Behavioral Sciences and the Law, 27*, 577-598. In a sample of 90 male and 123 female incarcerated adolescents, ADHD contributed to the overlap between ADHD and CD for males, but ADHD contributed independently to psychopathy scores for females.

Vitacco, M. J. et al. (2009). **Predicting short-term institutional aggression in forensic patients: A multi-trait method for understanding subtypes of aggression.** *Law & Human Behavior, 33*, 308-319. In a

sample of male forensic patients, anger and mental illness predicted reactive aggression (measured by the Ward Anger Rating Scale). Psychopathy features, particularly the Interpersonal facet from the PCL:SV, were robust predictors of instrumental, but not reactive, aggression. Results provide some validation for the reactive/instrumental aggression paradigm in forensic patients and suggest that psychopathy is a clinically useful construct in predicting inpatient, instrumental aggression.

Wheeler, S., Book, A., & Costello, K. (2009). **Psychopathic traits and perceptions of victim vulnerability.** *Criminal Justice and Behavior, 36*, 635-648. In a sample of 47 college male students, accuracy in predicting victim vulnerability after viewing short clips of targets walking was positively correlated with overall psychopathy ($r = .38$), interpersonal manipulation ($r = .41$), and callous affect ($r = .36$) scores on the Self-Report Psychopathy Scale: Version III. Although those scoring higher on psychopathic traits were better able to determine who would be a victim, they were not able to articulate reasons for their judgments.

FORENSIC ASSESSMENT

Barber-Rioja, V., Zottoli, T. M., Kucharski, L. T., & Duncan, S. (2009). **The utility of the MMPI-2 criminal offender infrequency (Fc) scale in the detection of malingering in criminal defendants.** *International Journal of Forensic Mental Health, 8*, 16-24. Researchers examined the ability of the MMPI-2 F(p), Fb, and Fc scores to identify malingering (SIRS as criterion) in a sample of 140 offenders. Fc scale outperformed the F(p) and Fb scales, and performed as well as the F scale in detecting malingering.

Doane, B. M., & Salekin, K. L. (2009). **Susceptibility of current adaptive behavior measures to feigned deficits.** *Law & Human Behavior, 33*, 329-343. The Adaptive Behavior Assessment System-2nd edition (ABAS-II) appears more vulnerable to attempts to feign adaptive functioning deficits than the Scales of Independent Behavior-Revised (SIB-R). On both measures, participants reported deficits that were too severe to be consistent with a diagnosis of mild or moderate mental retardation. Providing participants with information about genuine symptoms of mental retardation did not appear to substantially assist participations in their deception. Although receiving additional information did appear to reduce the number of deficits endorsed, it did not result in successful feigning.

Rogers, R., Payne, J. W., Berry, D. T. R., & Granacher, R. P. Jr. (2009). **Use of the SIRS in compensation case: An examination of its validity and generalizability.** *Law & Human Behavior, 33*, 231-224. Comparisons of SIRS data from 569 individuals undergoing forensic neuropsychiatric exams for workers' compensation, personal injury or disability proceedings identified large effects sizes (M Cohen's $d = 1.94$) and moderate to large effect sizes ($M d = 1.13$) between groups feigning mental and cognitive impairments, respectively, and those with a genuine mental disorder or cognitive impairment. Although patients with genuine cognitive disorders scored slightly lower on the SIRS primary scales, differences between diagnostic groups were small and do not suggest that the presence of a cognitive disorder would result in an elevated SIRS profile.

Springman, R.E. & Vandenberg, B.R., (2009). **The effects of test-strategy coaching on measures of competency to stand trial.** *Journal of Forensic Psychology Practice*, 9, 179-198. Undergraduates were assigned to one of three groups and assessed with the GCCT and the ECST-R; honest responding ($n=30$), feigned malingering uncoached ($n=33$), and feigned malingering coached ($n=29$). Both malingering groups produced significant elevations on malingering subscales of the measures and appeared more impaired than honest respondents regardless of coaching.

Tsushima, W. T., & Tsushima, V. G. (2009). **Comparison of MMPI-2 validity scales among compensation-seeking Caucasian and Asian American medical patients.** *Assessment*, 16, 159-164. Mean scores on the F, Fb, F(p), Ds2, and FBS MMPI-2 scales did not show a significant group effect for race between a sample of Caucasian and Asian American medical patients involved in personal injury or compensation litigation. The groups also did not differ significantly on any of the 10 clinical scales. Results suggest that the ability of the MMPI-2 validity scales to detect exaggeration of psychological complaints is not affected by racial group membership when used in samples of compensation-seeking minority members.

Viljoen, J. L., Slaney, K. L., & Grisso, T. (2009). **The use of the MacCAT-CA with adolescents: An item response theory investigation of age-related measurement bias.** *Law & Human Behavior*, 33, 283-297. Age-related measurement bias appears to exist for five items of the MacCAT-CA for adolescents 11 to 15 and for three items for adolescents

aged 16 to 17. Most items evidencing age-related measurement bias came from the Understanding and Reasoning scale. Results suggest that items may underestimate adolescents' legal capacities.

LAWENFORCEMENT, CONFESSIONS, & DECEPTION

Bennell, C., Jones, N.J., & Melnyk, T. (2009). **Addressing problems with traditional crime linking methods using receiver operating characteristic analysis.** *Legal and Criminological Psychology*, 14, 293-310. Twenty seven crime scene behaviors exhibited in 126 rapes, committed by 42 perpetrators were subjected to receiver operating curve (ROC) analysis. The analysis confirmed that it is possible to link crimes at a level that significantly exceeds chance, and also allowed for the identification of decision thresholds that resulted in the desired balance between various linking outcomes.

Goodwill, A. M., Alison, L. J., & Beech, A. R. (2009). **What works in offender profiling? A comparison of typological, thematic, and multivariate models.** *Behavioral Sciences and the Law*, 27, 507-529. Researchers compared the effectiveness of the *Power and Anger* FBI model, *Behavioral Thematic* evaluation, and the Massachusetts Treatment Center: Rape classification system revision 3 (MTC:R3), and multivariate regression approaches for predicting stranger rapists' ($N = 85$) convictions using crime scene information. The multivariate approach exceeded the predictive ability of the other models.

Juodis, M., Woodworth, M., Porter, S., & Brinke, L. T. (2009). **Partners in crime: A comparison of individual and multi-perpetrator homicides.** *Criminal Justice and Behavior*, 36,

824-839. Examination of individual ($n = 84$) and multi-perpetrator homicides ($n = 40$) revealed that multi-perpetrator homicides were significantly more instrumental than individual-perpetrator homicides ($OR = 2.82$). Individual killers were more likely than those with accomplices to engage in sadistic violence ($OR = 2.97$). On average, multi-perpetrator homicides involved younger offenders and tended to target male victims.

King, L., & Snook, B. (2009). **Peering inside a Canadian interrogation room: An examination of the Reid model of interrogation, influence tactics, and coercive strategies.** *Criminal Justice and Behavior*, 36, 674-694. Observation of video-recorded interrogations ($N = 44$) revealed that interrogators used about 34% of the components of the Reid model. Interrogations resulting in confessions (either partial or full) contained more core Reid components than those ending in no comment or denial. Results also indicated that interrogations ending with a full or partial confession contained a greater number of influence tactics and more coercive interrogation strategies than those ending with no comment or denial.

Kostelnik, J. O. & Reppucci, N. D. (2009). **Reid training and sensitivity to developmental maturity in interrogation: Results from national survey of police.** *Behavioral Sciences and the Law*, 27, 361-379. Researchers examined differences between Reid-trained (RT) and non-Reid-trained (non-RT) police officers ($N = 1,828$; 514 were RT) in sensitivity to the developmental maturity of young suspects. RT officers exhibited less sensitivity to the developmental maturity of adolescents than non-RT officers in regard to

their perceptions of suspects' competency during interrogations and their use of psychologically coercive questioning techniques.

Leo, R. A. & Liu, B. (2009). **What do potential jurors know about police interrogation techniques and false confessions?** *Behavioral Sciences and the Law*, 27, 381-399. Jury-eligible university students ($N = 264$) completed surveys concerning their perspectives of interrogation techniques and the likelihood that such techniques elicit true confessions from guilty suspects and false confessions from innocent suspects. Findings indicate that participants understood that interrogation techniques may be psychologically coercive and may elicit true confessions, but did not believe coercive interrogation techniques are likely to elicit false confessions.

Nash, R.A. & Wade, K.A. (2009). **Innocent but proven guilty: Eliciting internalized false confessions using doctored-video evidence.** *Applied Cognitive Psychology*, 23, 627-637. This study investigated whether seeing fake-video evidence, or being told that such exists, could lead people to believe they committed an act they did not. Participants were falsely accused of cheating on a computerized gambling task. All participants were told that incriminating video existed, and half were shown the video. Those who saw the fake video were more likely to confess without resistance, to internalize the act, and to confabulate more details than the participants who were just told the videos existed.

Snyder, C. J., Lassiter, G. D., Lindberg, M. J., & Pinegar, S. K. (2009). **Videotaped interrogations and confessions: Does**



a dual-camera approach yield unbiased and accurate evaluations? *Behavioral Sciences and the Law*, 27, 451-466. Authors investigated whether the dual camera approach (the full faces of both the suspect and interrogator are shown in a split screen simultaneously) is a better alternative to the equal-focus format (suspect and interrogator are displayed in side profile). Experiment 1, ($N = 69$ undergraduates) found that the dual-camera approach produced unbiased assessments of voluntariness and guilt. Experiment 2 ($N = 92$ undergraduates instructed to evaluate the truthfulness of four confessions) found that the dual-camera approach performed poorly in terms helping participants to accurately distinguish between true and false confessions.

Soukara, S., Bull, R., Vrij, A., Turner, M., & Cherryman, J. (2009). **What really happens in police interviews of suspects? Tactics and confessions.** *Psychology, Crime & Law*, 15, 493-506. England and Wales instituted a new suspect training program (PEACE) in light of research linking previous recommended training (e.g. Reid and Walker) with false confessions. This effect on suspect interviews was examined. Eighty post-PEACE suspect interviews were analyzed for frequency of use of the Reid and Walker recommended tactics with the denial to confession rates. The overall rate of coercive tactic use was low, and tended to be used most frequently in interviews in which suspects did not confess.

Tonkin, M., Bond, J.W., & Woodhams, J. (2009). **Fashion conscious burglars? Testing the principles of offender profiling with footwear impressions recovered at domestic burglaries.** *Psychology, Crime*

& Law, 15, 327-345. Using a sample of 155 solved domestic burglaries where shoe impressions were available, the expense and make and model of the shoe was compared with offender age, gender, employment status, and deprivation of residence. Expensive footwear was related to all these factors except gender.

Verschuere, B., Prati, V., & De Houwer, J. (2009). **Cheating the Lie Detector: Faking in the Autobiographical Implicit Association Test.** *Psychological Science*, 20, 410-413. Study investigated whether participants can strategically alter their performance on the autobiographical Implicit Association Test (aIAT). Experiment 1 showed that participants guilty of a mock theft were able to obtain an innocent test outcome. Two additional experiments showed that guilty participants can fake the aIAT without prior experience with the aIAT and when a response deadline is imposed.

Verschuere, B., Rosenfeld, J. P., Winograd, M. R., Labkovsky, E., & Wiersema, R. (2009). **The role of deception in P300 memory detection.** *Legal and Criminological Psychology*, 14, 253-262. Thirty-four community volunteers participated in a P300 memory detection test, answering either deceptively or truthfully to their own name. P300 memory detection was significant in the truth condition, indicating that deceptive responding is not a prerequisite for valid P300 memory detection. However, there were clear indications that deceptive responding improved memory detection.

Webb, A. K., Honts, C. R., Kircher, J. C., Bernhardt, P., & Cook, A. E. (2009). **Effectiveness of pupil diameter in a probable-lie comparison ques-**

tion test for deception. *Legal and Criminological Psychology*, 14, 279-292. Study used a laboratory mock crime experiment with 24 participants, half of whom stole \$20 from a secretary's purse. Participants were tested with a comparison question test modeled after standard field practice, and physiological measures were taken. Innocent participants showed larger increases in pupil diameter in response to probable-lie questions than to relevant questions. Guilty participants did not show differential responding to the question types.

LEGAL DECISION- MAKING/JURY RESEARCH

Cohn, E.S., Bucolo, D., Pride, M. & Sommers, S.R. (2009). **Reducing white juror bias: The role of race salience and racial attitudes.** *Journal of Applied Social Psychology*, 39, 1953-1973. Researchers examined if race salience could reduce racial bias in White jurors, including those with high reported levels of racism. Results demonstrated that when race was not salient, racist beliefs impacted verdict (66.7% conviction rate), but when race was made salient, White juror racial bias towards a Black defendant was reduced (50.6% conviction rate), showing a method of reducing individual prejudice.

Cohn, E.S., Dupuis, E.C. & Brown, T.M. (2009). **In the eye of the beholder: Do behavior and character affect victim and perpetrator responsibility for acquaintance rape?** *Journal of Applied Social Psychology*, 39, 1513-1535. Two studies investigated attributions of responsibility in acquaintance rape. Participants viewed videos in which the victim's resistance (verbal, physical or both) and the reaction of the perpetrator (anger, no reaction) varied. When

the victim resisted, she was held less responsible. The second study manipulated the reputation of victim and perpetrator, finding that victims were held more responsible when they had a bad reputation and that perpetrators were held responsible when the victim had a good reputation or the perpetrator had a bad reputation. Hostile sexism (studies 1 & 2) and rape myth (study 2) predicted victim and perpetrator responsibility.

Connolly, D. A., Price, H. L., & Gordon, H. M. (2009). **Judging the credibility of historic child sexual abuse complainants: How judges describe their decisions.** *Psychology, Public Policy, & Law*, 15, 102-123. Researchers coded testimony from 51 bench trial transcripts (87 complainants) from historic child sexual abuse cases into categories of addressing complainants' memory for the offense, reliability of the evidence presented, creditability of the complainant, and judicial inferences (i.e. comments about whether the judge presumed someone else should/could have had known the abuse was occurring). Overall, results suggest that judges were not one-sided in favoring the rights of the accused over the rights of potential victims.

Davies, M., Rogers, P., & Whitelegg, L. (2009). **Effects of victim gender, victim sexual orientation, victim response and respondent gender on judgements of blame in a hypothetical adolescent rape.** *Legal and Criminological Psychology*, 14, 331-338. Study examined the effects victim gender, victim sexual orientation, victim response, and respondent gender, on attributions of blame in the depicted rape of a 15-year old adolescent. Respondents attributed more

blame to a victim who was male, gay, and who failed to resist the perpetrator. Male respondents were more blaming of the victim than females.

Evans, A., Lee, K., & Lyon, T. (2009). **Complex questions asked by defense lawyers but not prosecutors predicts convictions in child abuse trials.** *Law and Human Behavior, 33*, 258-264. Forty-six felony child sexual abuse court transcripts (defense and prosecution's questioning of the child witness) were subjected to automated linguistic analysis. Controlling for age and wordiness, defense question complexity significantly predicted verdict 82.6% of the time. Some combinations of complex defense questioning and child witness response produced likelihoods of conviction 4 to 12 times greater than less-complex defense questioning.

Garberg, N. M. & Libkuman, T. M. (2009). **Community sentiment and the juvenile offender: Should juveniles charged with felony murder be waived into the adult criminal justice system?** *Behavioral Sciences and the Law, 27*, 553-575. Mock jurors were presented with case presentations of an armed robbery resulting in no death, accidental death, or intentional death, in which defendants had differing levels of involvement in the crime, such as getaway driver, lookout, sidekick, or triggerman. Mock jurors from the community were more likely to transfer defendants to adult court than student participants; however, across samples the triggerman was more likely than other defendants to be transferred to adult court in the case of an intentional or accidental death.

Hebenton, B., Shaw, D., & Pease, K. (2009). **Offences in-**

volving indecent photographs and pseudo-photographs of children: An analysis of sentencing guidelines. *Psychology, Crime & Law, 15*, 425-440. Examined English sentencing guidelines (as put forth by *R v. Oliver and Others*) for cases involving indecent real or pseudo-photographs of children. The authors give a descriptive review of ten post-Oliver sentencing appeals and determine that frequently the guidelines are not adhered to in sentencing decisions, despite reference to them.

Levett, L. M., & Kovera, M. B. (2009). **Psychological mediators of the effects of opposing expert testimony on juror decisions.** *Psychology, Public Policy, & Law, 15*, 124-148. Two-hundred and forty jury-eligible community members watched a filmed mock sexual harassment trial which either included valid or invalid plaintiff expert testimony and either no opposing expert testimony, opposing expert testimony that addresses the testimony of the other expert, or expert testimony that did not address the testimony of the other expert. Participants were more likely to render a verdict for the plaintiff when there was no opposing expert present (73%) compared to when opposing testimony was given (66%). However, the presence of an opposing expert witness did not increase the sensitivity of the jurors to the scientific validity of the other expert ($\eta^2 = .01$).

Martire, K., & Kemp, R. (2009). **The impact of eyewitness expert evidence and judicial instruction on juror ability to evaluate eyewitness testimony.** *Law and Human Behavior, 33*, 225-236. Mock jurors (N = 296) were shown accurate-and-confident or inaccurate-and-unconfident eyewitnesses. Expert eyewitness testimony presented afterwards

either supported or impugned the confidence-accuracy relationship. Neither form of expert testimony affected accuracy, discrimination, or skepticism as compared to judicial instructions and a control.

McAuliff, B., Kovera, M., & Nunez, G. (2009). **Can jurors recognize missing control groups, confounds, and experimenter bias in psychological science?** *Law and Human Behavior, 33*, 247-257. Mock jurors (N=248) were presented with a gender discrimination trial containing expert testimony which varied in internal validity (valid, missing control, experimenter bias, or confound present) and ecological validity. Jurors' liability verdicts were not influenced by internal or external validity manipulations. Impressions of the expert's credibility and quality only differed in that they were greater for internally valid testimony than when a control group was missing.

McCann, S. J. H. (2009). **Authoritarian personality and rape sentence length in conservative and liberal states.** *Journal of Social Psychology, 149*, 284-286. Rape sentences (culled from a 1986 NIJ 32-state data set) were longer in more-conservative states, after overall felony sentencing rates were controlled for. State conservatism did predict sentencing lengths for homicide, assault, robbery, burglary, larceny, or drug offenses in the sample.

Najdowski, C. J., Bottoms, B. L., & Vargas, M. C. (2009). **Jurors' perceptions of juvenile defendants: The influence of intellectual disability, abuse history, and confession evidence.** *Behavioral Sciences and the Law, 27*, 401-430. Researchers investigated the effects of disability, abuse history, and confession evidence on jury-eligible university students' (N = 203) perceptions of

a juvenile defendant across different crime scenarios (i.e. shoplifting, drug offense, self-defense murder, or aggravated murder). Participants were more lenient for abused juveniles than non-abused juveniles, but only when the crime was motivated by self defense against an abuser. Intellectual disability served as a mitigating factor for leniency toward disabled juveniles. Jurors also discounted coerced confessions from a disabled juvenile but not a non-disabled juvenile.

Pozzulo, J. D., & Dempsey, J. L. (2009). **Witness factors and their influence on jurors' perceptions and verdicts.** *Criminal Justice and Behavior, 36*, 923-934. Mock juror (n = 129 male and 234 female) reported that testimony provided by adult witnesses in a mock trial transcript was more credible than testimony provided by child witnesses. Witnesses making a positive identification of the suspect or nonidentification were perceived as more credible than witnesses who had incorrectly identified an innocent person from a photo lineup. When the eyewitness was a victim, child and adult witnesses did not differ in terms of perceived credibility; however, when the eyewitness was a bystander, the child witness was perceived as less credible than the adult witness.

Pozzulo, J.D., Lemieux, J.M.T., Wilson, A., Crescini, C. & Girardi, A. (2009). **The influence of identification decision and DNA evidence on juror decision making.** *Journal of Applied Social Psychology, 39*, 2069-2088. In this investigation of the impact that type of identification decision and DNA evidence have on mock jurors' decision-making, it was found that the type of identification decision influenced ju-



rors' perceptions of eyewitness reliability and DNA evidence impacted rating of an experts reliability. DNA-consistent evidence led to more convictions, and foil identifications yielded fewer guilty verdicts from mock jurors than positive identifications or non-identifications.

Rempala, D. M., & Geers, A. L. (2009). **The effect of victim information on causality judgments in a rape trial scenario.** *Journal of Social Psychology, 149*, 495-512. Mock jurors (N=312) in a rape trial were presented with biographical sketches of the victim and defendant. The addition of non-diagnostic information to the victim's biography produced fewer guilty verdicts, while there was no effect for adding irrelevant details to the defendant's sketch.

Schuller, R., Kazoleas, V., & Kawakami, K. (2009). **The impact of prejudice screening procedures on racial bias in the courtroom.** *Law and Human Behavior, 33*, 320-328. Mock jurors (N = 229) in an embezzlement or drug trafficking case, found the defendant guilty more often when they were black than when they were white. Attempts to neutralize this anti-black bias (present in both types of cases) during voir dire with open-ended and close-ended questions probing for racial attitudes were unsuccessful.

Stevenson, M.C. & Bottoms, B.L. (2009). **Race shapes perceptions of juvenile offenders in criminal court.** *Journal of Applied Social Psychology, 39*, 1660-1689. In a study examining the impact of defendant race, victim race, and juror gender on the perceptions of crimes committed by juveniles, non-African American mock jurors read a trial transcript

and made case judgments. The researchers found that men, but not women, demonstrated a bias against African American defendants and victims.

Vitacco, M. J., et al. (2009). **Measuring attitudes toward the insanity defense in venirepersons: Refining the IDA-R in the evaluation of juror bias.** *International Journal of Forensic Mental Health, 8*, 62-70. Authors used confirmatory factor analysis to examine 239 venirepersons' responses to the Insanity Defense Attitude scale- Revised (IDA-R) Findings were used to refine the factor structure and cross-validate the IDR-A. Both greater support for the death penalty and higher perceived use of the insanity defense were related to more negative attitudes toward the insanity defense.

Woody, W. D. & Forrest, K. D. (2009). **Effects of false-evidence ploys and expert testimony on jurors' verdicts, recommended sentences, and the perception of confession evidence.** *Behavioral Sciences and the Law, 27*, 333-360. Authors provided 187 undergraduate mock jurors with interrogation transcripts either with or without a false-evidence ploy. Expert witness testimony addressing common police interrogation strategies, false confessions, and concerns related to false-evidence ploys was either present or absent. Results indicated that false-evidence ploys led to fewer convictions and shorter sentences. Jurors thought interrogations with ploys were more coercive and deceptive. Expert testimony lowered conviction rates and increased participants' ratings of coercion and deception ratings.

Wright, C. V., & Fitzgerald, L. F. (2009). **Correlates of joining a sexual harassment**

class action. *Law & Human Behavior, 33*, 265-282. In a sample of female professionals who either participated in or opted out of a sexual harassment class-action suit against their employer, contextual factors appeared to be the most important correlates of joining the suit. Perceptions of organizational climate and tolerance, turnover, financial dependence, PTSD and distress were significantly correlated with participation in the suit. Pervasiveness and frequency of harassing experiences were not significant determinants of women's decisions to participate.

RISK ASSESSMENT

Campbell, M. A., French, S., & Gendreau, P. (2009). **The prediction of violence in adult offenders: A meta-analytic comparison of instruments and methods of assessment.** *Criminal Justice and Behavior, 36*, 567-590. Meta-analysis of 88 studies reporting on various risk measures predicting institutional violence ($k = 76$) and violent recidivism ($k = 185$) revealed the HCR-20 and LSI-R had the largest mean weighted effect sizes for predicting institutional violence ($Z+ = .28$ and $.24$, respectively). The Level of Service/Case Management Inventory (LS/CMI) ($k = 3$, $N = 841$) yielded relatively strong predictive validity for violent recidivism ($Z+ = .47$), followed by the SAQ ($k = 8$, $N = 1094$, $Z+ = .37$). For institutional violence, static instruments had a significantly larger mean effect ($Z+ = .32$) than did dynamic ($Z+ = .21$) and combined ($Z+ = .23$) instruments.

Gonsalves, V. M., Scalora, M. J., & Huss, T. M. (2009). **Prediction of recidivism using the Psychopathy Checklist-Revised and the Psychological Inventory of Criminal Thinking Styles within a forensic**

sample. *Criminal Justice and Behavior, 36*, 741-756. In a sample of 117 male forensic inpatients, the Superoptimism scale of the PICTS was a significant predictor of recidivism when used with the PCL-R.

Green, B., Schramm, T. M., Chiu, K., McVie, N., & Hay, S. (2009). **Violence severity and psychosis.** *International Journal of Forensic Mental Health, 8*, 33-40. In a sample of offenders with a history of homicide ($n = 2$), serious violence causing bodily harm ($n = 33$), of assault causing bodily harm ($n = 104$) Capgras delusions (i.e. delusional threat) and command hallucinations were associated with homicide. Acute danger and threat/control-override symptoms were associated with serious violence, and grandiose delusions were associated with assault causing bodily harm.

Hsu, C., Caputi, P., & Byrne, M. K. (2009). **The Level of Service Inventory-Revised (LSI-R): A useful risk assessment measure for Australian offenders?** *Criminal Justice and Behavior, 36*, 728-740. Archival LSI-R assessments of 78,052 offenders from the New South Wales Department of Corrective Services database revealed significant correlations between LSI-R total scores and reoffending for custodial female offenders ($r = .23$), as well as custodial male offenders and community female offenders ($r_s = .20$). The LSI-R subscale Criminal History produced the strongest correlations with reoffending across gender and sentence orders.

Story, J. E., Hart, S. D., Meloy, R. R., & Reavis, L. A. (2009). **Psychopathy and stalking.** *Law & Human Behavior, 33*, 237-246. Although psychopathic traits (measured by PCL:SV) were rare in a sample

of adult male stalkers attending a forensic psychiatric outpatient clinic, they were associated with several risk factors for stalking, including victimization of casual acquaintances, stalking in violation of supervision orders, preoccupation with victims, and targeting of victims with limited access to external resources. The presence of psychopathic traits seems to be associated with "boldness and coldness" in stalkers.

SEX OFFENDERS

Brown, A. S., Gray, N. S., & Snowden, R. J. (2009). **Implicit measurement of sexual associations in child sex abusers: Role of victim type and denial.** *Sexual Abuse: A Journal of Research and Treatment, 21*, 166-180. Administration of the Implicit Association Test (IAT) to "pedophilic-type" sexual offenders ($n = 54$), "hebephilic-type" sexual offenders ($n = 21$), and non-sexual control offenders ($n = 49$) revealed an implicit association between children and sex in certain sex offenders. "Pedophilic-type" sexual offenders showed an implicit association between children and sex, whereas "hebephilic-type" sexual offenders did not.

Cale, J., Lussier, P., & Proulx, J. (2009). **Heterogeneity in antisocial trajectories in youth of adult sexual aggressors of women: An examination of initiation, persistence, escalation, and aggravation.** *Sexual Abuse: A Journal of Research and Treatment, 21*, 223-248. In a sample of 209 convicted adult sexual aggressors of women, many reported no antisocial behavior during childhood (45.5%), whereas others reported only minor antisocial acts but no delinquency (40.2%), nonviolent delinquency (9.6%), or a combination of behavioral problems,

nonviolent delinquency, and violent delinquency (4.5%). Results indicate that adult sexual aggressors of women have heterogeneous antisocial trajectories in youth.

Chaffin, M., Levenson, J., Letourneau, E., & Stern, P. (2009). **How safe are trick-or-treaters?: An analysis of child sex crime rates on Halloween.** *Sexual Abuse: A Journal of Research and Treatment, 21*, 363-374. Examination of 67,307 sex offenses from the National Incident-Based Reporting system (NIBRS) revealed no significant increase in risk for nonfamilial child sexual abuse on Halloween days (Halloween and two days prior). Results suggest Halloween policies may unnecessarily divert law enforcement resources from more prevalent public safety concerns.

Crooks, V. L., Rostill-Brookes, H., Beech, A. R., & Bickley, J. A. (2009). **Applying rapid serial visual presentation to adolescent sexual offenders: Attentional bias as a measure of deviant sexual interest?** *Sexual Abuse: A Journal of Research and Treatment, 21*, 135-148. Comparison of "attentional blink" using the rapid serial visual presentation (RSVP) method revealed both adolescent sexual offenders ($n = 20$) and adolescent non-sexual offenders ($n = 26$) were more likely to show an attentional blink effect after viewing animal images than images of children. Results suggest the RSVP may not distinguish the attentional bias effect among adolescent sexual offenders and adolescent nonsexual offenders and thus may not be an appropriate measure of deviant sexual interest for this population.

Doren, D., & Elwood, R. (2009). **The diagnostic reliability of sexual sadism.** *Sexual Abuse:*

A Journal of Research and Treatment, 21, 251-261. Two studies conducted with psychologists ($n = 34$) revealed an overall diagnostic agreement rate of 90.5% on sexual sadist vignettes and 91.6% agreement on nonsadistic offender vignettes. Results support sexual sadism as a reliable diagnostic category.

Duwe, G., & Goldman, R. A. (2009). **The impact of prison-based treatment on sex offender recidivism: Evidence from Minnesota.** *Sexual Abuse: A Journal of Research and Treatment, 21*, 279-307. Retrospective comparison of sexual offenders receiving treatment as part of the Minnesota Sex Offender Treatment Program ($n = 1,493$) and sexual offenders not offered treatment ($n = 1,737$) revealed prison-based treatment decreased the hazard ratio for a new sexual arrest by 27%. The hazard ratio for a violent rearrest was 18% lower for treated sex offenders. Overall, treatment significantly reduced the hazard ratio of rearrest for any offense by 12%.

Endrass, J., Urbaniok, F., Held, L., Vetter, S., & Rossegger, A., (2009). **Accuracy of the static-99 in predicting recidivism in Switzerland.** *International Journal of Offender Therapy and Comparative Criminology, 53*, 482-490. The AUC for the STATIC-99 is a sample of 96 sexual offenders' from Switzerland was .76. The recidivism rate over a five-year period for the sample was 14.5%.

Gannon, T. A., & Rose, M. R. (2009). **Offense-related interpretive bias in female child molesters: A preliminary study.** *Sexual Abuse: A Journal of Research and Treatment, 21*, 194-207. Exploration of Ward's (2000) and Ward and Keenan's (1999) implicit schemas in a sample of female offenders ($N =$

37: $n = 19$ child molesters, $n = 18$ nonsexual offenders) revealed female child molesters (FCMs) were more likely to interpret ambiguous adult-male-related information in a threatening manner, suggesting FCMs may be more inclined to perceive intimacy with younger males as favorable.

Hanson, R. K., Bourgon, G., Helmus, L., & Hodgson, S. (2009). **The principles of effective correctional treatment also apply to sexual offenders: A meta-analysis.** *Criminal Justice and Behavior, 36*, 865-891. A meta-analysis adolescent ($k = 4$) and adult sexual offender ($k = 19$) treatment studies revealed lower sexual and general recidivism rates for treated sexual offenders than comparison groups (10.9% vs. 19.2% for sexual recidivism and 31.8% vs. 48.3% for any recidivism).

Heil, P., Harrison, L., English, K., & Ahlmeyer, S. (2009). **Is prison sexual offending indicative of community risk?** *Criminal Justice and Behavior, 36*, 892-908. In a sample of 3,169 adult male offenders, sexual offending behavior in prison was a significant predictor of new sexual, violent, and other arrests in the community. Offenders who only committed sex crimes in prison were more likely than offenders convicted of community sex crimes, community sex offenders convicted of non-sex-crime charges, and offenders with both community and prison sex offenses to be arrested for violent, other, and any crime in the first year of release.

Henggeler, S. W., et al. (2009). **Mediators of change in multisystemic therapy with juvenile sex offenders.** *Journal of Consulting & Clinical Psychology, 77*, 451-462. In a study of 127 juvenile sex of-



fenders, youth and parents in an MST condition reported significantly greater reductions in all study outcome variables (antisocial behaviors, sexual deviance, risk taking, substance abuse) compared to a treatment as usual group. In addition, parents in the MST group reported increased disciplinary follow-through when their child misbehaved.

Letourneau, E. J., Bandyopadhyay, D., Sinha, D., & Armstrong, K. (2009). **Effects of sex offender registration policies on juvenile justice decision making.** *Sexual Abuse: A Journal of Research and Treatment*, 21, 149-165. Analysis of the entire population of male youth charged as minors for felony-level sexual, assault, and/or robbery offenses in South Carolina ($N = 18,068$) revealed a 41% reduction in the odds of a prosecutor moving forward with prosecution after South Carolina's lifetime registry policy was enacted, compared to the period prior to enactment. Results suggest prosecutors altered their decision making to protect many juveniles from lifetime registration.

Miller, H. A., Turner, K., & Henderson, C. E. (2009). **Psychopathology of sex offenders: A comparison of males and females using latent profile analysis.** *Criminal Justice and Behavior*, 36, 778-792. Latent profile analysis of male ($n = 136$) and female ($n = 128$) adult sexual offenders' PAI and Static-99 scores revealed a 4-class model: Moderate Defensiveness, Elevated Alcohol and Drug Use, Moderate Psychopathology, and Elevated Psychopathology. Male sexual offenders were more likely than female sexual offenders to be in the Moderate Defensiveness and Elevated Drug and Alcohol Use groups, whereas female sexual

offenders were more likely than male sexual offenders to be found in the Moderate or Extensive Psychopathology groups. Results indicate more female sexual offenders may require extensive treatment for their elevated levels of psychopathology, and both male and female sexual offenders may require treatment for substance use problems.

Nitschke, J., Osterheider, M., & Mokros, A. (2009). **A cumulative scale of severe sexual sadism.** *Sexual Abuse: A Journal of Research and Treatment*, 21, 262-278. An archival study of sexual sadist offenders ($n = 50$) and nonsadistic sex offenders ($n = 50$) from the revealed that an 11-item Sexual Sadism Scale correctly identified all sexual sadists and correctly excluded all nonsadists. Results suggest that the scale may be a practical tool for improving the diagnostic accuracy of sexual sadism.

Oliver, C.J., Watson, D.G., Gannon, T.A., & Beech, A.R., (2009). **The effect of sexual priming cues on emotional recognition in nonviolent child sexual abusers: A preliminary study.** *International Journal of Offender Therapy and Comparative Criminology*, 53, 292-304. Males ($N=49$) were presented with a set of neutral or sexual phrases via computer, followed by faces expressing fear or surprise. Males ($n=23$) who admitted to or were convicted of sexual abuse of a female under 16 years old were found to be more accurate at detecting fear after the sexual prime than nonoffender controls ($n=26$).

Tewksbury, R. & Levenson, J. (2009). **Stress experiences of family members of registered sex offenders.** *Behavioral Sciences and the Law*, 27, 611-626. This study of 584 family members of registered sex of-

fenders (RSOs) revealed that family members of RSOs experience high levels of social isolation, fear, shame, property damage, and pressure to move.

Wood, E., & Riggs, S. (2009). **Adult attachment, cognitive distortions, and views of self, others, and the future among child molesters.** *Sexual Abuse: A Journal of Research and Treatment*, 21, 375-390. A comparison of convicted child molesters receiving sex offender treatment ($n = 96$) and nonoffending males ($n = 92$) revealed nonoffending participants were more likely than child molesters to be securely attached (73% vs. 47%). Nonoffending males reported fewer negative perceptions of self, others, and the future, as well as fewer cognitive distortions related to adult-child sex.

WITNESS ISSUES

Conway, A.R., Skitka, L.J., Hemmerich, J.A. & Kershaw, T.C. (2009). **Flashbulb memory for 11 September 2001.** *Applied Cognitive Psychology*, 23, 605-623. People's ($N=678$) autobiographical memories for the details of September 11, 2001 were tested immediately after the attacks and again one and two years later to examine the consistency of their memories. Demographic factors (age, gender, education, geographical location) did not impact memory consistency. Results also demonstrated that the media coverage of the anniversary of the event did not impact consistency and that confidence in one's memory exceeded consistency.

Dando, C., Wilcock, R., Milne, R. & Henry, L. (2009). **A modified procedure for frontline police investigators.** *Applied Cognitive Psychology*, 23, 698-716. To enhance its practical use, a modified cognitive interview (CI) procedure was

tested. This substantially modified version was tested using a mock-witness paradigm and it was found to be more effective than a structured interview and just as effective as the current CI, despite its brevity. The authors propose that this modified version can be an effective, less-demanding alternative for investigators.

Davies, G.M. (2009). **Estimating the speed of vehicles: The influence of stereotypes.** *Psychology, Crime & Law*, 15(4), 293-312. Three studies manipulated stereotypical aggressiveness of a driver and vehicle (Volvo vs. BMW), actual speed of vehicle, and use of prompting word (moving vs. speeding) on participants estimated speed. In studies one ($n = 42$) and two ($n = 60$) no delay between watching the stimulus video and reporting vehicle speed was introduced; speeding stereotypicality was not found to be related to speed estimates accuracy. Study three ($n = 40$) introduced a delay and found an effect for the stereotypicality on estimated speeds of the vehicle, with the BMW rated as going faster than the Volvo when traveling at the same speed.

Davis, J. P., & Valentine, T. (2009). **CCTV on trial: Matching video images with the defendant in the dock.** *Applied Cognitive Psychology*, 23, 482-505. Participants in three studies ($Ns = 198, 592, \text{ and } 376$, respectively) attempted to match an unfamiliar live suspect to videos typical of those captured by closed-circuit video. Performance was highly variable and suspect-dependant, with error rates ranging from 0% to 44% in study 1. Time- and accessory-based appearance change increased error rates in study 2. Study 3 yielded high error rates even when participants were presented with a

high-quality close-up no-delay video of the defendant.

Evans, A.D. & Roberts, K. (2009). **The effects of different paraphrasing styles on the quality of reports from young child witnesses.** *Psychology, Crime & Law, 15*, 531-546. Two types of paraphrasing styles (expansion and yes/no) with open-ended prompts (tell me more) were compared with the control condition of just open-ended prompts for interviews of 41 children. The children completed a dress up and photography task and were then randomly assigned to be interviewed with various prompts. Overall neither paraphrasing style significantly improved over just the use of the open-ended prompt the detail, length or accuracy of children's reports.

Evans, J. R., Schreiber-Compo, N., & Russano, M. B. (2009). **Intoxicated witnesses and suspects: Procedures and prevalence according to law enforcement.** *Psychology, Public Policy, & Law, 15*, 194-221. One-hundred and nineteen police investigators, recruited from police departments nationwide, completed an online survey about their experiences with intoxicated witnesses and suspects. Many investigators (73.1%) indicated that contact with intoxicated witnesses/suspects was common or very common. In addition, 71.4% of the investigators indicated that they did not follow a standard procedure (e.g., testing for intoxication using a breathalyzers) when determining whether witnesses/suspects were intoxicated.

Gabbert, F., Hope, L., & Fisher, R. (2009). **Protecting eyewitness evidence: Examining the efficacy of a self-administered interview tool.** *Law and Human Behavior, 33*(4), 298-307.

Two studies introduced the Self-Administered Interview (SAI) for eyewitnesses. Mock eyewitnesses (N = 55 & 42) performing the SAI reported a greater number of accurate details than free-recallers, and the same as those given a cognitive interview; SAI accuracy rates were similar to free-recall, and lower than those in the cognitive interview. The SAI was also effective at increasing one-week-delayed free recall of mock crime details compared to a control.

Goodsell, C.A., Neuschatz, J.S. & Gronlund, S.D. (2009). **Effects of mugshot commitment on lineup performance in young and older adults.** *Applied Cognitive Psychology, 23*, 788-803. The effect of mugshot commitment on identification ability was investigated in two experiments. In the first, participants who made a selection from a mugshot book tended to make the same selection from a lineup after a week delay, but non-choosers tended to reject the lineup. In the second, mugshot choosers were likely to reject a target-absent lineup. Overall, mugshot exposure, and subsequent commitment, harmed lineup identifications.

Gross, T.F. (2009). **Own-ethnicity bias in the recognition of Black, East Asian, Hispanic, and White faces.** *Basic and Applied Social Psychology, 31*, 128-135. The study examined own-ethnicity and own-age bias in accurate person recognizing. Participants (n = 248) were of White, Black, Asian and Hispanic ethnicities and were asked to identify previously seen photos of persons of these races. Age was also examined and participants saw both same age persons and children. Participants were more accurate in identifying same age faces and same race faces. Overall White faces

were most accurately recognized across the groups, indicating an effect for exposure.

Howie, P., Kurukulasuriya, N., Nash, L., & Marsh, A. (2009). **Inconsistencies in children's recall of witnessed events: The role of age, question format and perceived reason for question repetition.** *Legal and Criminological Psychology, 14*, 311-329. Two hundred twenty six children were asked recall questions about a recent classroom activity, with target questions repeated in one of four formats. They were then asked about the reasons for repetition. Shifting from accuracy decreased with age. Shifting towards accuracy was more common in forced-choice questions, but there were no significant age differences. The oldest group offered a wider range of interpretations and also showed an association between first-answer-unsatisfactory interpretations and shifting.

Krahenbuhl, S., Blades, M., & Eiser, C. (2009). **The effect of repeated questioning on children's accuracy and consistency in eyewitness testimony.** *Legal and Criminological Psychology, 14*, 263-278. Study investigated how the number of repetitions and the interval between those repetitions affected the accuracy and consistency of children's responses. One hundred fifty six children aged 4-9 years watched a staged event and were interviewed individually 1 week later. Children were asked open-ended questions; each repeated four times. Over a quarter of children's responses to repeated questions changed, usually resulting in a decline in accuracy

Lamb, M. E., Orbach, Y., Sternberg, K. L., Aldridge, J., Pearson, S., Stewart, H. L., et al. (2009). **Use of a structured in-**

vestigative protocol enhances the quality of investigative interviews with alleged victims of child sexual abuse in Britain. *Applied Cognitive Psychology, 23*, 449-467. Transcripts of interviews with child sexual abuse victims (N = 100), half performed under a newer structured interview protocol, were compared to those utilizing the older Memorandum of Good Practice it replaced. The Protocol yielded more information, while avoiding use of potential-suggestive focused prompts and recognition prompts. This superiority was present in all age groups involved in the study (ages 4-13).

Leippe, M., Eisenstadt, D., & Rauch, S. (2009). **Cueing confidence in eyewitness identifications: Influence of biased lineup instructions and pre-identification memory feedback under varying lineup conditions.** *Law and Human Behavior, 33*, 194-212. Mock eyewitnesses in study 1 (N = 219) showed the largest identification confidence levels when pre-identification feedback was positive and lineup viewing instructions were biased. Study 2 (N = 185) showed that this pattern only applied to target-absent lineups when the foils were highly similar; when dissimilar, biased instructions decreased mock eyewitness confidence. Pezdek, K., Lam, S. T., & Sperry, K. (2009). **Forced confabulation more strongly influences event memory if suggestions are other-generated than self-generated.** *Legal and Criminological Psychology, 14*, 241-252. Study compared the relative impact of self- versus other-generated misinformation on confabulated memory about an event, focusing on individuals' answers to unanswerable questions that probed information not actually presented in stimu-



lus videos. When an answer to an unanswerable question was forced confabulated at time 1, that answer was more likely to be repeated at time 2 if it had been other-generated rather than self-generated.

Pozzulo, J.D., Dempsey, J.L., Crescini, C., & Lemieux, J.M. (2009). **Examining the relation between eyewitness recall and recognition for children and adults.** *Psychology, Crime & Law, 15*, 409-424. Accuracy rates for eyewitness factors were compared between adults and children in two studies ($n = 70$, study one; $n = 108$, study two). In both studies participants witnessed a staged crime, were asked to recall details, and were presented with lineups (study one target absent only; study two both target absent and target present). Overall children recalled fewer details, but there were no differences in regards to the accuracy. There was no relationship between accuracy of detail recall and accuracy in lineup identification decisions.

Snow, P.C., Powell, M.B., & Murfett, R. (2009). **Getting the story from child witnesses: Exploring the application of a story grammar framework.** *Psychology, Crime & Law, 15*, 555-568. The authors examined transcripts of initial interviews ($n = 51$) of child witnesses. Frequencies of open and close ended questions were compared with elicitation of story/grammar content, context/background information, or 'I don't know' responses. Close ended questions were associated with more setting details for both older and younger children. Overall story/grammar responses were associated with close-ended questions for older children, and open-ended questions for younger children.

Young, S.G., Hugenberg, K., Bernstein, M.J & Sacco (2009). **Interracial contexts debilitate same-race recognition.** *Journal of Experimental Social Psychology, 45*, 1123-1126. The study tested the hypothesis that making a social category (e.g., race) salient can impact face recognition. Results showed that the generally superior accuracy of same-race recognition is detrimentally impacted by making identification after making cross-race identification decisions. The authors conclude that intergroup contexts and categorization hamper same-race recognition accuracy.

OTHER

Finkel, E. J., DeWall, C. N., Slotter, E. B., Oaten, M., & Foshee, V.A. (2009). **Self-regulatory failure and intimate partner violence perpetration.** *Journal of Personality and Social Psychology, 97*, 483-499. Study tested whether self-regulatory failure is a predictor of intimate partner violence (IPV). Results suggest that self-regulatory processes help individuals refrain from perpetrating IPV, participants high in dispositional self-control were less likely to perpetrate IPV, more IPV-related cognitions were verbalized if response to partner provocations is immediate, depletion of self-regulatory resources increases violent responses to partner provocation, and bolstering self-regulatory resources decreases violent inclinations.

Halbesleben, J.R. (2009). **The role of pluralistic ignorance in the reporting of sexual harassment.** *Basic and Applied Social Psychology, 31*, 197-209. This study manipulated exposure to behavioral responses of peers regarding sexist jokes. Participants ($n = 164$) read a list of progressively sexist jokes and were asked to rate

how funny and how offensive they perceived each joke, and also how others would perceive each joke. Those exposed to the behavioral responses read more of the jokes and perceived that others were more comfortable with the jokes.

Holtz, B.C. & Harold, C.M. (2009). **Fair today, fair tomorrow? A longitudinal investigation of overall justice perceptions.** *Journal of Applied Psychology, 94*, 1185-1199. In this examination of overall justice perceptions, 213 individuals' perceptions of overall supervisory justice were assessed at three points in time. Significant variability was found across time. Within-person variance accounted for 24% and 29% of total variance in overall and supervisory justice perceptions. In comparison to specific justice dimensions, trust was a strong predictor of variance.

Palasinski, M. (2009). **Testing assumptions about naivety in insurance fraud.** *Psychology, Crime & Law, 15*, 547-553. The authors analyzed and coded interviews with participants ($n = 25$) regarding issues of vehicle insurance fraud and detection. Participants were male licensed drivers for 10 years or more, and had filed at least one vehicle insurance claim. Four main themes emerged, where participants believed fraudulent claimers to be obliging and polite (contrary to insurance company beliefs), and that the companies were selfish, and disinterested or naïve about customer claims.

Robertson, K., & Murachver, T. (2009). **Attitudes and attributions associated with female and male partner violence.** *Journal of Applied Social Psychology, 39*, 1481-1512. Study examined participants' conflict-resolution strategies, and whether attitudes toward intimate part-

ner violence (IPV) varied as a function of numerous factors. Perpetrator gender and participant abuse history were the most influential factors in shaping attitudes. There was greater acceptance for abuse perpetrated by females than by males, and participants who had either perpetrated or received abuse were the most condoning of IPV. A lack of conflict skills was associated with IPV.

Van Prooijen, J. W. (2009). **Procedural justice as autonomy regulation.** *Journal of Personality and Social Psychology, 97*, 1166-1180. Study tested whether people would be particularly sensitive to the fairness of decision-making procedures when their need for autonomy is deprived. Results indicated that procedural justice judgments were influenced more strongly by variations in decision-making procedures among participants who experienced little autonomy. These findings were conceptually replicated in study 2, and study three revealed evidence for the hypothesis in a field setting.

Wright, C., & Fitzgerald, L. (2009). **Correlates of joining a sexual harassment class action.** *Law and Human Behavior, 33*, 265-282. Female employees ($N=1723$) of a financial services company, were offered the opportunity to join a class-action sexual harassment lawsuit against the company. Employees who joined the class were more likely to be financially dependant on their job, perceive a organizational climate more tolerance of sexual harassment, and more likely to show PTSD symptoms than employees who did not join.

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.

Forthcoming are books by:

Brian Cutler (*Eyewitness Identification*)
Brian Bornstein and Monica Miller (*God in the Courtroom*).

The editor is interested in proposals for new books. Inquiries and proposals from potential authors should be sent to Dr. Patricia Zapf, Series Editor (E-mail: pzapf@jjay.cuny.edu or phone: 212-866-0608).

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>

Wrightsmann, 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*.

Wrightsmann, 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., & Wrightsmann, L. S. (2005). *Trial consulting*.

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. 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.

Call for Psychology and Law 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). Soft copies may be submitted as e-mail attachments (Word Perfect, Word, or ASCII files are preferred).

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) 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.

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). Offers to review the work of others, or recommendations as to who an appropriate review might be for your own work are always appreciated.



Division News and Information

AP-LS Mentorship Committee

Resources for Finding Job Opportunities

The Mentorship Committee's session topic for AP-LS 2009 was "Interviewing for Jobs." This session was part of a three part series co-sponsored by the AP-LS Student Section (which offered a session on CVs and personal statements) and the Teaching, Training, and Careers Committee (which offered a session on job searches and hiring).

Continuing that topic, the next few columns for the AP-LS Mentorship Committee will focus on interviewing for academic and other professional jobs in the area of psychology and law. This column will focus on sources for job opportunities, with future columns focusing on interviewing, contract negotiations, and the like. At this time of year, your focus is likely to be on finding job opportunities, particularly if you are interested in an academic position. Although your academic position may not start until August or September of 2010, many schools will start advertising as early as October or November. In fact, we have already seen positions advertised this year with a start date of August 2010! Psychology and law is a varied field, with several different job opportunities available. This column will focus on sources for general psychology jobs (which may include psychology and law), criminal justice jobs, and government jobs.

The list that follows is not exhaustive. There are a wide variety of resources available to those searching for a job related to psychology and law, including general job search websites that may be helpful in your search for job openings, particularly in the applied area of trial consulting and clinical practice. Both Monster.com and Careerbuilder.com have listings for trial consulting positions and for clinical psychologists. Many trial consulting firms post job openings on their own websites as well. Kroll Ontrack (formerly TrialGraphix), for example, has a job search on their website at <http://www.krollontrack.com/careers/>, as does DecisionQuest (<http://www.decisionquest.com/careers.php>).

One of the most important things that we can emphasize is the importance of networking during this process. Often times, job openings may be discussed informally among colleagues before being officially posted. Mentors, both official and unofficial, will be an excellent resource for you during your job search. Good luck in your job searching!

Psychology Jobs

The American Psychological Association Online Career Center is at <http://psycareers.apa.org/>. You can also see job listings in the print or digital versions of the *Monitor* if you have a subscription. You do not, however, have to pay to use the Online Career Center site.

The American Psychology-Law Society Jobs Listing is at <http://www.ap-ls.org/jobs/jobsIndex.html>. The American Psychology-Law Society Newsletter also has a section on fellowships and job positions available.

The Association for Psychological Science Employment Network is at <http://www.psychologicalscience.org/jobs/>. You can also see job listings in the print or digital versions of the *Observer* if you have a subscription. You do not, however, have to pay to use the online Employment Network site.

The Chronicle Job Listings is at <http://chronicle.com/section/Jobs/61/>. You can also see job listings in the print or digital versions of the *Chronicle* if you have a subscription. You do not, however, have to pay to use the online Job Listings site.

Psychology Academic Job Search is at <http://psychjobsearch.wikidot.com/>. This site is a wiki through which people can anonymously post information on jobs, as well as the status of those job searches, including whether or not offers have been made and accepted.

Psychwatch.Com Job Listings is at http://www.psychwatch.com/job_page.htm. Psychwatch is a resource specializing in information regarding mental health services. It is unaffiliated with any other organizations.

Criminal Justice Jobs

The Academy of Criminal Justice Sciences Employment Bulletin is at http://www.acjs.org/pubs/167_670_10833.cfm

The American Society of Criminology Employment exchange is at <http://www.asc41.com/employment.htm>. This resource allows you to both search for job openings and post information about yourself for prospective employers.

The Chronicle Job Listings (see general psychology jobs) also include listings for criminal justice positions.

Government Jobs

The Federal Judiciary (U.S. Courts) Careers Listing is at <http://www.uscourts.gov/careers/>.

Government Jobs is at <http://www.governmentjobs.com/> and contains a database at a variety of city and state government agencies across the country. (**Note:** Current high school, undergraduate, and graduate students can use Student Jobs - <http://www.studentjobs.gov/agencies.asp> - to search for student employment.)

USAJobs is at <http://www.usajobs.gov/>. It is run by the United States Office of Personnel Management and is the official job site for the US federal government.

As always, we are very excited about the opportunities that the Mentorship Committee offers and hope to expand in the coming years. We are interested in working with additional mentors. If you would like to serve as a mentor – either year round or at conferences, please contact Tara Mitchell at tmitchel@lhup.edu. Please feel free to email Tara with any ideas you may have.

EXECUTIVE COMMITTEE AND COMMITTEE CHAIRS

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• Corrections Committee	Daryl Kroner	dkroner@siu.edu
• Scientific Review Paper Committee	Gary Wells	glwells@iastate.edu
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	Matt Scullin	mhscullin@utep.edu
• 2010 APA Conference Chairs	Nancy Ryba	nryba@fullerton.edu
	Lora Levett	llevett@ufl.edu
• 2011 APLS Conference Chairs	Margaret Bull Kovera	mkovera@jjay.cuny.edu
	Patricia Zapf	pzapf@jjay.cuny.edu

AP-LS Web Site

If you have information you would like to be posted to the AP-LS website, please email the Web Site Editor, Dr. Kevin O'Neil at koneil@fgcu.edu. Content that should be added to, or corrected on, the Web site is especially desired.

New Online! Directory of Post Doc Directory of Forensic Training Sites

The TCC brings you a new directory of post doc forensic training sites. The directory can be found on the AP-LS website at the following link: <http://www.ap-ls.org/education/PostDoc.php>



Nominations, Awards, and Announcements

2010 Saleem Shah Award

This is an award given annually by APLS and the American Academy of Forensic Psychology for early career contributions to forensic psychology in areas of practice, research, or public policy. The recipient must have received the doctoral degree (or law degree, whichever comes later, if both have been earned) within the last 6 years. The award includes \$2,000, as well as the opportunity to give the Saleem Shah Address. Nominations must include 1) a letter detailing the nominee's contributions to psychology and law and 2) a copy of the nominee's vita. Self-nominations will not be considered.

Please send nominations to:

Philip H. Witt, Ph.D.

Associates in Psychological Services, P.A.

25 N. Doughty Ave.

Somerville, NJ 08876

or via email to: phwitt@optonline.net

The deadline is December 1, 2009.

AP-LS Dissertation Award Program

The American Psychology-Law Society confers Dissertation Awards for scientific research and scholarship 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. To be eligible for these awards, you must be a member of AP-LS and defend your dissertation in 2009. First-, second-, and third-place awards will be conferred, and the winners will be invited to present their research at the 2010 AP-LS Conference in Vancouver.

To apply for the Dissertation Awards, please attach the following items in an e-mail to aplsdissertations@gmail.com by **December 31, 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. For more information, please contact Dave DeMatteo (dsd25@drexel.edu), Chair of the Dissertation Awards Committee.

AP-LS Award for Outstanding Teaching and Mentoring

The APLS award for Outstanding Teaching and Mentoring in the Field of Psychology and Law recognizes teaching excellence in a variety of contexts. In even-numbered years (e.g., 2010, 2012), the award will be given to a teacher/mentor from a program/department that is undergraduate-only or MA-terminus (category 1). In odd-numbered years (e.g., 2007, 2009), the award will be given to

a teacher/mentor from a program/department that is doctoral-granting, including law schools (category 2). This year, the award will go to a teacher/mentor from a category 1 institution.

Eligibility:

Nominees should be persons who have made substantial contributions to student training in the field of psychology and law. To be eligible, an individual must have had a doctoral or law degree for at least 7 years, and must have been teaching and/or mentoring students in psychology and law for at least 5 years.

Nominations:

The nomination package should be e-mailed directly to the Chair of the Award committee. The nomination package must be no more than 15 total pages and should include the following: 1) Nominee's statement (1-2 pages) of teaching/mentoring philosophy, goals, and accomplishments, especially as related to the field of psychology and law; 2) Abbreviated curriculum vitae (3 pages maximum); 3) Summarized student evaluation data; 4) At least one, but no more than three, supporting letters from peer reviewers or students; 5) 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. Self nominations are encouraged.

The submission deadline for the award is January 1, 2010. Nomination packets should be e-mailed to: Beth Schwartz, Chair, Teaching and Mentoring Award Committee for 2010.

e-mail: bschwartz@randolphcollege.edu; phone: (434) 947-8548.

AP-LS Award for Outstanding Teaching And Mentoring Award Past Winners

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.

Past winners of this prestigious award include Professors Bette Bottoms, Gail S. Goodman, Margaret Bull Kovera, James Ogloff, and Dick Reppucci.

Nominations, Awards, and Announcements

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)

Congratulations to AP-LS Fellows

The AP-LS and APA Fellows Committees have approved the Fellowship applications of three new fellows, Marnie Rice, Roger Levesque, and Ken Deffenbacher. Congratulations to all on these well-deserved honors.

Call for Nominations: Charles Brewer Distinguished Teaching of Psychology Award

The American Psychological Foundation (APF) is pleased to announce the call for nominations for the 2010 APF Charles L. Brewer Distinguished Teaching of Psychology Award. The award recognizes a significant career of contributions of a psychologist who has a proven track record as an exceptional teacher of psychology. We would appreciate your assistance in disseminating this announcement to your constituents or members.

Nominees must demonstrate 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 will receive 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.

The application deadline is December 1, 2009.

For more information, including the nomination procedures, please visit <http://www.apa.org/apf/brewer.html>.

Call for Nominations APFoundation Gold Medal Awards

The American Psychological Foundation (APF) is pleased to announce the call for nominations for the 2010 APF Gold Medal Awards for Life Achievement in Psychology. We would appreciate your assistance in disseminating this announcement to your constituents or members. The Gold Medal Awards for Life Achievement are bestowed in recognition of a distinguished career and enduring contribution to psychology. The 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 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 in Psychology 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.

Amount: APF Gold Medalists receive a mounted gold medal, and an all-expense paid trip to the APA annual convention, where the award is presented.

Eligibility: Psychologists who are 65 years or older, normally residing in North America.

The application deadline is December 1, 2009.

For more information, including the nomination procedures, please visit <http://www.apa.org/apf/gold.html>.



Calls for Conferences and Papers

Call for Proposals European Association of Psychology and Law Conference

The 20th Conference of the European Association of Psychology and Law will be held in Gothenburg, Sweden, June 15–18, 2010.

Abstract submission is now open online at www.eapl2010.net. You are welcome to submit abstracts for oral or poster presentations. Please refer to the website for detailed information and instructions. **The submission deadline is January 22, 2010.**

Submissions are welcome in any area of legal, investigative and criminological psychology. Although not a requirement, we especially welcome contributions that accommodate the conference theme towards a positive legal psychology. Positive legal psychology involves all psychological research that identifies strengths, promotes accuracy, solves problems, and bolsters competence in legal settings. Potential topics include but are not limited to:

Investigative interviewing
Victimology
Deception detection
Eyewitness testimony
Police decision making and the investigative process
Legal and court psychology
Expert psychological testimony
Offender profiling and crime linking
Geographical profiling and environmental criminology
Training of legal professionals
Malingering
False confessions
Sexually motivated crime
Risk assessment in forensic settings
Treatment of offenders
Offender pathways & psychological aspects of criminality

For more details and updates, please consult the conference website www.eapl2010.net.

Already confirmed are five renowned keynote speakers: Laurence Alison, Gail Goodman, Robert Hare, Saul Kassin, and Lorraine Sheridan, and several high-class invited symposia organized by leading experts.

Please feel free to distribute this call for abstracts to other persons you think might be interested.

We look forward to your participation in the conference.

Welcome to Gothenburg!

Membership in EAPL

Join the EUROPEAN ASSOCIATION OF PSYCHOLOGY AND LAW and receive a subscription to *Psychology, Crime and Law* for about \$50 (45 Euros). Information about EAPL can be obtained at the Association website: www.law.kuleuven.ac.be/eapl/. Information about *Psychology, Crime and Law* can be found at www.tandf.co.uk/journals/titles/1068316x.html. Membership is available to psychologists and attorneys, as well as criminologists, sociologists, psychiatrists, and educational scientists. Information on how to join EAPL is also available through the Association website. In addition to a scholarly journal (*Psychology, Crime, and Law*), EAPL holds an annual meeting, including a joint conference with APLS every fourth year (most recently in Edinburgh, Scotland in July, 2003). This year's conference will be a joint conference held July 3-8, 2007, in Adelaide, Australia. Further details are available through the Association website.

Call for Chapters Handbook of Police Psychology

Dr. Jack Kitaeff is the editor of a new *Handbook of Police Psychology* which will be put out by Routledge - see www.psypress.com. The Editor seeks about 40 qualified authors who would like to write chapters related to police psychology. These authors could be professors (most are), researchers, and practitioners in criminal justice, psychology, psychiatry, neuropsychology, police science, administration of justice, sociology, etc. Would you have any interest in perhaps writing a chapter for this text? The possible topics are "wide open" as long as they relate to, or can be made to relate to, police psychology. The Editor will be generating a list of possible topics, but just a few examples would be pre-employment psychological screening, working with special police squads, helping officers or their families deal with stress and post-traumatic stress disorder, post-shooting debriefing, critical incident debriefing, short-term psychotherapy, hostage negotiations, working with the mentally ill subject, leadership issues, organizational consultation, gender stereotypes in police work, dealing with the gay community, co-dependency, substance abuse, domestic violence, road rage, cross-cultural psychology, fitness-for duty, trauma psychology, grief, violence, etc.

Interested authors should contact Jack Kitaeff, Ph.D., J.D. at jackkitaeffphdjd@aol.com

Calls for Conferences and Papers

Call for Papers

Behavioral Sciences and the Law

Announcement: Due Date Changed

Richard Wiener, Ph.D., MLS, Daniel Krauss, J.D., Ph.D., and Joel Lieberman, Ph.D. co-editors of the forthcoming special issue of Behavioral Sciences and the Law on the topic "When does sample matter in juror decision-making research? Differences between college student and representative samples of jurors" announce that because of several requests for a change, the **deadline for submissions has been changed to November 18, 2009.**

The focus of this issue is on empirical research that directly compares the decision-making of college student samples to more representative samples of jurors. Research studies investigating this issue in all areas of juror decision-making (criminal as well as civil) are appropriate. In addition, manuscripts that offer theoretical rationales for why differences exist or are important are particularly welcome. Commentaries may be anchored in either social science or in law. Behavioral Sciences and the Law is a peer-reviewed journal that appeals to a wide audience, including researchers, clinicians, lawyers and policy makers. Manuscripts should be 20 to 30 double-spaced typewritten pages and should comply with either the editorial or referencing style of the most recent edition of the Publication Manual of the American Psychological Association or the Harvard Law Review Association's The Bluebook: A Uniform System of Citation. To expedite processing, submit copies of the manuscript electronically as attachments to all three editors: rwiener2@unl.edu, Daniel.Krauss@claremontmckenna.edu, and jdl@unlv.nevada.edu. The subject line should read, "BS&L JUROR SAMPLES" Manuscripts should be in MS Word format.

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Special Offer from Guilford Press

Through **December 31, 2009**, AP-LS Members are eligible for a 20% discount on all books published by Guilford Press. In order to receive this discount, Members should log in to their account (through the My Account button above), and then click on the "Guilford Discount" link on the left side of the page.

Open Access Journal of Forensic Psychology

Mary Alice Conroy will be guest editor of the Open Access Journal of Forensic Psychology (OAJFP) on a forthcoming special issue devoted to violence risk management. Although a plethora of literature has been devoted to risk assessment, and more continues to appear on the issue of threat assessment, much less is available on the next step—managing the identified risk. Manuscripts are welcomed on empirical research, program evaluation, theory and methodological concepts, case studies, and policy analysis. Focus could be on general methodology, specific settings (e.g., community, school, places of employment, correctional environments), specific populations (e.g., adults, juveniles, gang members), or legal policy issues (e.g., probation/parole, conditional discharge from hospitalization, civil outpatient commitment).

A new journal, the Open Access Journal of Forensic Psychology, is launching this summer at <http://www.forensicpsychologyunbound.ws/> Our mission is to link the science and practice of forensic psychology by making research and applications directly available to all forensic psychologists. We have established funding and set up a structure for publishing online, at no cost to readers or authors. We are continuing to develop a top-notch editorial board that will guide the journal and assist with peer review. We have just begun to receive manuscripts, currently under review.

The present: We have elected to aim for the broad audience of forensic psychologists. Contributions should be of interest to forensic psychologists, and must survive peer review. Within those broad parameters, we welcome empirical research, case studies, review articles, theoretical papers, practical applications, policy recommendations, and articles relevant to the teaching of forensic psychology. When warranted, the editors will solicit other papers such as critical commentaries, debates, exchanges, and replies to published articles.

The near future: All articles are free to everyone with Internet access. CE programs will be available for many of the articles. Readers can earn while they learn, and part of the fee for CE programs will help defray the cost of producing and maintaining the journal.



Fellowships and Positions

Assistant/Associate Professor University of Nebraska-Lincoln Latino/a Scholar

The Department of Psychology, University of Nebraska-Lincoln (www.unl.edu/psypage) seeks to fill a tenure-track Assistant to Associate Professor position beginning August 2010. The position is designed for a scholar in any area who specializes in Latino/a population 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 related fields, 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 2, 2009 and continue until position is filled. To be considered for this position go to <http://employment.unl.edu>, requisition #090507 and complete the Faculty/Academic Administrative form then 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. The University of Nebraska has an active National Science Foundation ADVANCE gender equity program, and is committed to a pluralistic campus community through affirmative action, equal opportunity, work-life balance and dual careers.

Assistant or Associate Professor Marymount University

The Department of Forensic Psychology at Marymount University invites applications for a tenure-track faculty position at the Assistant or Associate level, beginning August 2010. Responsibilities include teaching a variety of graduate-level forensic psychology/psychology and law courses, advising students, participating in University service requirements, and engaging in scholarship. A doctorate in psychology with training/experience in forensic psychology/psychology and law is required. Previous teaching experience and a record of scholarship are preferred. Review of applications begins immediately and continues until the position is filled.

To apply, visit <https://www.marymountjobs.com>. Questions should be directed to the search committee chair, Dr. Mary Lindahl, at mary.lindahl@marymount.edu

Assistant Professor Simon Fraser University

The Department of Psychology at Simon Fraser University seeks applicants for an Assistant Professor position in Experimental Psychology and Law or Forensic Psychology. The position is for two years with the possibility of an additional year. At the present time, there are no plans for extension of the position beyond three years. The successful applicant will have a Ph.D. in Psychology and will teach undergraduate courses within one or more of the following areas of expertise: psychology and law, including perspectives from the fields of cognitive, developmental, and social psychology. Teaching may also include courses in one or more of the following areas: introductory psychology, research methodology, and statistics. Interest in and ability to work collaboratively with faculty in ongoing research projects is expected. The starting date is January 2010 or is negotiable. The Department's web page can be accessed at <http://www.sfu.ca/psychology>.

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Simon Fraser University is committed to employment equity and encourages applications from all qualified women and men, including visible minorities, aboriginal people and persons with disabilities. This position is subject to budgetary approval. Please submit a cover letter, which includes a curriculum vitae, three letters of reference, and copies of representative publications, to:

Dr. J. Don Read, Chair
Department of Psychology
Simon Fraser University
8888 University Drive
Burnaby, BC V5A 1S6 Canada
jdonread@sfu.ca

Applications will be received until October 15, 2009 or until the position is filled. Under the authority of the University Act personal information that is required by the University for academic appointment competitions will be collected. For further details see: http://www.sfu.ca/vpacademic/Faculty_Openings/Collection_Notice.html.

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.grosrup@scrippscollege.edu). Deadlines are January 1, May 1, and September 1, with each issue placed online approximately six weeks 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).

Fellowships and Positions

Law and Social Science Dissertation Fellowship & Mentoring Program

The Law and Society Association, in collaboration with the American Bar Foundation and the National Science Foundation, seeks applications for the Law and Social Science Dissertation Fellowship and Mentoring Program (LSS Fellowship).

Awards

Fellowships are held **in residence** at the American Bar Foundation in Chicago, IL, where Fellows are expected to participate in the intellectual life of the ABF, including participation in a weekly seminar series. LSS Fellows will receive a stipend of \$27,000 per year beginning fall 2010 and are eligible for up to two years of support. Fellows will attend LSA annual meetings in both years of the fellowship and the Graduate Student Workshop in the first year of the fellowship. Fellows will receive up to \$1,500 for research and travel expenses each year. Relocation expenses up to \$2,500 may be reimbursed one time.

Eligibility

Third-, fourth-, and fifth-year graduate students who specialize in the field of law and social science and whose research interests include law and inequality are invited to apply. Fellowship applicants should be students in a Ph.D. program in a social science department or an interdisciplinary program. Humanities students pursuing empirically-based social science dissertations are welcome to apply. Only U.S. citizens and permanent residents are eligible to apply.

Application Materials Required

Applicants should submit: (1) a 1-2 page letter of application; (2) a 2-3 page description of a research project or interest that relates to law and inequality (broadly defined) with a statement of how the applicant became interested in the research topic; (3) a resume or curriculum vitae; (4) a writing sample (a paper written for a graduate-level course or dissertation prospectus); and (5) three letters of recommendation from faculty members (including one from the faculty member who will serve as the departmental liaison – typically the applicant’s advisor). ***If you are also applying for the American Bar Foundation Doctoral Fellowship, please indicate so in your cover letter.***

Please send TWO complete sets of application materials by **December 1, 2009**. One set to Mary McClintock, Law and Society Association, University of Massachusetts, 40 Campus Center Way, Amherst, MA 01003-9244; and the other to Allison Lynch, Administrative Associate for Academic Affairs and Research Administration, American Bar Foundation, 750 N. Lake Shore Drive, 4 Floor, Chicago, IL 60611.

For more information, see www.lawandsociety.org or contact Mary McClintock at LSA, lsa@lawandsociety.org or Laura Beth Nielsen at lnielsen@abfn.org.

Doctoral Fellowships in Law and Social Science

Purpose

The American Bar Foundation is committed to developing the next generation of scholars in the field of law and social science. The purpose of the fellowships is to encourage original and significant research on law, the legal profession, and legal institutions.

Eligibility

For the Doctoral/Post-Doctoral Fellowships, applications are invited from outstanding students who are candidates for Ph.D. degrees in the social sciences. Applicants must have completed all doctoral requirements except the dissertation by September 1, 2010. Applicants who will have completed the dissertation prior to September 1, 2010 are also welcome to apply. Doctoral and proposed research must be in the general area of sociolegal studies or in social scientific approaches to law, the legal profession, or legal institutions. The research must address significant issues in the field and show promise of a major contribution to social scientific understanding of law and legal process. Minority students are especially encouraged to apply.

Awards

Fellows receive a stipend of \$27,000 for 12 months. Fellows also may request up to \$1,500 to reimburse expenses associated with research, travel to meet with advisors, or travel to conferences at which papers are presented. Relocation expenses up to \$2,500 may be reimbursed on application.

Tenure

Fellowships are awarded for 12 months, beginning, Sept 1, 2010.

Conditions

Fellowships are held in residence at the American Bar Foundation. Appointments to fellowships are full time. Fellows are expected to participate fully in the academic life of the ABF so that they may develop close collegial ties with other scholars in residence.

Application Process

Applications must include: (1) a dissertation abstract or proposal with an outline of the substance and methods of the research; (2) two letters of reference, one of which must be from a supervisor of the dissertation; and (3) a curriculum vitae. In addition, at the applicant’s option, a short sample of written work may be submitted. **Applications for this fellowship must be received no later than December 15, 2009.** For questions about the terms of the fellowship, contact Victoria Saker Woeste (Chair, Appointments Committee) at vswoste@abfn.org. Application materials should be directed to: Allison Lynch, Administrative Associate for Academic Affairs and Research Administration, American Bar Foundation, 750 N. Lake Shore Drive, 4th Floor, Chicago, Illinois 60611, (312)988-6548, alynch@abfn.org. ABF Website: www.americanbarfoundation.org



Fellowships and Positions

Associate Dean for Research University of South Florida

The College of Behavioral & Community Sciences seeks a person with strong research and leadership skills to serve in the newly created position of Associate Dean for Research (ADR). The ADR will hold a 12-month, tenure-line position as an Associate or Full Professor based on the qualifications of the candidate. The College of Behavioral and Community Sciences consists of the Departments of Communication Sciences and Disorders, Criminology, Rehabilitation and Mental Health Counseling, the School of Aging Studies and the School of Social Work, and three departments which comprise the Louis de la Parte Florida Mental Health Institute: Child and Family Studies, Mental Health Law and Policy, and Aging and Mental Health Disparities. The College's external funding for the year 2008-09 was over \$39 million, with the Institute bringing \$28 million of that total.

The Associate Dean for Research will be an active member of the Dean's leadership team and will work collaboratively with individual faculty members, departments, and centers. The ADR will provide leadership in advancing the college's overall research and scholarship mission and will implement programs to support externally funded research and faculty development activities to enhance research. In addition, the ADR will coordinate the college's activities with the University's Division of Sponsored Research and Offices of Research and Innovation and will coordinate collaborative research and interdisciplinary efforts with other USF colleges and partnerships with local, state, national and international groups. The position will initially be fully funded with the expectation that the successful candidate will generate some portion of his/her salary through grants/contracts by the end of the third year.

Minimum Qualifications:

- Earned doctorate in fields related to behavioral health services research or other disciplines represented in the college (e.g., aging studies, communication sciences and disorders, criminology, psychology, epidemiology, economics, biostatistics, anthropology, nursing, social work, education, medicine, etc.)
- Successful academic experience as a faculty member appropriate for appointment as a tenured full or associate professor in one of the academic units in the college

Preferred Qualifications:

- Exemplary record of research, scholarship and interdisciplinary inquiry
- Substantial experience with grant and contract funded research, particularly at the federal level and ideally with diverse sources (e.g., federal, foundation, state, and private)
- Successful experience with faculty and student development in research, including mentoring and technical assistance
- Extensive networking experience with granting agencies
- Successful experience in promoting a culture that nurtures diverse forms of inquiry/scholarship
- Successful experience in promoting collaborative and programmatic research across units or disciplines in community-engaged research

- Demonstrated record of organizational leadership in developing, managing, and sustaining a comprehensive program for funded research
- Successful experience in initiating and coordinating collaborative research efforts involving academic units other than one's own, and/or local, state, national and international groups
- Knowledge of pre- and post-award processes relating to funded research, including research compliance
- Demonstrated commitment to diversity
- Record of administrative experience.

Start Date for the Position – August, 2010

Salary – Negotiable

About the College

The College of Behavioral and Community Sciences prepares students, scholars, human service providers, policy makers, and other professionals to improve the quality of life, health, and safety of diverse populations and to promote positive change in individuals, groups, communities, organizations and systems. Through multidisciplinary teaching and research, service, and engagement with community partners, the College focuses on the rigorous development, dissemination/implementation, and analysis of innovative solutions to the complex challenges that affect the behavior and well-being of individuals, families, populations, and communities in which we live.

About the University

The University of South Florida system is one of the nation's top 63 public research universities and one of 39 community-engaged, four-year public universities as designated by the Carnegie Foundation for the Advancement of Teaching. USF was awarded \$380.4 million in research contracts and grants in FY 2008/2009. The system offers 232 degree programs at the undergraduate, graduate, specialist and doctoral levels, including the doctor of medicine. It has a \$1.8 billion annual budget, an annual economic impact of \$3.2 billion, and serves more than 47,000 students on institutions/campuses in Tampa, St. Petersburg, Sarasota-Manatee and Lakeland. USF is a member of the big East Athletic Conference. USF is an Equal Opportunity Institution.

About the Application Process

Applicants must apply for this position through the USF on-line employment application system Careers@USF https://employment.usf.edu/applicants/jsp/shared/Welcome_css.jsp, enter basic demographic information and upload cover letters, CVs, and other requested information on-line. **The application deadline is February 19, 2010.** Applications must include a cover letter detailing the applicant's qualifications for the position including a description of the applicant's research program and obtained or pending external funding; full contact information for at least three references; and a current curriculum vita. For additional information, please contact Dr. Norm Poythress, Search Committee Chair, poythress@fmhi.usf.edu, (813) 974-9306.

If you have any difficulty submitting your application, please contact Human Resources at USFCareersHelp@admin.usf.edu



Fellowships and Positions

Assistant Professor Positions University of South Florida

The Department of Mental Health Law and Policy is partnering with three campus departments to hire three faculty members: one with a joint appointment with the Department of Psychology (a 9-month appointment), one with a joint appointment with the Department of Criminology (a 12-month appointment), and one with a joint appointment with the College of Public Health's Department of Community and Family Health (a 12-month appointment). As joint appointments, successful candidates will split duties between MHLF and one other department. Exact duties will depend upon the specific partnering department, but all three positions are tenure-earning faculty positions at the rank of Assistant Professor. Successful candidates will conduct programmatic research, teach classes (beginning in the third year), and fulfill obligations for service (beginning in the third year). After four years, the faculty members will be expected to earn a minimum of 25 percent of their salary from external funding (12-month positions). Women and minorities are encouraged to apply.

The successful candidates will bring, or demonstrate the potential for, a program of research focused on co-occurring mental and substance use disorders within the justice system. Within this area, we are particularly interested in investigators with experience or interest in one or more of the following areas: implementation science/translational research, trauma, or veteran's issues. Substantial support will accompany each faculty position during the first four years of employment, including graduate research assistants, research consultants, a "Virtual Collaboratory" network, funding for pilot studies, conference travel and travel to participate in external research mentorships, and other research and training support.

The faculty members will participate in a multidisciplinary NIDA-funded Research Core Center and will receive research mentorship within USF and from external mentor sites, including partners from the NIDA CJDATS-2 research network (<http://www.cjdats.org>). The faculty member will be expected to secure ongoing external support for their research program and to promote and disseminate research findings at the national and international levels. In addition to securing sponsored research funds, the faculty member will be active in professional outreach related to behavioral health services, and will develop collaborative research partnerships with University colleagues, as well as local, state, and federal agencies.

Websites for each department:

Mental Health Law & Policy: <http://mhlp.fmhi.usf.edu/web/mhlp/index.cfm>; Psychology: <http://psychology.usf.edu/>; Criminology: <http://criminology.usf.edu/>; Community and Family Health: <http://health.usf.edu/nocms/publichealth/cfh/>

Minimum Qualifications

A terminal degree (e.g., Ph.D., J.D., Dr.PH.) in social/behavioral sciences, law, or equivalent, or have completed all requirements for a terminal degree within three months of the date of hire. As a requirement of the NIDA-funded Research Core Center, eligibility

for these positions is restricted to those who have not previously held a tenure-earning faculty position at an academic institution.

Preferred Qualifications

Established or demonstrated potential to secure external funding for a program of research in behavioral health services focused on co-occurring disorders in the justice system, and related areas of implementation science, trauma, or veterans services; excellent communication and interpersonal skills; ability to work collaboratively both within and outside the University; knowledge of and experience with health policy and services research related to mental health and substance abuse programs, including services provided within the justice system.

Start Date for Position

Negotiable - hope to have these positions filled by January 1, 2010.

Salary

\$80,000 - negotiable

About the University of South Florida

The University of South Florida is one of the nation's top 63 public research universities and one of 39 community-engaged, four-year public universities as designated by the Carnegie Foundation for the Advancement of Teaching. USF was awarded more than \$360 million in research contracts and grants in fiscal year 2007/2008. The university offers 219 degree programs at the undergraduate, graduate, specialist and doctoral levels, including the doctor of medicine. The university has a \$1.8 billion annual budget, an annual economic impact of \$3.2 billion, and serves more than 46,000 students on institutions/campuses in Tampa, St. Petersburg, Sarasota-Manatee and Lakeland. USF is a member of the Big East Athletic Conference. USF's diverse population reflects the ethnic and cultural heritage of the economically dynamic Tampa Bay region, a community of some 2.5 million persons.

About the Application Process

Applicants must apply for these positions through the on-line employment application system Careers@USF. Click on, or copy and paste the following into your web browser internet address bar: employment.usf.edu/applicants/Central?quickFind=50943, and then press enter and you will go directly to the position #10567 posting on Careers@USF. In applying for this position you apply for all three positions. Applicants will complete an application, enter basic demographic information and upload cover letters, CVs, and other requested information on-line. The postings are open until filled but the review of applications will begin on October 26, 2009. Applications must include a cover letter detailing the applicant's qualifications for the position; include a description of the applicant's research program and obtained or pending external funding; full contact information for at least three references (approval to contact references is assumed unless otherwise stated); a current curriculum vita; and a maximum of three reprints of representative publications. For additional information you may contact Roger H. Peters, Ph.D., Chair and Professor, Department of Mental Health Law and Policy, peters@fmhi.usf.edu or (813) 974-9299.

If you have any difficulties submitting your application, please contact Human Resources at USFCareersHelp@admin.usf.edu



Fellowships and Positions

Assistant Professor

Southern Illinois University Carbondale

Qualifications: Applicants must hold a Ph.D. (or provide evidence that the doctoral degree will be awarded by August 2010) in Criminology and Criminal Justice, or a related discipline such as Political Science, Psychology, Sociology, Geography with a substantive research focus on criminology and criminal justice. If all requirements for the Ph.D. degree are not complete by August 16, 2010, a one-year term appointment at the rank of Instructor will be offered at a reduced rate of pay. Applicants must show strong potential for high achievement in teaching, research and publication. Strong preference will be given to applicants with substantive expertise in areas of race, ethnicity, gender and crime/criminal justice and juvenile delinquency/juvenile justice.

Duties: Duties include teaching undergraduate and graduate courses in the Criminology & Criminal Justice degree programs, maintaining an active independent research agenda relevant to criminology that includes peer-reviewed publications, grant activity, mentoring students, and engaging in service activities to assist the Department of Criminology and Criminal Justice (until recently called the Center for the Study of Crime, Delinquency, & Corrections). Applicants should be able to teach AJ 203 Crime, Justice and Social Diversity; AJ 373 Juvenile Justice, AJ 550 Juvenile Justice & Delinquency; AJ 460 Women and the Criminal Justice System; AJ 473 Juvenile Delinquency.

Deadline for Application: Review of applications will begin December 11, 2009 or until filled. Date of Employment: August 16, 2010. Requirements for Application: Submit letter of application, curriculum vitae, three letters of reference and two samples of written work to: Search, Criminology & Criminal Justice, Kimberly Kempf-Leonard, Department Chair, Rod Brunson, Co-Chair of Search, Faner Hall – Mail code 4504, Southern Illinois University Carbondale, 1000 Faner Drive, Carbondale, IL 62901

For more information on the Department or the College of Liberal Arts, please see the following links: CCJ: <http://ccj.siuc.edu/index.htm> and CoLA: <http://cola.siuc.edu>.

SIUC is an Affirmative Action/Equal Opportunity Employer that strives to enhance its ability to develop a diverse faculty and staff and to increase its potential to serve a diverse student population. All applications are welcomed and encouraged and will receive consideration.

Assistant Professor

California State University, Long Beach

Position/Rank and Salary: Recruitment # 736 – Assistant Professor of Criminal Justice. Salary commensurate with qualifications within state-specified salary range.

Minimum Qualifications: 1) An earned doctorate in criminal justice, criminology, psychology, political science, or a closely related discipline; psychologists are especially encouraged to apply;

ABDs with a firm completion date will be considered. (The JD alone is not an appropriate degree for this position, but those holding the JD in addition to an earned doctorate will be given preference). 2) At least two semesters of experience teaching successfully at the baccalaureate level. 3) A record of scholarly research and publication commensurate with rank, with evidence of the potential for increasing scholarly contributions to the field, especially through sponsored research. 4) A desire to work in an environment that is committed to the teacher-scholar-mentor model of education, while simultaneously developing relationships with faculty in related disciplines, members of criminal justice agencies, and local community groups in order to bring the richness of applied science into the educational process. 5) The demonstrated ability to communicate effectively and work collegially with an ethnically and culturally diverse campus community. **Preferred Qualifications:** While the area of specialization is open, preference will be given to those with expertise in either: 1) the intersection of psychology, law, and criminal justice; 2) policing, preferably from a crime-prevention perspective; or 3) research methods, program evaluation, and/or policy analysis.

Responsibilities: Teach a variety of undergraduate and graduate courses in criminal justice. Engage in scholarly activities leading to publication. Provide mentoring to students. Supervise student research, including master's theses. Participate in service to the department, college, university, and community.

Appointment/Start Date: Academic Year Appointment starting August 23, 2010 **Application Process:** Initially, send: 1) letter of application addressing qualifications, teaching philosophy, and research agenda; and 2) curriculum vitae (including telephone numbers and email addresses for the candidate and for a minimum of three professional references). After initial screening, semi-finalists must provide: 1) an official transcript from the institution awarding highest degree; 2) three recent letters of recommendation; 3) one or two reprints/preprints of scholarly writing; and 4) a teaching portfolio including: (a) one or two sample syllabi, (b) students evaluations of teaching, and (c) one or two peer evaluations of teaching and/or other performance reviews, if applicable. Finalists will be required to submit an SC-1 form that we will send to them prior to scheduling an on-campus interview. **Review of applicants will begin immediately. Preliminary interviews will take place at the November meeting of the American Society of Criminology in Philadelphia, PA. The position will remain open until filled (or recruitment is canceled).** E-mail applications with attachments in PDF format are strongly preferred. Required documentation should be sent to: Henry F. Fradella, J.D., Ph.D., Professor and Chair, Department of Criminal Justice, California State University, Long Beach, 1250 Bellflower Blvd., Long Beach, CA 90840, E-mail: HFraddell@csulb.edu

In addition to meeting fully its obligations under federal and state law, CSULB is committed to creating a community in which a diverse population can learn, live, and work, in an atmosphere of tolerance, civility, and respect for the right and sensibilities of each individual, without regard to economic status, racial or ethnic background, political views, or personal characteristics or beliefs. California State University, Long Beach is an Equal Opportunity employer.

Funding Opportunities

American Academy of Forensic Psychology Dissertation Grants in Applied Law & Psychology

The American Academy of Forensic Psychology (AAFP) has made available up to \$5000 (maximum award is \$1,500 per applicant) for grants to graduate students conducting dissertations in applied areas of law and psychology, with preference shown for dissertations addressing clinical-forensic issues. Awards can be used to cover dissertation costs such as photocopying and mailing expenses, participant compensation, travel reimbursement, etc. Awards may not be used to cover tuition or related academic fees. Requests submitted in prior years are ineligible.

Applications will be reviewed by a committee of AAFP fellows and grants will be awarded based on the following criteria:

- potential contribution of the dissertation to applied law-psychology
- methodological soundness/experimental design
- budgetary needs
- review of applicant's personal statement

Students in the process of developing a dissertation proposal and those collecting dissertation data as of March 31, 2010 are eligible. **To apply, students must submit the following no later than March 31, 2010** (incomplete applications will not be considered):

- a letter from the applicant detailing: his/her interest and career goals in the area of law and psychology, a summary of the proposed dissertation and its time line (no more than 5 pages, double spaced), and the dissertation budget, the award amount requested, and how the award will be used
- a current CV
- a letter (no longer than one page) from the applicant's dissertation chair/supervisor offering his/her support of the applicant, noting that the dissertation proposal has been or is expected to be approved, and will be conducted as detailed in the applicant's letter

Submit the materials electronically (no later than March 31, 2010) to: mzaitchik@rwu.edu OR submit four copies of the above (postmarked no later than March 31, 2010) to:

Matt C. Zaitchik, Ph.D.
Department of Psychology

AP-LS NEWS, Fall 2009

Roger Williams University
One Old Ferry Road
Bristol, RI 02809

Questions or inquiries regarding the award competition can be directed to Matt Zaitchik at the above address or via Email at mzaitchik@rwu.edu.

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 psychological issues (the award is limited to graduate students who are student affiliate members of AP-LS). Note: AP-LS does not pay indirect costs to the institution or the University.

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. 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.

For more information on funding opportunities in psychology and law, see Grant Planner on page 48!



Funding Opportunities

AP-LS Early Career Professional Grant-In-Aid Call for Proposals

Purpose of Grant-In-Aid

The AP-LS Committee on Early Career Psychologists (ECPs) was formed about a year ago to initiate programs geared toward issues commonly faced by ECPs. ECPs face a number of unique challenges and issues when making the transition from graduate study to professional life. More than ever, today's ECPs are likely to struggle with juggling multiple roles. Challenges faced by ECPs include financial concerns or strains, meeting licensure requirements, developing a professional identity, obtaining tenure, health and wellness issues, etc (Green & Hawley, 2009). In 2008, we held a focus group with 60 ECPs attending the AP-LS Conference, and learned that several ECPs struggle with obtaining grant funding for their research early in their careers. We then conducted a survey of our membership and found that overall, both early and later career members supported the idea of a Grants-in-aid program for ECPs in AP-LS (95% of the 270 members agreed with the statement 'AP-LS should support a small grant competition for ECPs (like it currently does for students).').

The purpose of this award is to support AP-LS members who are ECPs in conducting research related to psychology and law. It is the committee's desire that these awards are not limited only to members who are psychologists, but instead open to AP-LS members from all backgrounds who want to conduct research related to psychology-law issues.

Award Amounts

Funding up to \$5,000 per award for expenses associated with conducting the research (e.g., equipment, participant payments, software, data transcription, research assistants, and expenses incurred at sites away from the home institution while collecting data) is available for each award. Travel to conferences and salary expenses are not eligible costs. Only direct costs are available for funding; no indirect costs will be paid. APLS requests that universities match the funding request. Thus, proposals should be accompanied by an appropriate official university agreement to match the amount requested.

Eligibility

To receive an award, the applicant must be an Early Career Professional, defined by APA as those within 7 years of receiving their last degree. Applicants must be classified as ECPs upon the application deadline for that year. Applicants may only submit one award proposal per deadline. In addition, to maximize the impact of the program, a strong preference will be given to those applicants who have not ever received an AP-LS ECP Grant-in-aid. Under exceptional circumstances, the committee may consider a second award. The possibility of a second award will be a rare occurrence, and the previous award must be completed prior to submitting a second proposal. Proposals that represent 'seed money' for larger projects and proposals that are complete projects will be accepted.

Applications

Applications should include:

1. A cover sheet including all contact information (e.g., address, phone number, e-mail address) for the primary investigator(s) and the title of the proposal. In addition, the cover letter should include the status of the human subjects review for the project. This process must be completed prior to disbursement of the award.
2. An abstract of 150 words or less describing the proposed research.
3. A five-page maximum project description including the following:
 - a. Statement of the problem. A clear statement of the research problem and the significance of the problem to psychology and law.
 - b. Relation of the problem to the state of the field. A concise overview of the relevant empirical literature, theoretical background, and/or law related to the project.
 - c. Project method. A detailed description of the methodology and analytical strategy to be employed, including an outline for expected completion of the project.
 - d. Anticipated contribution. A statement of the significance of the project within the field of psychology and law.
 - e. A proposed budget with budget justifications.
 - f. A curriculum vitae.
 - g. A list of at least 5 suggested outside reviewers for the project with expertise in the area of the proposal. External reviewer suggestions must exclude those with a potential conflict of interest (e.g., former advisors, collaborators).

Evaluation Criteria and Review Process

Applications will first be reviewed by at least two outside reviewers, and proposals will be subject to blind review. After receiving outside reviews, the ECP Committee will meet to evaluate the proposals and to make funding decisions. Both the external reviews and a panel summary will be provided to the applicant, regardless of award decision.

In evaluating each proposal, outside reviewers and the panel will evaluate and provide feedback about the intellectual merit of the project using the following criteria:

1. What is the quality of the proposed project? Is it methodologically rigorous? Is the method thorough and complete?
2. What is the potential contribution of the proposal to the field of psychology and law? Does it have potential to contribute to advancing knowledge in the field?

Continued on p. 42

Funding Opportunities

ECP Awards, Continued from p.41

3. Does the proposal present an original idea in psychology and law? Does the proposal use new or creative methods or viewpoints to address old problems?

Application Deadline, Notification of Award, and Ending the Award

Applications will be accepted annually on December 15. Applications need to be electronically submitted to the ECP Committee Chair, Lora Levett, at llevett@ufl.edu. Late applications will be held until the next award date. Awardees will be notified each year by February 15, and will be announced at the AP-LS Conference. In addition, awardees will be required to submit yearly progress reports on February 15 of each year until the project is complete. Upon completion of the project, awardees must submit an end-of-project report (to be displayed on our website) and must present the results of their research at either a subsequent AP-LS conference or in the division's APA program (applicant's choice).

We are looking forward to reviewing your application! If you have questions about the grant-in-aid, please contact Lora Levett at llevett@ufl.edu.

AP-LS Interdisciplinary Research Grant Call for Proposals

The American Psychology-Law Society will offer up to \$5000 in seed money to facilitate interdisciplinary research projects. Up to two applications will be funded, each up to \$5000. We have in mind projects that would bridge the gap between the discipline of psychology and law (taken together) and other academic disciplines (e.g., medicine, sociology, political science, economics, public policy). We are particularly interested in proposals that advance theoretical development or propose methodological innovations. Money can be used to cover travel and meeting costs, data collection, pilot work, and other expenses related to the research.

Successful grantees will be expected to present the research at a meeting of the American Psychological Association. (The presentation can be early on – as proposed research – or when completed.)

Applications are limited to a maximum of two single-spaced pages, exclusive of references. As relevant, applications must address the rationale for the proposal, methodology, intended use of funds, expected outcome(s) of the project, and how it could lead to larger inter-disciplinary funding opportunities. Applications also must explicitly describe how the research is truly interdisciplinary. Applications are limited to post-degree researchers.

Deadline for receipt of proposals is November 1, 2009. To apply, please email the two-page application, as well as the names, affiliations, and contact information of all researchers, to Kathy Gaskey at apls@er.rr.com

Call for Applications:

Diversity Travel Awards

Sponsored by: Minority Affairs Committee

Description of the Award:

As part of an initiative to increase diversity within AP-LS, the Minority Affairs Committee (MAC) will provide travel awards to students from underrepresented groups who are presenting research at the 2010 American Psychology-Law Society Conference. Five competitive travel awards in the amount of \$300 will be given.

Eligibility for Awards:

Current graduate and undergraduate students from underrepresented groups may apply for this award. Applicants must be current student members of AP-LS and be presenting research at the conference. These awards are intended to increase diversity at the conferences, especially among racial and ethnic minorities; in addition, the MAC will consider proposals from first-generation college students, LGBT individuals, and physically disabled students.

Application Process:

Interested students should submit an application that includes the following:

1. A cover letter which provides contact information for the applicant and specifies the applicant's eligibility for the award as a member of an underrepresented group.
2. A three-page (maximum, double-spaced) statement that describes the student's professional goals, the presentation(s) he or she will be making at the conference, how attending the conference will benefit the student, and his or her financial need for the award, including a description of other travel funds available to the student.

Applications will be judged by members of the Minority Affairs Committee. Awards will be made on a competitive basis, with consideration given to applicants' financial need.

Application Deadline:

Applications must be submitted electronically by January 15, 2010. Please send applications and direct any questions to Jenn Hunt, Chair of the Minority Affairs Committee, at huntjs@buffalostate.edu.

Award Announcement and Disbursement:

Award recipients will be notified by in early February 2010. Recipients will be required to attend a Minority Affairs Committee reception during the conference during which they will be publically recognized. The travel award will be disbursed by reimbursing expenses following the conference. Recipients will be required to submit receipts to document their expenses.



Funding Opportunities

Call for Applications:

2009 Diversity in Psychology and Law Research Awards

Sponsored by: Minority Affairs Committee

Description of the Award:

The purpose of the Diversity in Psychology and Law Research Awards is to promote diversity within the American Psychology-Law Society by supporting student research on psycholegal issues related to diversity as well as research by students from underrepresented groups. Projects are eligible for consideration for this award if 1) they investigate topics related to psychology, law, diversity, and/or multiculturalism (i.e., research pertaining to psycholegal issues on race, gender, culture, sexual orientation, etc.) or 2) if the principal investigator is a member of an underrepresented group, including racial and ethnic minorities, first-generation college students, LGBT individuals, and physically disabled students. Consistent with the mission of the Minority Affairs Committee (MAC), these awards are intended to facilitate the research of individuals from groups that are underrepresented in AP-LS, as well as research about issues of potential interest and importance to such groups.

Award Amounts

Three mini-grants in the amount of \$1000.00 will be given, with an option to divide the third award into two \$500.00 mini-grants.

Eligibility for Awards

Students who are current student members of AP-LS may apply. Both graduate and undergraduate students are eligible, and students from underrepresented groups are strongly encouraged to apply. Underrepresented groups include but are not limited to racial and ethnic minorities, first-generation college students, LGBT individuals, and physically disabled students. The proposed research must primarily be the original work of the student applicant. In their proposal, students should describe any relationship between the proposed project and their advisors' research, as well as any other funding for the project (students' or advisors'). Applicants should request funding only for expenses not covered by their own or advisors' existing funding.

Applications

Applications will be awarded on a competitive basis and selected based on the quality of the proposed research, the impact of the project for promoting diversity and multiculturalism in psychology and law, and the ability for the project to be completed within one year of the project start date (January 1, 2010). All proposals will be reviewed by members of the Minority Affairs Committee. Award applications should contain the following:

1. A cover letter on letterhead which provides all contact information and specifies how the project is eligibility for this award.

2. A 5-page minimum and 10-page maximum (double-spaced; not including references) project description. Project descriptions should *not* include any identifying information. They need to contain the following information:
 - **Specific Aims:** A clear, concise statement of the research problem and the relevance of the project to the goals of the award. Applicants should describe the specific objectives to be accomplished during the award period.
 - **Background and Significance:** An overview of relevant empirical literature related to the project. Applicants should discuss the project's likely impact on the field of psychology and law broadly, as well as with respect to understanding and promoting diversity and/or multiculturalism. They also should address how receiving this award will benefit the research, including its potential to generate ongoing future research.
 - **Project Design:** A detailed description of the expected course of the project including detailed information related to methodology (e.g., participants, procedures, measures) and analytic strategy.
 - **Budget:** A detailed project budget with expected dollar amounts for expenses, and justification of those expenses.
 - **Curriculum Vitae** of applicant.
3. A letter of support from the applicant's research advisor discussing the applicant's ability to complete the project and his or her willing to supervise the research. If the applicant's proposal is related to the advisor's research, the letter should discuss how the project reflects the student's original work.

Applicant Responsibilities

Award recipients will need to maintain financial receipts for all project expenses. They also are required to submit a project summary to the MAC Chair within one month of the project completion date (January 31, 2011).

Submission Instructions and Deadline

Proposals for this award must be submitted electronically in either Microsoft Word or PDF format to Jenn Hunt, MAC Chair, by email, huntjs@buffalostate.edu. Please send the cover letter and project description as two separate attachments. Letters of support should be sent as separate attachments, either by the student or directly by the advisor. The deadline for submitting proposals is November 15, 2009.

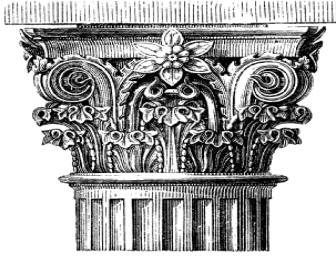
Award Announcements

Notification of awards will be made by December 15, 2009. Award recipients will be recognized at a MAC reception during the AP-LS conference in Vancouver.

Inquiries

Please direct all inquiries about the Diversity in Psychology and Law Research Award and/or specific projects to Jenn Hunt, MAC Chair, huntjs@buffalostate.edu.

Notes From The Student Chair



AP-LS Student Officers E-mail Addresses

Chair, Sarah Manchak
smanchak@uci.edu

Past Chair, Gianni Pirelli
GPirelli@gc.cuny.edu

Chair Elect, Ryan Montes
rmones@nova.edu

Secretary/Treasurer, Tess Neal
tmneal@crimson.ua.edu

Web Editor, Shannon Maney
webmaster@aplsstudentsection.com

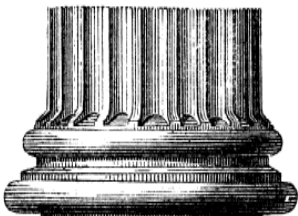
Member-at-Large/Liaisons (Clinical)
Kim Reeves
kreeves@sfu.ca
Holly Tabernik
het002@shsu.edu

Member-at-Large/Liaisons (Experimental)
Sarah Vidal
sjv6@georgetown.edu
Leah Skovran
lskovran@gmail.com

Member-at-Large/Liaison (Law)
Ryan Montes
juliejaneway.lv@gmail.com

AP-LS Student Homepage
www.aplsstudentsection.com

AP-LS Student E-mail
aplsstudents@gmail.com



Greetings Fellow Students,

I hope you are all well and have had a productive and enjoyable summer. It is with great pleasure that I write my first letter to you as the new Student Section Chair. I look forward to working with you and serving your interests in the coming year.

I'd like to take this opportunity to thank the 2008-2009 Student Section Officers (Ashley Hampton, Shannon Maney, Tess Neal, Julia McLawsen, Andre Kehn, Leah Skovran, & Ryan Montes), and in particular, Gianni Pirelli (outgoing chair), for their great ideas, amazing follow through, and hard work over the past year(s).

I am also pleased to introduce you to our new 2009-2010 Student Section Officers. Included in this year's cabinet are some Student Section veterans, who bring with them sound expertise and momentum, as well as some fresh faces, who are certain to offer innovative ideas and enthusiasm.

Ryan Montes, Chair-Elect: Having previously served as both a clinical and a law liaison, this marks Ryan's third year on the Student Section. Ryan is pursuing his Psy.D. in clinical psychology at Nova Southeastern University, where he studies expert testimony in capital trials, and treatment, ethics, and voluntariness of individuals in correctional settings. **Shannon Maney, Web Editor:** This year is Shannon's third year serving as the web editor. Shannon is working toward her Psy.D. in clinical psychology at the Massachusetts School of Professional Psychology. She also works with the University of Massachusetts Medical Center on research examining malingering, competency, criminal responsibility, and forensic assessment. **Tess Neal, Secretary/Treasurer:** Having served as Clinical Liaison last year, this is Tess' second year on the cabinet. Tess is in the clinical psychology-law doctoral program at the University of Alabama, where she studies jury decision-making, perceptions of witnesses, interpretation of mitigation evidence, and attitudes toward capital punishment. **Kim Reeves, Clinical Liaison:** Kim is one of the committee's new members. She comes to us from Simon Fraser University where she is pursuing her Ph.D. in clinical/forensic psychology and studying decision-making processes for risk assessments related to stalking and domestic violence. **Holly Tabernik, Clinical Liaison:** Holly is also a new member to the Student Section. Holly is in the Clinical Ph.D. program at Sam Houston State University, where she studies false memory, sexual assault, and malingering. **Leah Skovran, Experimental Liaison:** Leah returns to us for a second year as experimental liaison. Leah's training is out of the University of Nebraska-Lincoln's joint Ph.D./M.L.S program in Psychology and Law, where she researches emotion and jury decision making. **Sarah Vidal, Experimental Liaison:** Also new to the Student Section, Sarah is pursuing her joint M.P.P./Ph.D. in human development. Her research focus is on adolescent development and juvenile delinquency. **Julie Janeway, Law Liaison:** Last but not least, Julie is a new cabinet member, a licensed attorney, and is currently pursuing her Ph.D. at Northcentral University. Her specialization is in medical and legal issues related to lifestyle change medicine.

On behalf of the entire cabinet, we thank you for the opportunity to serve AP-LS students' interest for the 2009-2010 year. As we begin developing our goals and plans for this year, we encourage you to visit our website often (aplsstudentsection.com) and email us with any feedback, questions, or suggestions (aplsstudents@gmail.com). As always, stay tuned to your email and the website for any updates and news from the cabinet.

Sincerely,

Sarah Manchak
Student Section Chair & Doctoral Candidate
University of California, Irvine



Grant Writing Planner

National Science Foundation Law and Social Sciences Division

Submission deadlines:
January 15th and August 15th, yearly

For further information see
www.nsf.gov

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National Science Foundation Law and Social Sciences Division Dissertation Improvement Grants

Submission deadlines:
January 15th and August 15th, yearly

For further information see
www.nsf.gov

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American Psychological Association Various awards compiled by the APA are available for psychologists

Submission deadlines:
Various

For further information see
[www.apa.org/psychologists/
scholarships.html](http://www.apa.org/psychologists/scholarships.html)

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Society for the Psychological Study of Social Issues (SPSSI) Grants-in-Aid Maximum awards: Graduate Student: \$1000 PhD Members: \$2000

Submission deadlines:
May 15, 2009 & October 16, 2009

For further information see
www.spssi.org

American Psychological Association Student Travel Awards Travel awards for the 2009 Annual Convention Awards of up to \$300 Submission deadline: April 1, 2010

For further information see
www.apa.org/science/travinfo.html

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American Psychological Association FJ McGuigan Young Investigator Prize Awards of \$25,000 for early career psychophysiological research

Submission deadline:
March 1, 2010

For information see
www.apa.org/science/mcguigan.html

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Association for Psychological Science Travel Assistance Competition Travel awards for the APS Annual Convention Submission deadline: rolling

Student Research Award Awards and travel assistance for the APS Annual Convention for student first authors on submitted posters Submission deadline: Jan. 21, 2010

RiSE-UP Research Award Awards and travel assistance for the APS Annual Convention for student first authors on submitted posters with research on underrepresented groups Submission deadline: Jan. 21, 2010

Psi Chi/Albert Bandura Graduate Research Award Competition for best research in empirical psychology Submission deadline: Feb. 1, 2010

For further information see
[www.psychologicalscience.org/apssc/
awards](http://www.psychologicalscience.org/apssc/awards)

American Psychology-Law Society Grants-in-Aid Maximum award: \$750

Submission deadlines:
January 31st and September 30th,
yearly

For further information see
pages 41

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National Institute of Mental Health Various

Submission deadline: Various

For information on NIMH funding for
research on mental health see
www.nimh.gov

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American Psychological Association Student Awards

Various awards compiled by the APAGS are available for students

For further information see
[www.apa.org/apags/members/
schawrds.html](http://www.apa.org/apags/members/schawrds.html)

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American Psychological Association Early Career Awards 2010

Various awards compiled by the APA are available for ECPs Submission deadline: various

For further information see
[www.apa.org/science/early career/
funding.html](http://www.apa.org/science/early%20career/funding.html)

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Information regarding
available grants and awards can
be sent to Jennifer Groscup
(jennifer.groscup@scrippscollege.edu)

