

# American Psychology Law Society

## Fall 2014 News

Division 41, American Psychological Association

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## President's Column

Patricia Zapf, President

### What can Your Division Do for You?

It was a great pleasure for me, both personally and professionally, to become President of the American Psychology-Law Society this past August at APA in DC. I “took the reins” from our now Past-President, Dr. Jennifer Skeem, who has been an excellent mentor over this past year. Jen’s Presidential Address delivered the message of the importance of diversification and the broadening of our field to tackle bigger problems and to expand the impact that we can have as a field. If you weren’t able to attend Jen’s [Presidential Address, you can view it here](#).

I’m looking forward to expanding on Jen’s message at our March meeting in San Diego to speak about the importance of translating our research for various groups of consumers, including the general public. The work that we do, collectively as a Division as well as individually in our roles as scholars, researchers, and practitioners, generates important data. These data should then be translated into the most appropriate message for the various groups of information-consumers that we serve. This not only benefits the profession as a whole but also facilitates the consumption of high quality information regarding the work we do in our field by the public. I plan to speak more about the ways in which we can be successful at this dissemination and to share examples of this during my address in San Diego. Please join us at the [Westin in San Diego’s Gaslamp District for our Annual Meeting, March 19<sup>th</sup> - 21<sup>st</sup>, 2015](#).

On the issue of disseminating information about our work, I’d like to take this opportunity to recognize the excellent work of our Minority Affairs Committee (MAC). We are fortunate to have an active and progressive leadership on this committee: A special thank you to Dr. Diane Sivasubramanian and Dr. Antoinette Kavanaugh who, along with their committee, developed a series of videos to highlight the work of AP-LS members. These videos provide a basic introduction to the field of psychology and law, information about applying for graduate school in psychology and law, information about career opportunities, and examples of the real-world impact of our field. [Please check out these videos and share this link widely](#).

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The MAC videos provide an excellent example of providing important and relevant information about our field to members of the public as well as other interested information-consumers. To increase the frequency and efficiency with which we disseminate information about our Division and our field, I have made it my Presidential Initiative to develop a communications strategy for our Division. I have assembled a group of talented members to assist in executing this initiative and we will provide an initial report to the Division's Executive Committee in March. In addition, I will be calling on others throughout the year to assist in this initiative so if this is something that speaks to you, [please get in touch with me and let me know you want to get involved!](#)

One of the most important considerations in developing a communications strategy is to determine what it is that our members want and how we can best serve them.

*That is, what do **you** want from Division 41 and what can we do to improve **your experience** as a member of this Division?*

We are a community of approximately 3000 members, with up to 1000 members in attendance at our Annual Meeting on any given year. This means that we do not have the opportunity to interact with about two-thirds of our members and so we would like to hear from **all** members, those who attend our Annual Meeting and those who do not, about how we can improve your membership experience.

Please keep an eye on your inbox for our member survey, which is your opportunity to tell us how we can best serve you. The more information we can get from you about what you want, the easier it will be for us to provide it for you.

Thank you, in advance, for taking a minute to help improve the Division.

I look forward to seeing you in San Diego!

Patty



# Legal Update

Editor: Dennis P. Stolle, J.D., Ph.D.

## The Constitutionality of Legal Prohibitions of Sexual Conversion Therapy

**By Ruthann Robson, J.D., L.L.M.**

Professor of Law & University Distinguished Professor  
City University of New York (CUNY) School of Law

States have recently begun to regulate a specific type of therapy variously known as sexual conversion therapy, reparative therapy, or sexual orientation change efforts (“SOCE”) when such therapy is with minors under the age of 18. These therapies seek to “convert” a patient’s sexual orientation from homosexual to heterosexual (never the reverse). Their goal is to “cure” homosexuality. Yet when a state essentially prohibits such therapies by law, such laws are bound to be challenged in court.

Two states have already passed such statutes with many more states considering bills that would regulate SOCE. In 2012, California enacted SB 1172 which prohibits licensed therapists from performing SOCE. New Jersey passed a very similar law a short while later, NJ A3371. In their legislative findings sections, both laws refer to various indications of disapproval of SOCE by the American Psychological Association, the American Psychiatric Association, the American School Counselor Association, the American Academy of Pediatrics, the American Medical Association Council on Scientific Affairs, the National Association of Social Workers, the American Counseling Association Governing Council, the American Psychoanalytic Association, the American Academy of Child and Adolescent Psychiatry, and the Pan American Health Organization, a regional office of the World Health Organization.

Both the California and New Jersey laws declare that SOCE attempted on a minor by a mental health provider “shall be considered unprofessional conduct and shall subject a mental health provider to discipline by the licensing entity for that mental health provider.” The laws define SOCE as practices “that seek to change an individual’s sexual orientation.” They specifically include “efforts to change behaviors or gender expressions, or to eliminate or reduce sexual or romantic attractions or feelings toward individuals of the same sex.” They specifically exclude psychotherapies that “provide acceptance, support, and understanding of clients or the facilitation of clients’ coping, social support, and identity exploration and development, including sexual orientation-neutral interventions to prevent or address unlawful conduct or unsafe sexual practices” assuming such therapies “do not seek to change sexual orientation.”

The constitutionality of both laws have been challenged in the federal courts by individual counselors and NARTH, the National Association for Research and Therapy of Homosexuality, an organization founded in 1992 based on a disapproval of homosexuality and a belief that it is a psychological trait that can and should be changed. Interestingly, many psychological groups filed amicus briefs supporting the constitutionality of the statutes, focusing on their findings regarding the harm of SOCE.

The major challenge to the statutes is a First Amendment one, arguing that anti-SOCE statutes regulate speech based on its viewpoint and its content. Under settled First Amendment doctrine, courts evaluate government regulations of speech that discriminate on viewpoint and content with the strictest of scrutiny. Government regulations subjected to strict scrutiny rarely survive a constitutional challenge: the standard demands that the government have a compelling governmental interest and that the regulation is narrowly tailored to accomplish its goals. The underlying notion is that in a democracy there should be open and robust expression – a concept sometimes known as the “marketplace of ideas” – and the government should not prohibit certain ideas from being expressed. There are well-established exceptions (for example, obscenity) and some content-based government regulations can survive strict scrutiny (for example, when national security as a compelling government interest). The legislative drafters of the California and New Jersey statutes seemingly anticipated the First Amendment challenge; the statutes include in their findings that the state “has a compelling interest in protecting the physical and psychological well-being of minors, including lesbian, gay, bisexual, and transgender youth, and in protecting its minors against exposure to serious harms caused by sexual orientation change efforts.” Moreover, the means chosen to achieve this goal is seemingly narrow. Importantly, the statutes are not criminal, but definitional (“unprofessional conduct”) with a referral to the appropriate licensing entity.

But this First Amendment analysis assumes that SOCE, at least as part of “talk therapy” or psychoanalysis, is accurately categorized as “speech.” At first blush, this seems obvious: talk therapy is talking and talking is speech. But therapy is less an “exchange of ideas” than a “practice” or a “treatment.” Moreover, constitutional law has long been clear that not all talk qualifies as protected “speech,” otherwise there would be First Amendment protections for many criminal conspiracies and confessions, as well as First Amendment protection for physicians or lawyers who give negligent advice to their patients or clients. Thus, there is an argument that the California and New Jersey statutes regulating SOCE should not be analyzed under the First Amendment at all.

Upholding the constitutionality of the California statute, the Ninth Circuit in *Pickup v. Brown* (2014), concluded that the statute regulated conduct, even though there was an incidental effect on speech. As the court stated, the statute “regulates only treatment, while leaving mental health providers free to discuss and recommend, or recommend against, SOCE.” Thus, a licensed mental health provider could tell a patient to consult a non-licensed provider, such as a minister, for sexual conversion therapy, but could not “do” such therapy. But to hold otherwise, the court reasoned would mean that “talk therapy” would be entitled to “special First Amendment protection” and make it “virtually immune from regulation” (p. 1231).

But this did not mean that the statute was itself immune from all First Amendment evaluation. Instead, the court determined that the statute was subject to a mere minimal scrutiny: the legislature need only have a legitimate interest and the regulation need only be rationally related to that interest. The Ninth Circuit panel easily found that the statute satisfied this low standard. Certainly the state has a legitimate interest in protecting minors. Moreover, the state could rationally rely upon the “overwhelming consensus” against SOCE by the various professional groups, including the American Psychological Association, detailed in the statute’s legislative findings. That there is some disagreement about SOCE – as the very existence of the lawsuit and the NARTH organization demonstrates – was insufficient to defeat the court’s finding of the state’s rationality.

The Third Circuit disagreed that this low standard was the appropriate one to evaluate New Jersey's statute, but nevertheless upheld its constitutionality in its September 11, 2014 decision in *King v. Christie, Governor of New Jersey*. The Third Circuit rejected the possibility of any meaningful distinction between the categories of "conduct" and "speech" in the (talk) therapy context. Instead, the unanimous three judge appellate panel of the Third Circuit crafted a notion of "professional speech" as speech that occurs pursuant to the practice of a licensed profession. But the distinction between professional speech and non-professional speech may be as troublesome as the one between conduct and speech. The Third Circuit notes that professionals who practice SOCE could certainly advocate for it and can "express this viewpoint, in the form of their personal opinion, to anyone they please, including their minor clients." When this expression of viewpoint becomes a professional "practice" might be unclear.

The Third Circuit opinion is careful not to state that professional speech is commercial speech, but does contend that the two are similar and that professional speech should be analyzed under the same standard as commercial speech. Thus, rather than the low rational-basis standard as in the Ninth Circuit, the Third Circuit applied an intermediate standard, requiring that the statute "directly advances" the government's interest in protecting clients from ineffective and/or harmful professional services, and is "not more extensive than necessary to serve that interest." The court easily found that the statute met that standard, relying in part on the legislature's consideration of position statements and articles from the American Academy of Pediatrics, the American Psychoanalytic Association, and the American Academy of Child and Adolescent Psychiatry warning of the health risks posed by SOCE counseling.

Thus, the constitutionality of statutes prohibiting SOCE is the status quo. There was an attempt to have the Ninth Circuit opinion in *Pickup v. Brown*, upholding the California anti-SOCE statute, reheard by the full Ninth Circuit as en banc, rather than the three judges of the panel, but that attempt was unsuccessful. However, some judges not on the original panel dissented from the decision to decline an en banc review, and that dissenting opinion was favorably discussed by the Third Circuit when it diverged from the conclusion that SOCE was "conduct" and not speech. There was also an attempt to have the United States Supreme Court review Ninth Circuit case, but the Court denied the petition for writ of certiorari on June 30, 2014. There will most likely be a petition for writ of certiorari seeking review of the Third Circuit case, perhaps arguing that the novelty of the "professional speech" category deserves the Court's attention.

The constitutionality of the California and New Jersey statutes paves the way for other states to similarly prohibit licensed mental health providers from engaging in the practice, at least with regard to minors. But in addition to the First Amendment arguments, there are arguments based on the interference with parental constitutional rights. The California, but not New Jersey, case included parents as plaintiffs who argued that the statute infringed on their well-established substantive due process rights of "care, custody, and control" over their children; it's the same right that allows parents to make most medical decisions for their minor children. Most, but not all. The Ninth Circuit noted that even adults do not have a constitutional right to obtain a particular treatment, obtain a particular treatment from a particular provider, or obtain a particular medication. The government routinely regulates treatments, licenses professionals, and approves drugs. It would be "odd," the court stated, "if parents had a substantive due process right to choose specific treatments for their children—treatments that reasonably have been deemed harmful by the state—but not for themselves."

Moreover, the strategy to regulate the professions and the notion of “professional speech” leaves unlicensed providers free to practice SOCE, at least as far as the anti-SOCE statutes are concerned. But as has been long advocated, there are other legal actions, including tort actions, that could be brought against such providers by the minors they treated once the minors become adults (Gans, 1999). Even in a state without an anti-SOCE statute, it could be a very risky business to practice SOCE, whether one is licensed or not.

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*King v. Christie*, No. 13-4429, slip op. (3rd Cir. 2014), available at <http://www2.ca3.uscourts.gov/opinarch/134429p.pdf>. NJ A3371, codified at N.J. Stat. Ann. § 45:1-54 – 55 (West 2014)

*Pickup v. Brown*, 740 F.3d 1208 (9th Cir. 2014) (as amended), rehearing en banc denied, 740 F.3d 1208; cert. denied, \_\_\_ U.S. \_\_\_, 134 S. Ct. 2881 (2014).



# Expert Opinion

Editor: Christina M. Finello, JD, Ph.D.

## Good Habits Start Early: Identifying and Managing Potential Bias in Forensic Evaluations as an Early Career Forensic Psychologist

**Marc A. Martinez, Ph.D., ABPP**  
**Clinical and Forensic Psychology Services, PLLC,**  
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The American Psychology Association's ethical standards (American Psychological Association, 2010) and specialty guidelines for forensic psychology (American Psychological Association, 2013) note the importance of maintaining objectivity in the practice of forensic psychology. Bias, however, challenges a professional's ability to adhere to these standards and guidelines, often beyond awareness. The influence of bias has been shown to affect professionals regardless of years of experience (Grove, Zald, Lebow, Snitz, & Nelson, 2000; Sladeczek, Dumont, Martel, & Karagiannakis, 2006). Early career forensic psychologists (i.e., those within 7 years of receiving their doctoral degree), however, have the advantage of forming valuable habits from the outset that will enable them to identify and manage bias effectively throughout their career (Green & Hawley, 2009; Smith et al., 2012).

At each stage of an evaluation, forensic psychologists must navigate a complex process of seeking relevant information while maintaining an objective outlook and remaining mindful of potential bias that may undermine or limit their efforts. The influence of bias on the opinions of mental health care and other professionals has been well-documented (Borum, Otto, & Golding, 1993; Croskerry, 2002; Dawes, 1994; Faust, 2012; Hilton, Harris, & Rice, 2006). Authors examining the role of bias agree that awareness is a crucial first step toward mitigating its potential influence. Unfortunately, research has shown that awareness of bias alone has little or no corrective effect (Larrick, 2004; Nickerson, 2004). For this reason, it is imperative that forensic psychologists move beyond mere awareness and become committed to corrective measures on a routine basis. A selection of some of the most commonly cited biases identified in forensic psychological literature is provided in Table 1.

Table 1.

Anchoring or primacy bias	Information received at the outset of a case may lead to initial ideas and formulations that are difficult to abandon.
Confirmatory bias	Focusing on evidence that supports rather than disconfirms a hypothesis.
Underutilization of base rates	Failing to consider base rates when making judgments and predictions may result in overprediction or underprediction of the outcome of interest.

Inaccuracy from overreliance on memory	An overreliance on memory in forensic evaluations has the likelihood to result in a decrease in accurate information recall and increase in judgment bias.
Diagnosis momentum	Assigning a particular diagnosis without adequate evidence, which gathers momentum over time to the point that it may appear accurate.
Allegiance effect	Formation of opinions in favor of the retaining party rather than on an objective assessment of available evidence.
Fundamental attribution error	Attributing more weight to dispositional qualities rather than situational circumstances when considering the reasons for someone's behavior.
Overconfidence	Overconfidence may lead to insufficient data collection and synthesizing of information prematurely.

Because awareness alone does little to avoid bias, several general strategies have been suggested in practice literature to prevent or mitigate the effect of bias (e.g., Borum, Otto, & Golding, 1993; Croskerry, 2002; Grove, Zald, Lebow, Snitz, & Nelson, 2000; Hilton, Harris, & Rice, 2006; Rogers & Shuman, 2000). Examples of corrective measures for the sources of bias listed in Table 1 are provided below in Table 2.

Table 2.

Anchoring or primacy bias	<ul style="list-style-type: none"> <li>• Ask the retaining attorney or referral source to provide not only facts that support their position, but also the facts that the opposing side will likely argue.</li> <li>• Utilize systematic data gathering (e.g., structured interviews).</li> <li>• Avoid lengthy pre-evaluation interviews with attorneys.</li> <li>• Engage in rigorous consideration of alternative hypotheses.</li> </ul>
Confirmatory bias	<ul style="list-style-type: none"> <li>• Generate a list of possible hypotheses near the outset of a case relevant to the legal question that are competing and seek out confirming and disconfirming evidence.</li> <li>• Modify initial impressions based on disconfirming information.</li> </ul>
Underutilization of base rates	<ul style="list-style-type: none"> <li>• Seek out reliable estimates of conditions or outcomes relevant in a particular case.</li> <li>• Absent specific base rate information, consider base rates of similar conditions or outcomes in other similar populations.</li> <li>• Appreciate that infrequently occurring conditions or outcomes are by their very nature difficult to predict but often the issues that forensic psychologist are called to address.</li> </ul>
Inaccuracy from overreliance on memory	<ul style="list-style-type: none"> <li>• Record information immediately throughout evaluation process or as soon as possible.</li> <li>• Consider utilizing video or audiotaping in addition to note taking.</li> <li>• Utilize an organization system for documenting available information (e.g., process for indexing large amounts of records for later referencing).</li> </ul>
Diagnosis momentum	<ul style="list-style-type: none"> <li>• Avoid accepting a previous diagnosis as accurate without independently considering confirming and disconfirming evidence.</li> <li>• Withhold assigning a diagnosis in the event there is insufficient information.</li> <li>• Consider listing a previous diagnosis but indicate lack of information to support presently.</li> </ul>



Allegiance effect	<ul style="list-style-type: none"> <li>• Form a list of potential hypotheses early in the evaluation process.</li> <li>• Diversifying a forensic practice may reduce pressure to satisfy the referral source due to interest in future referrals.</li> <li>• Strive to utilize objective and systematic methods for evaluation and forming conclusions.</li> <li>• Clearly state at the outset of a professional relationship that conclusions are based on the data available and may not support the retaining party's position.</li> </ul>
Fundamental attribution error	<ul style="list-style-type: none"> <li>• While considering hypotheses, confirming and disconfirming evidence should also include situational variables that may explain a particular condition or outcome.</li> </ul>
Overconfidence	<ul style="list-style-type: none"> <li>• Identify competing hypotheses and consider evidence that supports and disconfirms each.</li> <li>• Consider the differences in validity of the information being considered and its relationship to a valid opinion or prediction.</li> <li>• If systematic feedback is available after forming conclusions, it may assist in forming knowledge of predictive validity.</li> <li>• Acknowledge areas of limitation.</li> </ul>

Given the serious consequences that are often at stake in forensic psychological evaluations, evaluators must vigilantly protect their objectivity and strive to adhere to ethical standards and practice guidelines. Regardless of a forensic psychologist's career stage, all are susceptible to the influence of bias. Because of their recent transition into practice, early career forensic psychologists are in an excellent position to implement skills necessary to identify and manage potential sources of bias at the outset. Use of tools to combat bias, like those identified above, will benefit forensic psychologists throughout their career.

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# Actual Innocence Research

Robert J. Norris and

Allison D. Redlich,

Column Co-editors

University at Albany, SUNY

**We strongly encourage others (particularly students) to be guest editors. If you would like to be a guest editor (or have questions), please email Allison at [aredlich@albany.edu](mailto:aredlich@albany.edu).**

One of the most consistent points made about wrongful convictions is that juveniles are at greater risk than adults. Where this trend is most clear is in the subset of wrongful convictions in which a false confession is present. For example, in their seminal study of 125 proven false confessors, Drizin and Leo (2004) report that more than one-third were younger than age 18. Our guest author this month discusses the case of Lacreasha Murray who falsely confessed to killing a young child when she was only 11 years old. Despite her young age, Lacreasha was tried (and wrongly convicted) in adult criminal court. This column focuses on the possible problems and effects of transferring juveniles to criminal court when innocent.

Our guest author this month is Shari Kim. Shari has just completed her postdoctoral fellowship at TrueNorth Wellness Services in York, PA. She received her Bachelor of Arts in Psychology from Goucher College, her Masters of Science in Developmental Psychology from The Johns Hopkins University, and her Doctor of Philosophy in Clinical Psychology (with a concentration in Forensic Psychology) from Fielding Graduate University. Her primary research and clinical interests are addictions and juvenile justice, and her dissertation explored factors affecting violent recidivism in youth.

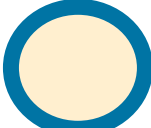
## **Parens Patriae? Automatic Waiver to Criminal Court and Its Toll on Youth and Society**

Shari R. Kim, Ph.D.

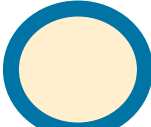
The juvenile justice system was designed to function under the doctrine of parens patriae, a doctrine adopted from English Common Law, which provides the legal system the authority to act on behalf of those unable to do so for themselves. In practice, it is meant to treat children charged with crimes as the “children” of The Court. The Court is to act as the benevolent parent, acting in the best interest of the child without being overly harsh or overly lenient; children in the justice system are meant to be rehabilitated and not punished. Over the years, juvenile justice has gone through waves of harsher and more lenient methods of managing youthful offenders. The most serious penalty currently available in the United States for youthful offenders is transfer to criminal court, which is also known as waiver or certification.



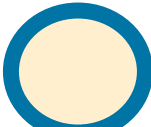
## Case Overview



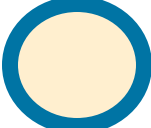
Lacresha Murray was eleven when she was sentenced to 25 years for murder. In 1996 in Austin, Texas, she was accused of killing 2-year-old Jayla Benton, a child who attended the home daycare run by Lacresha's family.



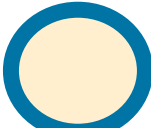
Jayla had appeared sick all day, and when Lacresha became concerned that something was very wrong, she brought Jayla to her grandfather. After looking at Jayla, Lacresha's grandfather decided it was time to take her to the hospital. Jayla died in the hospital, and Lacresha was brought in for questioning.



Lacresha was questioned for nearly three hours, without the presence of her parents or an attorney. She signed a confession presented to her by the police, with the assurance that she would be able to go back home. Lacresha, suffering from a learning disability, did not understand what she had signed or even the meaning of the word "homicide." She was sent home around midnight, but was later taken into custody on murder charges.



After three years in prison, Lacresha was exonerated. It was discovered that the Medical Examiner had not weighed Jayla's body or investigated the many bruises and abrasions that covered her. Testifying for the defense, a former Dallas County Medical Examiner stated that Jayla had died during CPR, when the thin child's already broken rib ruptured her liver. The former Medical Examiner further noted that Jayla was malnourished and covered in healing and partially healed injuries, and that her death was the cause of long-term abuse and not the single blow from Lacresha alleged by the prosecution.



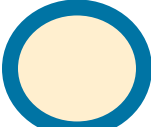
After Lacresha's exoneration, she was welcomed back into her community. After spending the first three years of her adolescence in prison, though, she did not quite know how to live in the community. She has struggled to find a place outside of the criminal justice system where she feels she fits, and has had a number of convictions as an adult. Being a child in an adult prison molded her, and we will never know who she might have been without that experience (Center on Wrongful Conviction of Youth, n.d.; Herbert, 1998; Hufnagel, E., 2010).



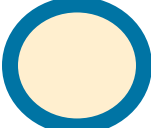
## Problems with Waiver



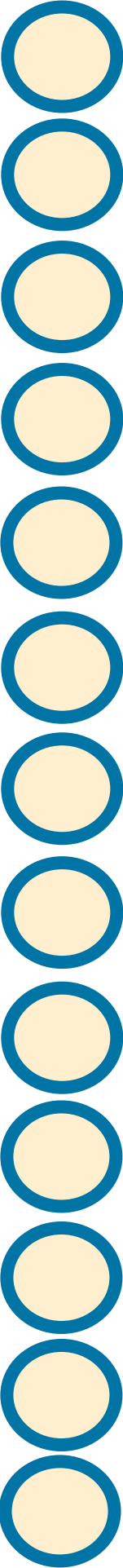
### *The Innocence Problem*



There is amassing evidence that youth are more likely to be convicted of crimes they did not commit than their adult counterparts. This problem is especially disturbing in cases of automatic waiver, because youth who may not even be guilty are sent automatically to the criminal system. During that period of time, youth waived by statute (meaning they are waived automatically because of the nature of the alleged offense) may be waiting in adult prisons for court hearings. This waiting period might be quite long. The median wait time in Pennsylvania in 2012, for example, was 88 days (Juvenile Court Judges Commission, 2013).



Children and adolescents are more likely to struggle with competence issues, such as not understanding their basic rights (including Miranda rights), not knowing how to assist their attorneys, and being more susceptible to psychologically oriented interrogation practices (Drizin & Luloff, 2007; Gould, Carrano, Leo, & Hail-Jares, 2014; Streib, 2010; Tepfer, Nirider, Tricarico, 2010). Famously, there has been a case in which youth were intentionally wrongfully convicted, so the judge could receive kickbacks from the detention facility to which youths were sent (Streib, 2010).



In the Lacresha Murray case, we see an example of a child who simply wanted to go home and thought confessing falsely would help that to happen. In one comparison of adult and youth exonerees, youth were nearly twice as likely to confess falsely, with the rate of false confessions increasing as the youth's age decreased (Tepfer et al., 2010).

### *The Effectiveness Problem*

One main justification for waivers is as a deterrent. Prevent recidivism is predicated on the idea that it will deter those who have had contact with the system (based on the idea that they will want to not return) and also deter others (for fear of being placed in the adult system) (Centers for Disease Control and Prevention, 2007). The research, however, provides a different picture. In a Florida study of 315 pairs of juvenile offenders, matched for seriousness of offense, those waived to criminal court were more likely to recidivate upon their release (49.3% versus 35.4% of those retained in the juvenile system). There was also evidence that those housed in the adult system were more likely to have behavior problems in the facility, such as running away (Lanza-Kanduce, Frazier, & Lane, 2002). Other studies have revealed similar findings, with those waived to criminal court being 26-77% more likely to engage in violent recidivism. That likelihood was even higher for those serving longer sentences. Waived juveniles were also more likely to engage in nonviolent recidivism (CDC, 2007). Redding (2010) notes that waiver can only be a deterrent to crime in general if youth are aware that it is possible. He further notes that the evidence of its being a deterrent for recidivism is inconsistent, with violent recidivism common among waiver cases. Although not all youth might benefit from treatment in the juvenile system, it is clear that invoking the waiver option should be based on risk of future violence, community safety, and individual safety, rather than solely on the offense alleged to have been committed (CDC, 2007; Fuentez, 2010). Automatic waiver is especially concerning, considering the youth involved may not even be guilty of the offense. We then see a case like Lacresha Murray's, where an innocent youth was transformed into an actual offender. Although we can never be sure that Lacresha's waiver and wrongful conviction was the direct cause, the research on the effects of waivers is telling.

### **Suggestions for Future Research**

The research on juveniles and wrongful convictions is surprisingly scant. Some useful future research questions would be:

- Is there a difference in the likelihood of a youth being wrongly convicted in juvenile court versus criminal court?
- Is there a significant difference in the way youth and adults are treated in the criminal court system when guilty and when innocent?
- What factors increase the likelihood of innocent youth being wrongfully convicted in the criminal system or youth in the courts in general?

### **Conclusion**

Waiver is flawed, but necessary in some cases. One major problem is that automatic waiver does not allow for the consideration of individual differences among youth before penalties are imposed. Indeed, youth often do not see a judge before being sent to prison and, in the case of Lacresha Murray and others like her, the youth may not even be guilty. Although waiver standards vary from state to state, the overall methods for waiving a juvenile case to criminal court are the same. Therefore, the psycho-legal question remains the same – is the youth amenable to treatment, not a threat to public safety, and not a threat to the safety of other youth in the juvenile justice system? When the juvenile is innocent, the answers to these questions are most likely 'no.'

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## In Memoriam, Amiram Elwork, Ph.D.



I am deeply saddened to report the passing of Amiram Elwork, Ph.D. on August 11, 2014, at the age of 65. Born in Israel and having lived his early childhood in Brazil, he came with his parents and two brothers to live in Philadelphia at the age of 10. Over the course of his life Ami became a renowned psychologist, focusing in particular on the psychological ramifications of the law and legal practice. At the time of his death he was a member of the faculty at Widener University where he served as the Director of the Law-Psychology Graduate Program, Professor of the Institute for Graduate Clinical Psychology, and Adjunct Professor at the School of Law. Ami earned his doctorate in the Experimental Psychology Graduate Program, majoring in psycho-legal issues, at the University of Nebraska-Lincoln in 1977 and re-specialized in clinical psychology from 1977-80. He was President of the Vorkell Group, providing a myriad of organizational consulting services and seminars to major legal and healthcare organizations across the nation. He literally wrote the book on Stress Management for Lawyers (it was in its third edition), and he both spoke across the country on this issue and worked closely with law firms and other legal professional associations about how to work at individual, organizational and institutional levels to remedy this peril of the profession. Ami's most recent book, *Feel, Think, Prosper: Becoming Emotionally Intelligent and Better at Everything*, reflects his personal theoretical understanding of emotional intelligence and how that could be translated into everyday life practices for professionals and lay people alike. Throughout his career, Ami was an outstanding scholar, as evidenced by his large body of published academic work and editorial contributions, and an active clinician serving the public and those affiliated with the legal and healthcare professions.

Amiram Elwork is survived by his wife, Andrea Block Elwork; his two daughters, Rachael Elwork Wells and Rebecca Greer Elwork; his son-in-law, Richard M. Wells; and his two grandchildren, Jackson Melville Wells and Kira Alicia Wells. Ami was a loving and devoted husband, father, "Pop-pie," and an incredibly loyal friend. So many of us who knew him personally came to count on his love, wisdom, strength and support throughout our lives. Ami stood for excellence, integrity and decency in everything that he did and in every nook and cranny of his life. He will be sorely missed by his family, friends, colleagues, students and clients.

Terry Gutkin, Ph.D.  
Professor, Department of Counseling  
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# APLS Research Briefs

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## COMMUNITY, CORRECTIONAL, & FORENSIC TREATMENT

Baglivio, M. T., Jackowski, K., Greenwald, M. A., & Wolff, K. T. (2014). **Comparison of Multisystemic Therapy and Functional Family Therapy effectiveness: A multiyear statewide propensity score matching analysis of juvenile offenders.** *Criminal Justice and Behavior, 41(9)*, 1033-1056.

Authors assessed the ability of Multisystemic Therapy and Functional Family Therapy to decrease offenses, probation violations, and 12-month recidivism using propensity score matching and controlling for delinquent peer associations, substance use, adherence to parental rules, strong correlates of outcome measures, and demographics. Results suggest the two modalities to be largely similarly in terms of effectiveness. However, female youth and low risk youth tend to have lower recidivism and fewer offenses/probation violations, respectively when receiving Functional Family Therapy in comparison to Mutlisystemic Therapy.

Crisanti, A. S., Case, B. F., Isakson, B. L., & Steadman, H. J. (2014). **Understanding study attrition in the evaluation of jail diversion programs for persons with serious mental illness or co-occurring substance use disorders.** *Criminal Justice and Behavior, 41(6)*, 772-790.

Authors examined characteristics associated with attrition in jail diversion programs. At baseline, approximately 1,300 individuals were included. Attrition rates of 33% and 52% were observed at 6-month and 12-month follow-up, respectively. Overall, attrition was associated with the male gender, part-time or full-time employment, drug offenses, jail days, baseline interview location, community supervision, and community geography. Results are discussed in the context of research sampling strategies.

Donohue, B., Azrin, N. H., Bradshaw, K., Van Hasselt, V. B., Cross, C. L., Urgelles, J....& Allen, D. N. (2014). **A controlled evaluation of family behavior therapy in concurrent child neglect and drug abuse.** *Journal of Consulting and Clinical Psychology, 82(4)*, 706-720.

Evaluated treatment effects in 72 mothers evidencing drug abuse or dependence and child neglect randomly assigned to family behavior therapy (FBT) or treatment as usual. Mothers referred for neglect not due to children being exposed to illicit drugs demonstrated better outcomes in maltreatment potential from baseline to 6- and 10-month follow-up in FBT compared with TAU and FBT mothers referred due to child drug exposure.

Dopp, A. R., Borduin, C. M., Wagner, D. V., & Sawyer, A. M. (2014). **The economic impact of multisystemic therapy through midlife: A cost-benefit analysis with serious juvenile offenders and their siblings.** *Journal of Consulting and Clinical Psychology, 82(4)*, 694-705.

Evaluated benefits of multisystemic therapy for 176 serious juvenile offenders and 129 closest-in-age siblings at 25-year follow-up as compared with individual therapy. Reductions in criminality in MST compared with IT conditions were associated with benefits to taxpayers and (measured as criminal justice system expenses) and crime victims (measured as tangible and intangible) estimated at \$35,582 per juvenile offender and \$7,798 per sibling. Overall, every dollar spent on MST recovered \$5.04 in taxpayer and crime victim savings over 25 years.

Gendreau, P., Listwan, S. J., Kuhns, J. B., & Exum, M. L. (2014). **Making prisoners accountable: Are contingency management programs the answer?** *Criminal Justice and Behavior, 41(9)*, 1079-1102.

Authors undertook a meta-analysis and narrative review to examine the utility of contingency management to improve inmates' performance and to generate a list of program principles necessary for managing contingency management programs effectively. Results suggest contingency management to be helpful in a wide variety of behaviors in prison settings. Results are discussed in the context of guiding principles for such programs.

Heide, K. M., & Sellers, B. G. (2014). **Girls arrested for murder: An empirical analysis of 32 years of U.S. data by offender age groups.** *Behavioral Sciences & The Law, 32(4)*, 467-482. DOI:10.1002/bsl.2130

The study compared older (ages 13-17) and younger (ages 6-12) females arrested for murder in the U.S. from 1967 to 2007. The results indicated there were six variables that were significantly different between older and younger females: victim age, victim gender, victim offender relationship, murder weapon, offender count, and homicide circumstance. Compared to older females, younger girls were more likely to kill children 12 years old or younger and were more likely to be involved in conflict-related murders.

Hiday, V. A., Ray, B., & Wales, H. W. (2014). **Predictors of mental health court graduation.** *Psychology, Public Policy, and Law, 20(2)*, 191-199.

The study examines mental health court outcomes by examining data of over 400 participants. Results suggest noncompliant participant behaviors had the strongest influence on outcomes; such behaviors were shown to be associated with higher odds of failure to graduate and reduced effects of completion on risk factors. However, a significant proportion of participants overcame risk factors of their past and changed their behavior with the aid of the mental health court. Implications for mental health court operations are discussed.

Kerr, D. C. R., DeGarmo, D. S., Leve, L. D., & Chamberlain, P. (2014). **Juvenile justice girls' depressive symptoms and suicidal ideation 9 years after multidimensional treatment foster care.** *Journal of Consulting and Clinical Psychology, 82(4)*, 684-693.

Examined Multidimensional Treatment Foster Care (MTFC) effects on long-term trajectories of suicidal ideation and depressive symptoms in 2 sequential cohorts of 166 girls with recent criminal referrals mandated to out-of-home care. Participants received MTFC or group care treatment as usual, and the second cohort received additional modules targeting substance use and risky sexual behavior. Participants assigned to MTFC showed significantly greater decreases in depressive symptoms across long-term follow up than GC. Decreased suicidal ideation rates were slightly stronger in MTFC than GC.

Lynch., S. M., DeHart, D. D., Belknap, J. E., Green, B. L., Dass-Brailsford, P., Johnson, K. A., & Whalley, E. (2014). **A multisite study of the prevalence of serious mental illness, PTSD, and substance use disorders of women in jail.** *Psychiatric Services*, *65*(5), 670-674.

Examined prevalence of severe mental illness, level of impairment, and comorbidity with PTSD in 491 incarcerated women from jails in Colorado, Idaho, South Carolina, and Washington, D. C. using structured interviews. Forty-three percent of participants met lifetime criteria for serious mental illness with 32% meeting 12-month criteria, and 45% endorsed severe functional impairment. Fifty-three percent met lifetime PTSD criteria. Twenty-nine percent met criteria for comorbid SMI and PTSD, 38% for SMI and substance use disorder, and 26% for all three in their lifetime.

Menting, A. T. A., Orobio de Castro, B., Wijngaards-de Meig, L. D. N. V., & Matthys, W. (2014). **A trial of parent training for mothers being released from incarceration and their children.** *Journal of Clinical Child and Adolescent Psychology*, *43*(3), 381-396.

Evaluated effectiveness of Incredible Years parent training for formerly incarcerated mothers to prevent disruptive behavior problems in 2- to 10-year-old children in 133 children and mothers. Intervention yielded significant effects on parenting and child behavior for maternal report, and marginally significant effects on child behavior for teacher report.

Morgan, R. D., Koner, D. G., Mills, J. F., Bauer, R. L., & Serna, C. (2014). **Treating justice involved persons with mental illness: Preliminary evaluation of a comprehensive treatment program.** *Criminal Justice and Behavior*, *41*(7), 902-916.

The article presents results of a preliminary evaluation of a comprehensive treatment program for mentally ill persons who are criminal justice involved. Of the 47 incarcerated male individuals who began the treatment, 66% completed the program. Change was assessed using pre-post significance testing, magnitude of effect sizes, clinical cutoffs, and reliable change indices. Results suggest strong therapeutic alliance, high treatment satisfaction, symptom reduction, and reduced criminal thinking.

Pardini, J., Scogin, F., Schriver, J., Domino, M., Wilson, D., & LaRocca, M. (2014). **Efficacy and process of cognitive bibliotherapy for the treatment of depression in jail and prison inmates.** *Psychological Services*, *11*(2), 141-152.

Investigated effects of cognitive bibliotherapy for depressive symptoms in jail and prison inmates randomly assigned to either a 4-week bibliotherapy treatment group or delayed-treatment control group. Jail participants showed greater improvement in Beck Depression Inventory and Dysfunctional Attitudes Scale. Prison participants showed greater improvement in HRSD rating scale and Beck Depression Inventory. Approximately half of treated participants demonstrated clinically significant change including maintenance of treatment gains in follow-up analyses. For prison participants, significant changes were also observed on a greater measure of psychological distress.

Richmonda, K. (2014). **Why work while incarcerated? Inmate perceptions on prison industries employment.** *Journal of Offender Rehabilitation*, *53*(4), 231-252. doi:10.1080/10509674.2014.902005

Limited research has assessed how the vocational training and professional work experience offered to inmates translates to post-release employment and recidivism outcomes. This study interviews inmates from four Pennsylvania correctional industries programs and explores their perceptions of the program, its impact on their behavior, and whether the training and skills are transferable. Strengths and weaknesses of prison industries, including the need for gender-specific correctional work programs, are highlighted.

Robertson, A. G., Swanson, J. W., Frisman, L. K., Lin, H., & Swartz, M. S. (2014). **Patterns of justice involvement among adults with schizophrenia and bipolar disorder: Key risk factors.** *Psychiatric Services, 65*(7).

Explored interaction between gender, substance use disorder, and psychiatric diagnosis using administrative service records of 25,133 adults with schizophrenia or bipolar disorder in Connecticut's public behavioral health system from 2005-2007. Men with comorbid bipolar disorder and substance use disorder had highest risk of offending in every category of justice involvement. Bipolar disorder was associated with increased risk of offending versus schizophrenia across gender, but the increase was significantly greater for women. Substance use disorder increased risk of offending more among women than men, and especially among those with schizophrenia.

Rosea, S., Lebel, T., Begunb, A., & Fuhrmann, D. (2014). **Looking out from the inside: Incarcerated women's perceived barriers to treatment of substance use.** *Journal of Offender Rehabilitation, 53*(4), 300-316. doi:10.1080/10509674.2014.902006

Using the Allen Barriers to Treatment Instrument (ABTI), 299 women incarcerated in a local jail were asked about the barriers they believed they would face in seeking treatment after their release. The top reported barriers were the inability to pay for treatment, the lack of health insurance, and long waiting lists for publicly funded care. An exploratory factor analysis was used to categorize the ABTI barriers into seven distinct factors.

Scott, S., Briskman, J., & O'Connor, T. G. (2014). **Early prevention of antisocial personality: Long-term follow-up of two randomized controlled trials comparing indicated and selective approaches.** *American Journal of Psychiatry, 171*(6).

Conducted follow-up studies of randomized trials of group parent training including 120 clinic-referred 3- to 7-year-olds with severe antisocial behavior for which treatment was indicated, and 109 high-risk 4- to 6-year-olds with elevated antisocial behavior who were selectively screened from the community. In the indicated sample, antisocial behavior and character traits were improved in early intervention group at long-term follow-up compared with control, and parental expressed emotion was warmer with closer supervision. However, direct observation of parenting showed no differences and teacher- and self-rated antisocial behavior was unchanged. In the selective high-risk sample, early intervention was not associated with improved long-term outcomes.

Sinclair, T., Beckman, D., Cobb, M., Young, S., Baichoo, S., & Keough, L. (2014). **Obesity rates and psychotropic medication use: Differences between a juvenile detained and committed populations in an urban setting.** *Journal of Forensic Psychology Practice, 14*(3), 213-220.

Investigation of differences in body mass index (BMI) across adolescent groups taking different classes of psychotropic medications in juvenile correctional settings. Results indicate significant differences in BMI for committed adolescents versus detained youth. Juveniles taking antipsychotic medications are at increased risk for elevated BMI. There is no relationship to psychotropic medication classes and BMI. Clinical implications are discussed, with specific emphasis on populations who may be at increased risk for obesity.

Smith, H., & Power, J. (2014). **Themes underlying self-injurious behavior in prison: Gender convergence and divergence.** *Journal of Offender Rehabilitation, 53*(4), 273-299. doi:10.1080/10509674.2014.902004

This study explores issues of gender convergence and divergence using an international sample of inmates. Male and female respondents expressed similar pathways to a life-long reliance on SIB as a coping mechanism that originates within abusive childhood milieus. Female respondents

interpreted self-injury to have complex functions and males were more likely to utilize SIBs as an expression of rage. Prisons appeared to reinforce gender-differences by their institutional response to SIBs.

Trammella, R., Rabya, J., Andersona, A., Hamptona, S., & Stickneya, T. (2014). **Maintaining order and following the rules: Gender differences in punishing inmate misconduct.** *Deviant Behavior, 35(10)*, 804-821. doi:10.1080/01639625.2014.889992

Researchers examine gender differences in how staff members address inmate misconduct. Over half of the forty-three correctional employees interviewed consistently punish inmate misconduct with formal sanctions, even if doing so creates conflict within the organization. Female responders report working closely with male inmates to explain the importance of following the rules which puts them at odds with their male co-workers who misinterpret this behavior as instigating sexual relationships.

Travers, R., Mann, R. E., Hollin, C. R. (2014). **Who benefits from cognitive skills programs?: Differential impact by risk and offense type.** *Criminal Justice and Behavior, 41(9)*, 1103-1129.

Authors examined the ability of the Enhanced Thinking Skills program to reduce reoffending for some categories of offenders more than others by comparing predicted with actual reconviction rates in 21,000 male prisoners. Results suggest the program to be associated with significantly lower rates of reoffending for sexual, violent, and other non-acquisitive offenders, but not for offenders convicted of burglary or robbery.

Wagner, D. V., Borduin, C. M., Sawyer, A. M., & Dopp, A. R. (2014). **Long-term prevention of criminality in siblings of serious and violent juvenile offenders: A 25-year follow-up to a randomized clinical trial of multisystemic therapy.** *Journal of Consulting and Clinical Psychology, 82(3)*, 492-499.

Examined criminal outcomes for 129 siblings of serious and violent juvenile offenders randomized in an earlier study to multisystemic therapy or individual therapy. Arrest rates were significantly lower for siblings in MST as compared to IT condition, and siblings in the IT condition were 3 times as likely to be convicted of a felony and more than twice as likely to be sentenced to incarceration and probation.

Wan, C. R., Broussard, B., Haggard, P., & Compton, M. T. (2014). **Criminal justice settings as possible sites for early detection of psychotic disorders and reducing treatment delay.** *Psychiatric Services, 65(6)*, 758-764.

Examined retrospective data from an urban, largely African-American group of 191 patients hospitalized for first-episode psychosis. Thirty-seven percent of participants were incarcerated at some point during duration of untreated psychosis, and showed longer treatment delay, more severe positive symptoms (hallucinations), and poorer premorbid academic adjustment. Mean number of incarcerations during duration of untreated psychosis was 2.0+/-1.5 with median number of days detailed 30.5 for mostly nonviolent, petty crimes.

Woessner, G. & Schwedler, A. (2014). **Correctional treatment of sexual and violent offenders: Therapeutic change, prison climate, and recidivism.** *Criminal Justice and Behavior, 41(7)*, 862-879

The study examines the relationships between prison climate, changes in dynamic risk factors, and recidivism in a sample of male violent and sexual offenders completing offender treatment programs. Moderately-sized prosocial changes to dynamic risk factors were observed from pre- to post-treatment. Positive perceptions of prison climate were also associated with such changes. However, cox regressions suggest such changes were not predictive of general or

sexual/violent recidivism.

## DELIQUENCY/ANTISOCIAL BEHAVIOR

Blais, J., Solodukhin, E., & Forth, A. E. (2014). **A meta-analysis exploring the relationship between psychopathy and instrumental versus reactive violence.** *Criminal Justice and Behavior, 41(7)*, 797-821.

Using data from almost 9,000 individuals in 53 published and unpublished studies, the article explores the relationship between psychopathy facet scores and instrumental and reactive violence. Results suggest psychopathy to be significantly related to both instrumental and reactive violence, though the Interpersonal facet was closely associated with instrumental violence, Factor 2 associated with reactive violence, and the Lifestyle facet associated with both forms of violence.

Boardman, J. D., Menard, S., Roettger, M. E., Knight, K. E., Boutwell, B. B. & Smolen, A. (2014). **Genes in the dopaminergic system and delinquent behaviors across the life course: The role of social controls and risks.** *Criminal Justice and Behavior, 41(6)*, 713-731.

Using nine waves of data from the National Youth Survey Family Study, the article examines the interaction between social control, social risk, and genes within the dopaminergic system in the context of serious and violent delinquent behavior in adolescents and young adults. School, neighborhood, friend, and family characteristics were examined within the gene-environment interaction framework. Results provide consistent evidence to suggest risky genotypes and delinquent behavior are suppressed in protective social environments, though differential susceptibilities were observed.

Bresin, K., Finy, S. M., Sprague, J., & Verona, E. (2014). **Response monitoring and adjustment: Differential relations with psychopathic traits.** *Journal of Abnormal Psychology, 123(3)*, 634-649.

Used three studies to evaluate prediction that unique variance of interpersonal-affective traits in psychopathy would be related to increased monitoring and adjusting to errors, while impulsive-antisocial traits would relate to reductions in these processes. Studies included undergraduates, adolescents, and offenders and found interpersonal-affective traits were related to increased adjustment following errors and to enhanced monitoring of errors in offenders.

Ciucci, E., Baroncelli, A., Franchi, M., Golmaryami, F. N., & Frick, P. J. (2014). **The association between callous-unemotional traits and behavioral and academic adjustment in children: Further validation of the Inventory of Callous-Unemotional Traits.** *Journal of Psychopathology and Behavioral Assessment, 36(2)*, 189-200.

Tested factor structure of a measure of CU traits in 540 Italian children in grades 6 and 8. Results indicated three subfactors: callousness, uncaring, and unemotional, which load on an overarching general factor. CU traits were positively associated with school behavior problems, bullying, and reactive aggression and this was largely accounted for by callousness and uncaring subscales. CU traits were also associated with lower levels of academic achievement, and unemotional subscale negatively contributed independently to prediction of peer-reported prosocial behavior.

Dadds, M. R., Allen, J. L., McGregor, K., Woolgar, M., Viding, E., & Scott, S. (2014). **Callous-unemotional traits in children and mechanisms of impaired eye contact during expressions of love: A treatment target?** *Journal of Child Psychology and Psychiatry, 55(7)*, 771-780.

Examined eye contact and affection in dyads of oppositional defiant disorder children assessed for CU traits and their mothers in an interaction task compared with controls. There were no group differences in affection and eye contact expressed by mothers, and levels of CU traits

predicted low levels of eye contact towards mothers across groups for children. Low eye contact was correlated with psychopathic fearlessness in fathers and maternal reports of negative feelings towards the child. Independent observations indicated child behavior largely drives low eye contact associated with CU traits.

Ficks, C. A., Dong, L., & Waldman, I. D. (2014). **Sex differences in the etiology of psychopathic traits in youth.** *Journal of Abnormal Psychology, 123*(2), 406-411.

Tested for sex differences in etiology of impulsivity, narcissism, and callous-unemotionality using biometric modeling. Magnitudes of genetic and environmental influences underlying CU and narcissistic trait dimensions did not differ with gender, however nonshared environmental influences contributed significantly greater variance to impulsive traits in boys.

Hawes, S. W., Mulvey, E. P., Schubert, C. A., & Pardini, D. A. (2014). **Structural coherence and temporal stability of psychopathic personality features during emerging adulthood.** *Journal of Abnormal Psychology, 123*(3), 623-633.

Assessed 1,170 male adolescent offenders across 7 annual time points during transition into early adulthood (17-24 years). Features of psychopathy remained longitudinally invariant across the time period and showed temporally consistent associations with measures of personality, psychopathology, and criminal behavior. Mean levels of psychopathic personality features tended to decrease into emerging adulthood with modest rank-order stability across assessments with 7-year lags.

Liem, M. & Richardson, N. J. (2014). **The role of transformation narratives in desistance among released lifers.** *Criminal Justice and Behavior, 41*(6), 692-712.

Researchers conducted in-depth life interviews with 67 individuals who had been released from prison after serving a life sentence. Most presented a transformation narrative in which the old, criminal self was replaced with a new, law-abiding self. Researchers then compared key elements of these narratives (e.g. good core self, generative motivations, etc.) to desistance. Results suggest the theme of individual agency distinguished paroled lifers from lifers who had been re-incarcerated.

Robinson, M. D., & Bresin, K. (2014). **Higher levels of psychopathy predict poorer motor control: Implications for understanding the psychopathy construct.** *Journal of Psychopathology and Behavioral Assessment, 36*(2), 201-210.

Examined moment-to-moment accuracy in a motor control task as a function of dimensional variation in psychopathy in 142 undergraduates across 2 studies. Motor control was distinctively worse at higher levels of psychopathology compared with lower levels, both as a function of primary and secondary psychopathology and their shared violence. Provides support for idea that motor control varies by psychopathy with psychopathy emphasizing lesser control.

Salas-Wright, C. P., Vaughn, M. G., & Maynard, B. R. (2014). **Buffering effects of religiosity on crime: Testing the invariance hypothesis across gender and developmental period.** *Criminal Justice and Behavior, 41*(6), 673-691.

The study examines the protective effect of religiosity on crime across gender and developmental period in a nationally representative sample of over 180,000 adolescents and young adults. Results of negative binomial regression analyses suggest religiosity to be a protective factor against criminal behavior across genders and developmental periods, providing additional support to the invariance hypothesis.

Wiklund, G., Ruchkin, V., Koposov, R., & Klinteberg, B. (2014). **Pro-bullying attitudes among incarcerated juvenile delinquents: Antisocial behavior, psychopathic tendencies and violent crime.** *International Journal of Law and Psychiatry*, 37(3), 281-288.

The new Pro-bullying Attitude Scale (PAS) was studied with voluntarily-recruited male juvenile delinquents from a correctional institution in North-western Russia. Subjects with complete data on PAS and Childhood Psychopathy Scale (CPS) were divided into extreme groups according to their PAS and the two factor scores, respectively. The extreme groups of total PAS and PAS Factor 1 differed in CPS ratings and in violent behavior as assessed by the Antisocial Behavior Checklist (ABC).

Wilcox, P., Sullivan, C. J., Jones, S., & van Gelder, J. (2014). **Personality opportunity: An integrated approach to offending and victimization.** *Criminal Justice and Behavior*, 41(7), 880-901.

Authors examine the potential for opportunity to mediate and moderate the relationship between personality (i.e. agreeableness and conscientiousness) and offending/victimization using data from a two wave study of 2,220 adolescents. Results suggest the effects of personality on offending and/or victimization are partially mediated by opportunity. Furthermore, interaction effects suggest this effected to also be moderated by measures of situational opportunity. Agreeableness and conscientiousness appear to strongly protect against offending behavior at high levels of opportunity.

Willa, J., Whalena, M., & Lopera, A. (2014). **From one generation to the next: Childhood experiences of antisocial behavior and parental incarceration among adult inmates.** *Journal of Offender Rehabilitation*, 53(3), 190-210. doi:10.1080/10509674.2014.887606

The recent climb in U.S. incarceration rates is paralleled by a growing number of children experiencing parental incarceration. This study examines the historical experiences of 470 first- and second-generation incarcerated adults. Second-generation offenders reported more conduct disorder behaviors occurring prior to age 15, proportionately more juvenile criminal offending, and more childhood adversity than first-generation offenders.

Wood, J. L., Alleyne, E., Mozova, K., & James, M. (2014). **Predicting involvement in prison gang activity: Street gang membership, social and psychological factors.** *Law And Human Behavior*, 38(3), 203-211. DOI:10.1037/lhb0000053

The researchers interviewed 188 youth offenders in order to examine whether street gang membership, psychological factors, and social factors predict prison gang involvement. Results indicated that psychological factors (e.g. value attached to social status, social dominance, antiauthority attitudes) and longer prison sentences were predictive of involvement in prison gangs. Pre-incarceration predictors included levels of threat, levels of delinquency, and involvement in group crime. Interestingly, results showed that street gang membership was not predictive of involvement in prison gang activity.

## FORENSIC ASSESSMENT

Perkins, A., Calhoun, G. B., & Glaser, B. A. (2014). **An examination of the CROPS and BASC-2-SRP-A among adjudicated youth.** *Journal of Forensic Psychology Practice*, 14(3), 193-212.

This study explored the Behavior Assessment System for Children Second Edition Self Report of Personality-Adolescent (BASC-2-SRP-A) and the Child Report of Post-traumatic Stress (CROPS) profiles of a sample of adjudicated youth. Results were consistent with previous research, indicating that 56% of CROPS scores fell within the clinically significant range. Gender differences, implications, and future directions are discussed.



Canales, D. D., Campbell, M. A., Wei, R., & Totten, A. E. (2014). **Prediction of general and violent recidivism among mentally disordered adult offenders: Test of the Level of Service/Risk-Need-Responsivity (LS/RNR) instrument.** *Criminal Justice and Behavior, 41*(8), 971-991.

The study examined the predictive validity of the Level of Service/Risk-Need-Responsivity (LS/RNR) instrument for general and violent recidivism in a sample of 138 community-supervised adult offenders with mental disorders. Results suggest the General Risk/Need section to be strongly predictive of general recidivism whereas the Specific Risk/Need section most strongly predicted violent recidivism. The Other Client Issues and Special Responsivity Considerations sections did not significantly inform recidivism prediction.

Conrad, S. M., Tolou-Shams, M., Rizzo, C. J., Placella, N., & Brown, L. K. (2014). **Gender differences in recidivism rates for juvenile justice youth: The impact of sexual abuse.** *Law And Human Behavior, 38*(4), 305-314. DOI:10.1037/lhb0000062

The study sought to examine differences in recidivism risk factors for male and female youth offenders. The researchers reviewed records of 454 juvenile offenders who had completed a court-ordered mental health evaluation. Results showed that, after controlling for other risk factors, a history of sexual abuse was the most important predictor of recidivism in female offenders, but not for their male counterparts. The authors propose the use of gender-specific interventions to help reduce recidivism.

Detrick, P., & Chibnall, J. T. (2014). **Underreporting on the MMPI-2-RF in a high-demand police officer selection context: An illustration.** *Psychological Assessment, 26*(3), 1044-1049. DOI:10.1037/pas0000013

The study examined scores on the Multiphasic Personality Inventory—2—Restructured Form (MMPI-2-RF) for police officers in high demand (preemployment) and low demand (after completing police academy) situations. Score elevations in high demand circumstances were found on the Uncommon Virtues (L-r) and Adjustment Validity (K-r) scales. Results indicated these scales were associated with different types of underreporting, with L-r predicting behavioral/externalizing scales and K-r predicting emotional/internalizing scales.

Eaton, N. R., Krueger, R. F., Docherty, A. R., & Sponheim, S. R. (2014). **Toward a model-based approach to the clinical assessment of personality psychopathology.** *Journal of Personality Assessment, 96*(3), 283-292.

Researchers suggest new statistical methods to inform conceptualization and assessment of personality psychopathology. We use magical thinking as an example, because both theory and earlier empirical work suggested the possibility of discrete aspects to the latent structure of personality psychopathology, particularly forms of psychopathology involving distortions of reality testing. Findings suggested a continuous latent variable model best represented magical thinking, but results varied somewhat depending on different indexes of model fit.

Evans, S. A., & Salekin, K. L. (2014). **Involuntary civil commitment: Communicating with the court regarding “danger to other”.** *Law and Human Behavior, 38*(4), 325-336. DOI:10.1037/lhb0000068

The authors examined judges' opinions about the probative value of the communication of risk in civil commitment proceedings. Three types of messages were examined: (1) description; (2) prediction; and (3) management. Within the prediction model the authors also varied the format used to communicate the risk: (1) categorical; (2) frequency; and (3) probabilistic. The authors administered 10 vignettes to 403 judges and found that the three risk models were perceived as equally probative, though the prediction model lead to more strict rulings. The categorical messages in the risk prediction model were found to have the highest probative value.

Lovel, C. M., Glassmirel, D. M., Zanolini, S. J., & Wolf, A. (2014). **Specificity and false positive rates of the test of memory malingering, rey 15-item test, and rey word recognition test among forensic inpatients with intellectual disabilities.** *Assessment, 21(5)*, 618-627. DOI: 10.1177/1073191114528028

Using a sample of 21 forensic inpatients with mild intellectual disability, the authors examined specificity and false positive rates of three measures: Rey 15-Item Test (FIT), Word Recognition Test (WRT), and Test of Memory Malingering (TOMM). The findings showed high FP rates on the quantitative variables of the FIT, with the TOMM and WRT having lower FP rates. The authors conclude these low FP rates increase confidence in scores showing poor effort during intellectual disability evaluations.

McCoy, H., Vaughn, M. G., Maynard, B. R., & Salas-Wright, C. P. (2014). **Caution or warning? A validity study of the MAYSI-2 with juvenile offenders.** *Behavioral Sciences & the Law*, DOI:10.1002/bsl.2128

The authors examined records from 836 institutionalized delinquent youth in order to examine the validity of the Massachusetts Youth Screening Instrument version 2 (MAYSI-2). The results distinguished three classes of participants: low distress, moderate distress, and high distress. The authors conclude that the MAYSI-2 could differentiate juvenile offenders with mental health and substance use problems, but not the youth's pattern of offending.

Melville, J. D., Kellogg, N. D., Perez, N., & Lukefahr, J. L. (2014). **Assessment for self-blame and trauma symptoms during the medical evaluation of suspected sexual abuse.** *Child Abuse & Neglect, 38(5)*, 809-972.

The purpose of this study was to describe behavioral and emotional symptoms and to examine the effect of abuse-related factors, family responses to disclosure, and child self-blame on these symptoms in children presenting for medical evaluations after disclosure of sexual abuse. A retrospective review was conducted of 501 children ages 8–17. Overall, 83% of the children had at least one trauma symptom; 60% had difficulty sleeping and one-third had thoughts of self-harm.

Morgan, C., Rabinowitz, Y., Leidy, R., & Coric, V. (2014). **Efficacy of combining interview techniques in detecting deception related to bio-threat issues.** *Behavioral Sciences & The Law, 32(3)*, 269-285. DOI:10.1002/bsl.2098

The authors applied the use of three methods used to detect deception (forced choice testing [FCT], modified cognitive interviewing [MCI] and autobiographical implicit association testing [aIAT]) in bio-threat situations. Results indicated the accuracy of detecting deception for FCT was 81% and 75% for MCI, while the aIAT showed poorer accuracy. The authors suggest the use of FCT and MCI in detecting deception in bio-threat situations over the aIAT because of accuracy and time efficiency.

Rogers, R., Robinson, E. V., & Gillard, N. D. (2014). **The sims screen for feigned mental disorders: The development of detection-based scales.** *Behavioral Sciences & The Law*, DOI:10.1002/bsl.2131

The Structured Inventory of Malingered Symptomatology (SIMS) is a feigning screening tool. The authors of the present study developed two new feigning scales using the detection methods of rare symptoms (RS) and symptom combinations (SC). These were examined using a between-subjects design with mental health inpatients asked to feign greater disabilities. Results indicated the SC scale was promising, found to have a effect size and to be effective in ruling out patients who were genuinely responding.

Sellbom, M. (2014). **A factor mixture model approach to elaborating on offender mental health classification with the MMPI–2–RF.** *Journal of Personality Assessment*, 96(3), 293-305.

The MMPI–2–RF Restructured Clinical (RC) scales were used to elaborate on a variety of latent trait, latent class, and factor mixture models for offender classification. These analyses indicated that 3 of the 5 classes were predominantly different expressions of externalizing personality proclivities, whereas the remaining 2 indicated inmates with substantial internalizing or thought-disordered characteristics.

Skeem, J. L., Winter, E., Kennealy, P. J., Loudon, J., & Tatar, J. (2014). **Offenders with mental illness have criminogenic needs, too: Toward recidivism reduction.** *Law and Human Behavior*, 38(3), 212-224. DOI:10.1037/lhb0000054

The study followed a matched sample of parolees with and without mental illnesses for one year. Results showed that offenders with and without mental illnesses were equally likely to be rearrested, but those with mental illnesses were more likely to return to prison. Parolees with mental illnesses had more general risk factors for recidivism and these factors significantly predicted recidivism, while the risk factors specific to mental illness added no incremental value.

Skilling, T. A. & Sorge, G. B. (2014). **Measuring antisocial values and attitudes in justice-involved male youth: Evaluating the psychometric properties of the Pride in Delinquency Scale and the Criminal Sentiments Scale-Modified.** *Criminal Justice and Behavior*, 41(8), 992-1007.

The present study examined the validity and reliability of the Pride in Delinquency Scale and the Criminal Sentiments Scale-Modified (scales traditionally used with adult offenders) in a sample of 291 justice-involved male youth. Results suggest the measures to be reliable, valid, and useful in the prediction of reoffending behavior. Results are discussed in the context of the use of the RNR framework with youthful offenders.

Sturup, J., Edens, J. F., Sörman, K., Karlberg, D., Fredriksson, B., & Kristiansson, M. (2014). **Field reliability of the Psychopathy Checklist-Revised among life sentenced prisoners in Sweden.** *Law and Human Behavior*, 38(4), 315-324. DOI:10.1037/lhb0000063

The researchers used the PCL-R in a test-retest design of 27 life sentenced prisoners in Sweden. The reliability of the assessment measure was .70 for the total score, .62 for Factor 1, and .76 for Factor 2. Facets 1-3 had reliability scores between .54 and .60, with Facet 4 having a high score of .90. For individual items, the reliability ranged from .23 to .80. The authors suggested a possible explanation for unreliability could be because low and high PCL-R scores in the first test would regress toward the mean at the second evaluation.

## LAW ENFORCEMENT, CONFESSIONS, & DECEPTION

Allisey, A. F., Noblet, A. J., Lamontagne, A. D., & Houdmont, J. (2014). **Testing a model of officer intentions to quit: The mediating effects of job stress and job satisfaction.** *Criminal Justice and Behavior*, 41(6), 751-771.

Authors examined the influence of psychosocial conditions, job stress, and job satisfaction on intentions to leave law enforcement careers. Results suggest that the relationship between psychosocial conditions (e.g. job demands, role clarity, etc.) and intentions to leave were partially mediated by job stress and job satisfaction. Job stress was strongly related to task-oriented conditions whereas relational or socially oriented conditions were more closely related to job satisfaction. Results are discussed in the context of officer retention efforts.

Bogaard, G., Meijer, E. H., Vrij, A., Broers, N. J., & Merckelbach, H. (2014). **SCAN is largely driven by 12 criteria: Results from sexual abuse statements.** *Psychology, Crime & Law, 20*, 430-449. doi: 10.1080/1068316X.2013.793338

The authors examined the degree to which Scientific Content Analysis (SCAN) criteria are present in witness, victim, and perpetrator statements. Such statements from sexual abuse cases (n = 82) were coded for SCAN criteria. Inter-rater reliability for most criteria was low. Of the 21 criteria, 12 were primarily present.

Breska, A., Zaidenberg, D., Gronau, N., & Ben-Shakhar, G. (2014). **Psychophysiological detection of concealed information shared by groups: An empirical study of the searching CIT.** *Journal of Experimental Psychology: Applied, 20*, 136-146. doi: 10.1037/xap0000015

Participants in groups (N=115), planned one of two mock crime and decided on 5 crime-related critical items. Later, the SCIT was administered individually and each participant was tested on the 2 crimes (they were guilty of one and innocent of the other). Findings revealed that using electrodermal and respiration measures differentiation was identical to that obtained with the standard CIT when applied to large groups, but lower, although significantly greater than chance, when applied to differentiate between small groups.

Cleary, H. M. D. (2014). **Police interviewing and interrogation of juvenile suspects: A descriptive examination of actual cases.** *Law and Human Behavior, 38*, 271–282. doi: 10.1037/lhb0000070

Electronically recorded police interviews (N=57) with juveniles were examined to describe the characteristics, processes, and outcomes that occur in actual juvenile interrogations. The median juvenile interrogation lasted 46 min, though the range was extensive (6 minutes to nearly 5 hours). Youth frequently submitted to questioning without a parent or advocate present, and disruptions to the interview process were common. Interrogation outcomes varied and included full confessions, partially incriminating admissions, and denials of guilt.

Coleman, T., & Cotton, D. (2014). **TEMPO: A contemporary model for police education and training about mental illness.** *International Journal of Law and Psychiatry, 37(4)*, 321-426.

There has been widespread interest in the development of education for police about how best to interact with PMI. This paper compares the current practice in a variety of jurisdictions across Canada, the United States, the United Kingdom, and Australia. Authors propose a comprehensive model of learning based on the literature that addresses not only the content in the narrow sense but also the importance of a broader contextual knowledge.

Honts, C. R., Kassin, S. M., & Craig, R. A. (2014). **'I'd know a false confession if I saw one': A constructive replication with juveniles.** *Psychology, Crime & Law, 20*, 695-704. doi: 10.1080/1068316X.2013.854792

The authors examined the ability of people to assess confessions given by incarcerated juveniles in two studies. In study 1, participants (n = 259) read 8 confession transcripts and judged their veracity. In study 2, participants (n = 160) either saw videos of the confessions or listened to the audio of the confessions and then made veracity judgments. Overall accuracy for both studies was at chance levels, with slightly better accuracy in study 2.

Kukucka, J. & Kassin, S. M. (2014). **Do confessions taint perceptions of handwriting evidence? An empirical test of the forensic confirmation bias.** *Law and Human Behavior, 38*, 256–270. doi: 10.1037/lhb0000066

In Study 1, participants (N= 169) read a case summary in which the defendant had either confessed or not. Participants in the confession group were more likely to erroneously conclude that handwriting samples from the defendant and perpetrator were authored by the same

person, and were more likely to judge the defendant guilty. Study 2 (N= 128) replicated using a within-subjects design in which participants rated the same samples both before and after reading a case summary.

Nahari, G. & Vrij, A. (2014). **Are you as good as me at telling a story? Individual differences in interpersonal reality monitoring.** *Psychology, Crime & Law*, 20, 573-583. doi: 10.1080/1068316X.2013.793771

The authors examined the effect of a person's story telling ability on their judgments of another person's story telling ability. Participants (n = 40) wrote statements about what they did 30 minutes ago and an event that occurred in the past. They also rated the quality of a statement written by another person. Participants who wrote more detailed statements were more critical of other people's statements.

Nahari, G., Vrij, A., & Fisher, R. P. (2014). **Exploiting liars' verbal strategies by examining the verifiability of details.** *Legal and Criminological Psychology*, 19, 227-239. DOI:10.1111/j.2044-8333.2012.02069.x

Thirty-eight participants engaged in everyday activities for 30 minutes before returning to the research laboratory where they were informed they were suspected of the theft of a wallet. Participants were instructed to tell the truth (N = 22) or lie (N = 16) about their activities in a written statement. Liars incorporated fewer verifiable details in their statement than truth tellers. Discriminant analysis with veracity status as the classifying variable and the total number of verifiable details correctly identified 77% of truth tellers and 81% of liars. The possibility of using verifiable details as a within-subjects lie-detection tool is discussed.

Richardson, B. H., Taylor, P. J., Snook, B., Conchie, S. M., & Bennell, C. (2014). **Language style matching and police interrogation outcomes.** *Law and Human Behavior*, 38, 357-366. doi: 10.1037/lhb0000077

Police interrogations (N=64) were examined at the aggregate and utterance level using a measure of verbal mimicry known as Language Style Matching. Interrogations containing a confession were characterized by higher rates of the suspect matching the interrogators' language style than interrogations without a confession. A sequence analysis of utterance-level Language Style Matching revealed a linear increase in interrogator-led matching for interrogations containing a confession and an increase in suspect-led matching for interrogations without confessions.

Shaw, D.J., Vrij, A., Mann, S., Leal, Sharon, & Hillman, J. (2014). **The guilty adjustment: Response trends on the symptom validity test.** *Legal and Criminological Psychology*, 19, 240-254. DOI: 10.1111/j.2044-8333.2012.02070.x

Examining whether guilty people avoid association with potentially incriminating information, the authors examined the response trends of 168 participants during a Symptom Validity Test (SVT) After either participating in a mock seminar (innocent; N= 82) or 'illegally' copying encrypted information (guilty; N = 86), participants were interviewed about their activities in connection with information being stolen from university servers. During the interview, participants responded to a 12-item SVT. During the first half of the interview, guilty participants avoided crime related items more than innocent participants. Implications are discussed.

ten Brinke, L., Stimson, D., & Carney, D. R. (2014). **Some evidence for unconscious lie detection.** *Psychological Science*, 25, 1098-1105. DOI: 10.1177/0956797614524421

Two experiments examined whether observing someone either lie or tell the truth would activate subconscious cognitive concepts associated with deception and veracity, respectively. Undergraduate participants in both Study 1 (N = 72) and Study 2 (N = 66) viewed videos of

people who were either lying or telling the truth about stealing money from an envelope. Next, participants completed either a five-block IAT (Study 1) or a semantic-classification task (Study 2). Results suggest indirect measures of deception detection were more accurate than direct measures.

Villar, G., Arciuli, J., & Paterson, H. M. (2014). **Remorse in oral and handwritten false confessions.** *Legal and Criminological Psychology, 19*, 255-269. DOI:10.1111/lcrp.12012

Examining whether expressions of remorse would assist in distinguishing between true and false confessions, the authors examined both true and false confessions from 85 female undergraduates. Each participant provided a true and false confession in written and oral format, for a total of four statements. Participants produced more remorseful words in true versus false confessions, and remorseful utterances were significantly louder in true versus false confessions. Implications are discussed.

Wachi, T., Watanabe, K., Yokota, K., Otsuka, Y., Kuraishi, H., & Lamb, M. (2014). **Police interviewing styles and confessions in Japan.** *Psychology, Crime & Law, 20*, 673-694. doi: 10.1080/1068316X.2013.854791

The authors examined the interviewing techniques used in Japan and the factors associated with confessions. Japanese police officers (n = 276) completed a questionnaire regarding their interviewing practices. These were factor analyzed, and from this were derived four interview styles: evidence-focused, confrontational, relationship-focused, and undifferentiated. Full confessions were associated with relationship-focused styles.

Watson, A. C., Swartz, J., Bohrman, C., Kriegel, L. S., & Draine, J. (2014). **Understanding how police officers think about mental/emotional disturbance calls.** *International Journal of Law and Psychiatry, 37(4)*, Pages 351-358.

Researchers systematically evaluate the Crisis Intervention Teams (CIT), a program meant to train officers to respond more effectively to calls involving persons with mental illnesses and facilitate access to mental health services when appropriate. While the CIT model emphasizes de-escalation skills to reduce resistance and the need for officers to use force, CIT and other training programs may want to consider increasing content related to factors such as co-occurring substance use and managing resistance.

#### LEGAL DECISION-MAKING/JURY RESEARCH

Bruer, K. & Pozzulo, J. D. (2014). **Influence of eyewitness age and recall error on mock juror decision-making.** *Legal and Criminological Psychology, 19*, 332-348. DOI:10.1111/lcrp.12001

Two hundred and twenty-two jury eligible undergraduates were randomly assigned to a 3 (eyewitness age: 4- vs. 12- vs. 20- year-olds) X 3 (number of incorrect descriptors provided by the eyewitness: 0 vs. 3 vs. 6) between-subjects design. Participants read the trial transcript before responding to a questionnaire containing measures of credibility, accuracy, and determination. Overall, adult eyewitnesses were perceived with more integrity than child eyewitnesses, and eyewitnesses who made fewer errors were perceived with more integrity than those who made more errors.

Crocker Otis, C., Greathouse, S. M., Busso Kennard, J., & Bull Kovera, M. (2014). **Hypothesis testing in attorney-conducted voir dire.** *Law and Human Behavior, 38*, 392-404. doi: 10.1037/lhb0000092

In two studies, attorneys (n=181) and law students (n= 132) formulated voir dire questions to test a hypothesis about the attitudes held by a prospective juror and provided their subsequent

inferences about that individual given certain hypothetical responses to the questions. Attorneys' conclusions were biased by the questions they asked, and in some cases, by the hypothesis that they were asked to test. Compared with normative models, attorneys overrelied on venirepersons' responses when drawing conclusions about their attitudes.

Dumas, R., Lepastourel, N., & Testé, B. (2014). **Press articles and influence processes: The different effects of incriminating information and crime story information on judgments of guilt.** *Psychology, Crime & Law*, *20*, 659-672. doi: 10.1080/1068316X.2013.854790

The authors examined the impact of media information on mock jurors' judgments. Participants (n = 312) read articles about information of the crime or information that directly incriminated the defendant and then read a trial summary. Both types of articles were associated with high guilty verdicts, but articles containing non-incriminating information were mediated by arousal of anger.

Eme, R. (2014). **Attention deficit hyperactivity disorder: A mitigation of criminal responsibility?** *International Journal of Law and Psychiatry*, *37(3)*, 221-236. doi:10.1080/15228932.2014.923711

Brain injury due to trauma (TBI) and brain immaturity of adolescents have been established to result in a diminished self-control. This article presents neuroscientific evidence that attention deficit hyperactivity disorder (ADHD) also results in diminished capacity for self-control because of impaired brain functioning. Researchers propose that ADHD should be considered a mitigating factor and forensic implications are discussed.

Gottfried, E., Carbonell, J., & Miller, L. (2014). **The impact of judge–defendant communication on mental health court outcomes.** *International Journal of Law and Psychiatry*, *37(3)*, 231-320. Mental health courts have succeeded in reducing the rates of recidivism among mentally ill offenders, but these reductions have not been empirically evaluated. A sample of 291 mentally ill criminal offenders participating in a mental health court to examine a possible correlation between communication with the judge and a reduction in recidivism rates. The hypotheses regarding greater judge–defendant communication and recidivism were not supported.

Hope, L., Eales, N., & Mirashi, A. (2014). **Assisting jurors: Promoting recall of trial information through the use of a trial-ordered notebook.** *Legal and Criminological Psychology*, *19*, 316-331. DOI:10.1111/lcrp.12003

Mock jurors (N = 58) were randomly assigned to a Trial Order note taking (n = 18), freestyle note taking (n = 17) or control (no note taking; n = 19) condition to examine whether a pre-structured Trial-Ordered Notebook (TON) designed to follow the trial structure would enhance juror recall. Participants watched a simulated trial video, after which their recall of trial details was tested using 48 cued recall questions. TON participants recorded and correctly recalled more legally relevant details than either the freestyle note taking or control conditions. Implications are discussed.

Huang, K. C. & Lin, C. C. (2014). **Mock jury trials in Taiwan — paving the ground for introducing lay participation.** *Law and Human Behavior*, *38*, 367–377. doi: 10.1037/lhb0000080

Community members (N= 279) watched a videotaped trial and gave estimates of the undesirability of wrongful conviction versus wrongful acquittal. Percentage of jurors who viewed wrongful conviction as more undesirable than wrongful acquittals increased after deliberation and postdeliberation acquittal rate was higher than pre-deliberation. Estimates of the undesirability of wrongful conviction were not correlated with pre-deliberation votes but became positively correlated with their postdeliberation decisions. Reaching a verdict under the unanimous rule

improved jurors' view of deliberation and verdict.

Scott, A. J., Gavin, J., Sleath, E., & Sheridan, L. (2014). **The attribution of responsibility in cases of stalking.** *Psychology, Crime & Law, 20*, 705-721. doi: 10.1080/1068316X.2013.854793

The authors examine the just-world hypothesis as an explanation attribution of responsibility in stalker cases. Participants (n = 328) read one of nine versions of a stalking scenario then rated victim responsibility and provided an open ended explanation. Participants perceived the victim to be more responsible in scenarios where the victim and stalker were ex-partners and when the stalker's behavior was more persistent and threatening.

Sleath, E. & Woodhams, J. (2014). **Expectations about victim and offender behaviour during stranger rape.** *Psychology, Crime & Law, 20*, 798-820. doi: 10.1080/1068316X.2013.876500

The authors compared expectations about perpetrator and victim behavior during a stranger rape with data on behavior actually exhibited. Participants (n = 758) rated how often they thought certain behaviors occurred; their belief in a just world, rape myth acceptance, and attitudes towards gender were also measured. Participants overestimated the occurrence of all victim behaviors and overestimated almost all of the offender behaviors. There were few clear relationships between these and the individual difference measures.

Stolzenberg, S. N., & Lyon, T. D. (2014). **Evidence summarized in attorneys' closing arguments predicts acquittals in criminal trials of child sexual abuse.** *Child Maltreatment, 19*(2), 126-132.

Evidence summarized in attorney's closing arguments of criminal child sexual abuse cases was coded to predict acquittal rates. Cases were likely to result in an acquittal when the defendant was not charged with force, the child maintained contact with the defendant after the abuse occurred, or the defense presented a hearsay witness regarding the victim's statements, a witness regarding the victim's character, or a witness regarding another witnesses' character (usually the mother).

Woody, W. D., Forrest, K. D., & Yendra, S. (2014). **Comparing the effects of explicit and implicit false-evidence on mock jurors' verdicts, sentencing recommendations, and perceptions of police interrogation.** *Psychology, Crime & Law, 20*, 603-617. doi: 10.1080/1068316X.2013.804922

The authors examined mock juror's perceptions of explicit and implicit false evidence ploys (FEP). Participants (n = 255) read an interrogation transcript containing no FEPs, an implicit FEP, or an explicit FEP. The type of FEP did not differentiate participants' ratings of the coerciveness of the interrogation or their verdicts.

## RISK ASSESSMENT/COMMUNICATION

Elbogen, E. B., Cueva, M., Wagner, H. R., Sreenivasan, S., Brancu, M., Beckham, J. C., & Van Male, L. (2014). **Screening for violence risk in military veterans: Predictive validity of a brief clinical tool.** *American Journal of Psychiatry, 171*(7), 749-757.

Evaluated predictive validity of a brief decision support tool to screen veterans for problems with violence and identify candidates for comprehensive risk assessment using two samples: a national random-sample survey of 1,090 Iraq and Afghanistan veterans and in-depth assessments of 197 dyads of veterans and collateral informants. The resulting 5-item screening tool (the Violence Screening and Assessment of Needs; VIO-SCAN), yielded area-under-the-curve statistics ranging from 0.74 to 0.78 for the national survey and 0.74 to 0.80 for in-depth assessments depending on level of violence analyzed.



Gehring, K. S. & van Voorhis, P. (2014). **Needs and pretrial failure: Additional risk factors for female and male pretrial defendants.** *Criminal Justice and Behavior*, 41(8), 943-970.

Authors examined pretrial needs across genders and investigated whether such needs are predictive of pretrial outcomes. Results suggest many of the examined needs (e.g. criminal history, substance use, mental health, homelessness) are risk factors for pretrial failure. Furthermore, gender differences were observed in the composition of several of the need, and these differences were important when predicting pretrial outcomes.

Hilterman, E. L. B., Nicholls, T. L., & van Nieuwenhuizen, C. (2014). *Predictive validity of risk assessments in juvenile offenders: Comparing the SAVRY, PCL:YV, and YLS/CMI with unstructured clinical assessments.* *Assessment*, 21(3), 324-339. DOI: 10.1177/1073191113498113

The authors sought to examine the validity and reliability of three measures: Structured Assessment of Violence Risk in Youth (SAVRY), the Youth Level of Service/Case Management Inventory (YLS/CMI), and the Psychopathy Checklist: Youth Version (PCL:YV). A sample of 105 Spanish youth with a community sanction were asked to report delinquent activity after a one year follow-up period. The study compared the predictive validity of the assessments to unstructured clinical judgments from probation officers and the participants' self-appraisals. Results showed all three measures had moderate effect sizes when predicting reoffending and the two unstructured measures showed no significant predictive validity.

Langerman, J. L., Boyle, D. J., & Ragusa-Salerno, L. M. (2014). **Sex offender risk assessment, sources of variation, and the implications of misuse.** *Criminal Justice and Behavior*, 41(7), 822-843.

The study surveyed prosecutors and public defenders who handle Megan's Law cases in New Jersey to examine whether such attorneys were properly using the state's sex offender risk assessment tool and the implications of improper implementation. Results suggest prosecutors were not consistently implementing risk assessment and that many sources of disparities could result in substantial variation in risk assessment scores. Authors make recommendations to better proper use of risk assessment tools in New Jersey.

McGrath, R. J., Lasher, M. P., Cumming, G. F., Langton, C. M., & Hoke, S. E. (2014). **Development of Vermont Assessment of Sex Offender Risk-2 (VASOR-2) Reoffense Risk Scale.** *Sexual Abuse: A Journal of Research and Treatment*, 26(3), 271-290.

Authors examined the predictive accuracy of a recent revision to the Vermont Assessment of Sex Offender Risk Reoffense Risk Scale, which includes fewer items and simpler scoring instructions. Results suggest the predictive accuracy for sexual recidivism for the VASOR-2 was similar to that of the VASOR. Further, the VASOR-2 is consistent with observed recidivism rates for all but the highest risk sex offenders. The instrument was also shown to have good interrater reliability. Norms are presented for a sample of Vermont sex offenders.

Penner, E. K., Viljoen, J. L., Douglas, K. S., & Roesch, R. (2014). **Procedural justice versus risk factors for offending: Predicting recidivism in youth.** *Law And Human Behavior*, 38(3), 225-237. DOI:10.1037/lhb0000055

The study followed 92 youth offenders on probation over the period of 6 months to examine whether their perceptions of procedural justice and legitimacy predicted reoffense rates. Results showed that perceptions of procedural justice predicted offenses after 3 months, but not after 6 months, and legitimacy ratings were not a significant mediator. Furthermore, youth perceptions of procedural justice perceptions accounted for unique variance for reoffending above other risk factors. The authors suggest that fair treatment of juveniles in the justice system may help reduce likelihood of reoffense in the short term.

Pokmanl, V., Rossil, F. S., Holtzworth-Munroel, A., Applegatel, A. G., Beck, C. J. A., & D'Onofriol, B.M. (2014). **Mediator's assessment of safety issues and concerns (MASIC): Reliability and validity of a new intimate partner violence screen.** *Assessment*, 21(5), 529-554. DOI: 10.1177/1073191114528372

The aim of the study was to test the reliability and validity of a screening interview for intimate partner violence and abuse called the Mediator's Assessment of Safety Issues and Concerns (MASIC). Using a sample of 391 participants in family mediation clinics, the authors conclude the findings support the reliability and validity of the MASIC, but also stress that more research is still needed.

Ruiz, M. A., Cox, J., Magyar, M. S., & Edens, J. F. (2014). **Predictive validity of the Personality Assessment Inventory (PAI) for identifying criminal reoffending following completion of an in-jail addiction treatment program.** *Psychological Assessment*, 26(2), 673-678. DOI:10.1037/a0035282

The study examined the use of the Personality Assessment Inventory (PAI) in predictive reoffending 44-60 months after release. The sample consisted of 124 incarcerated offenders who completed an addiction treatment program. The PAI scores that were related to reoffending included those assessing antisocial personality, hostile dominance, and discrepancy scores between observed and predicted substance use. Those related to antisocial personality were found to be the best predictors of the timing and occurrence of reoffending.

van der Put, C. E. (2014). **Youth actuarial Risk Assessment Tool (Y-ARAT): The development of an actuarial risk assessment instrument for predicting general offense recidivism on the basis of police records.** *Assessment* 21(3), 340-351, DOI:10.1177/1073191113495710

The authors examined the predictive accuracy of the Youth Actuarial Risk Assessment Tool (Y-ARAT), a measure designed to predict risk of general recidivism using police records. The assessment was developed on 2,501 juveniles and was subsequently tested for validity on a sample of 2,499 juveniles. The results indicated the predictive validity of the Y-ARAT was moderate, which the authors conclude is sufficient for use of this instrument by police officers.

Vitacco, M. J., Erickson, S. K., Kurus, S., Apple, B. N., Lamberti, J., & Gasser, D. (2011). **Evaluating conditional release in female insanity acquittees: A risk management perspective.** *Psychological Services*, 8(4), 332-342. DOI:10.1037/a0025613

The study utilized a sample of 76 females placed on conditional release after found not guilty by reason of mental disease or defect. Results showed that 31.6% of the women had a revocation because of rule violations or reoffending, though none of the criminal behavior was violent. Involuntary hospitalization for mental health treatment was related to the conditional release being revoked. Lastly, the likelihood of additional revocations increased after the first revocation.

Vrshek-Schallhorn, S., Wolitzky-Taylor, K., Doane, L. D., Epstein, A., Sumner, J. A., Mineka, S., & ... Adam, E. K. (2014). **Validating new summary indices for the Childhood Trauma Interview: Associations with first onsets of major depressive disorder and anxiety disorders.** *Psychological Assessment*, 26(3), 730-740. DOI:10.1037/a0036842

The authors sought to provide new summary indices for the Childhood Trauma Interview (CTI). These were examined in relationship to the first onset of major depressive disorder and anxiety disorders. The results from data collected from 332 participants revealed predictive validity of the proposed scores and that some types of major adversity were associated with first onsets of the disorders of interest. The results also indicated the proposed indices contributed unique variance in predicting depression and anxiety above the original indices.

Walters, G. D. (2014). **An item response theory analysis of the Psychological Inventory of Criminal Thinking Styles: Comparing male and female probationers and prisoners.** *Psychological Assessment, 26*(3), 1050-1055. DOI:10.1037/pas0000014

Psychological Inventory of Criminal Thinking Styles (PICTS) data from 26,831 probationers and 3,266 prisoners were analyzed using an item response theory analysis. Findings indicated probationers had significantly lower scores on the PICTS thinking style scales compared to the prisoners, though other items were comparable across sex and type of correctional setting. The authors conclude the PICTS may be measuring the construct of criminal thinking the same in males and females in both probation and prison settings.

Walters, G. D., & Crawford, G. (2014). **Major mental illness and violence history as predictors of institutional misconduct and recidivism: Main and interaction effects.** *Law and Human Behavior, 38*(3), 238-247. DOI:10.1037/lhb0000058

The authors studied the effect of major mental illness and violence history on institutional misconduct and recidivism using a sample of 2,627 male prison inmates. Results indicated that major mental illness did not predict future antisocial behavior, but predicted increased risk of general and aggressive institutional misconduct when paired with history of violence. Violence history was found to predict recidivism.

### SEX OFFENDERS

Aebi, M., Plattner, B., Ernest, M., Kaszynski, K., & Bessler, C. (2014). **Criminal history and future offending of juveniles convicted of possession of child pornography.** *Sexual Abuse: A Journal of Research and Treatment, 26*(4), 375-390.

The study compares demographic characteristics, criminal history, and subsequent offending of juvenile (1) possessors of child pornography, (2) possessors of other pornography, (3) sexual contact against a child offenders, and (4) sexual contact against peer or adult offenders. Results suggest juvenile possessors of child pornography are more likely to have downloaded the illegal material more frequently and over a longer period of time than possessors of other pornography. Further, they had fewer prior and subsequent offending than juveniles who sexually offended against a peer or adult. Results are discussed in the context of intervention implications.

Babchishin, K., Nunes, K. L., & Kessous, N. (2014). **A multimodal examination of sexual interest in children: A comparison of sex offenders and nonsex offenders.** *Sexual Abuse: A Journal of Research and Treatment, 26*(4), 343-374.

Authors examined the discriminative and convergent validity of three measures of sexual interest in children (Sexual Attraction to Children Implicit Association Test, Sexual Interest Profiling System, viewing time) by comparing responses of child molesters to responses of nonsex offenders. Results did not provide support for the superiority of a multimodal approach; convergence was most often observed across the three measures.

Boccaccini, M. T., Murrie, D. C., & Turner, D. B. (2014). **Jurors' views on the value and objectivity of mental health experts testifying in sexually violent predator trials.** *Behavioral Sciences & the Law, 32*(4), 483-495. DOI:10.1002/bsl.2129

The authors surveyed 161 jurors from sex offender civil commitment trials that contained testimony from psychologists and psychiatrists. The findings showed that the majority of jurors reported the expert's testimony was honest and that discrepancies between experts were likely due to the complexity of the case. Jurors reported experts who used risk assessments were more accurate, but questioned experts' ability to accurately predict recidivism more when there was testimony from both sides. Results indicated the jurors believed overall the testimony assisted

in better decision making.

Daya, A., Carsonb, E., Newtona, D., & Hobbsa, G. (2014). **Professional views on the management of sex offenders in the community.** *Journal of Offender Rehabilitation, 53(3)*, 171-189. doi:10.1080/10509674.2014.887605

There have been few attempts to understand sex offender registration and community notification policies from the perspective of practitioners who work with sex offenders in the community. Professionals are uniquely placed to contribute to an understanding of effective risk management; this article presents an analysis of the perspectives of a group of experienced practitioners and how this practice-based wisdom might inform the development of sex offender public policy.

DeMatteo, D., Edens, J. F., Galloway, M., Cox, J., Smith, S., & Formon, D. (2014). **The role and reliability of the Psychopathy Checklist—Revised in U.S. sexually violent predator evaluations: A case law survey.** *Law and Human Behavior, 38(3)*, 248-255. DOI:10.1037/lhb0000059

The project examined the use of the PCL-R in 214 sexually violent predator cases (SVP). The researchers found that in cases using multiple scores, the intraclass correlation coefficient for a single evaluator was .58. Overall, PCL-R scores reported by the prosecution's evaluators were significantly higher than defense experts. The authors question the reliability of the PCL-R in SVP proceedings.

Francis, B., Harris, D. A., Wallace, S., Knight, R. A., & Soothill, K. (2014). **Sexual and general offending trajectories of men referred for civil commitment.** *Sexual Abuse: A Journal of Research and Treatment, 26(4)*, 311-329.

Authors examined the life course offending trajectories of 780 convicted adult male sexual offenders referred for civil commitment between 1959 and 1984. A four-trajectory model for all offending and a four-trajectory model for sexual offending were identified. Identified groups varied in terms of criminal onset, length of criminal careers, age of peak offending, and time of entry into the treatment center. Late adult onset of sex offending was found to be associated with child molestation; early onset was associated with rape. Results are discussed in the context of future research and policy implications.

Gannon, T. A., Waugh, G., Taylor, K., Blanchette, K., O'Connor, A., Blake, E., & O Ciardha, C. (2014). **Women who sexually offend display three main offense styles: A reexamination of the descriptive model of female sexual offending.** *Sexual Abuse: A Journal of Research and Treatment, 26(3)*, 207-224.

The study examined whether the original three offending styles (Explicit-Approach, Directed-Avoidant, Implicit-Disorganized) identified in United Kingdom female sexual offenders and described within the Descriptive Model of Female Sexual Offending were applicable to a small sample of North American convicted female sexual offenders. Two independent raters used the DMFSO to code offense narratives according to whether narratives fit one of the three original pathways. Results suggest the three original pathways were also applicable to the North American women; no new pathways were identified.

Hershkowitz, I. (2014). **Sexually intrusive behavior among alleged CSA male victims: A prospective study.** *Sexual Abuse: A Journal of Research and Treatment, 26(3)*, 291-305.

The author sought to identify variables which moderate the early onset of sexually intrusive behavior in a sample of boys, alleged victims of sexual abuse. Differences on personal factors, family factors, and abuse characteristics were noted across victims with and without sexually intrusive behavior records. After controlling for age and family factors, a regression model

correctly classified over three-quarters of subjects based on reported experiences of abuse.

Howard, P. D., Barnett, G. D., & Mann, R. E. (2014). **Specialization in and within sexual offending in England and Wales.** *Sexual Abuse: A Journal of Research and Treatment*, 26(3), 225-251.

Authors examined whether sexual offenders in England and Wales specialize in particular types of sexual offending using data from the National Offender Management Service. The study suggest specialization to be most evident in offenders with convictions for accessing indecent images. Crossover between sexual offense types was very rare for those with contact adult offenses or for noncontact offenders. However, offenders with child contact offenses sometimes crossed over to indecent images reoffending. Results are discussed in the context of risk assessment and recidivism prediction.

Knighton, J. C., Murrie, D. C., Boccaccini, M. T., & Turner, D. B. (2014). **How likely is “likely to reoffend” in sex offender civil commitment trials?** *Law And Human Behavior*, 38(3), 293-304. DOI:10.1037/lhb0000079

The study asked 152 jurors in Sexually Violence Predator (SVP) cases to complete a questionnaire about the degree of reoffense risk. Results indicated that most jurors believed a 15% chance of recidivism was sufficient to consider the person “likely to reoffend.” The authors conclude that jurors view risk in terms of severity of predicted harm rather than statistical probabilities.

Lehmann, R. J. B., Goodwill, A. M., Hanson, R. K., & Dahlie, K. (2014). **Crime scene behaviors indicate risk-relevant propensities of child molesters.** *Criminal Justice and Behavior*, 41(8), 1008-1028.

Using crime scene analysis on a sample of 424 cases, the study identifies psychological characteristics of child molesters and examines the contributions of these behavioral themes for sexual offender risk assessment. Behavioral themes of fixation, sexualization, criminality, and sexualized aggression were observed. Results suggest fixation and sexualized aggression to be significant predictors of sexual recidivism, adding to the ability of the Static-99 to predict sexual recidivism.

Müller, S., Walter, H., & Christen, M. (2014). **When benefitting a patient increases the risk for harm for third persons: The case of treating pedophilic Parkinsonian patients with deep brain stimulation.** *International Journal of Law and Psychiatry*, 37(3), Pages 231-320.

This paper investigates the question whether it is ethically justified to treat Parkinsonian patients with known or suspected pedophilia with deep brain stimulation given increasing evidence that this treatment might cause impulse control disorders, disinhibition, and hypersexuality. Authors suggest strategy for decision-making on a case by case basis consisting of three steps: (1) risk assessment, (2) shared decision-making, and (3) risk management and safeguards.

Smid, W. J., Kamphuis, J. H., Wever, E. C., & Van Beek, D. J. (2014). **A comparison of the predictive properties of nine sex offender risk assessment instruments.** *Psychological Assessment*, 26(3), 691-703. DOI:10.1037/a0036616

The authors used a sample of 397 convicted sex offenders to examine the predictive properties, missing values, and interrater agreement of nine structured risk assessments. Results overall indicated that the measures were moderate to large predictors of reoffending. The Static-2002R and Static-99R scores were found to have better predictive properties compared to the other measures. The least promising measures were the Sexual Violence Risk 20 and Rapid Risk Assessment for Sexual Offense Recidivism.

Stinson, J. D. & Gonsalves, V. (2014). **Suicide attempts and self-harm behaviors in psychiatric sex offenders.** *Sexual Abuse: A Journal of Research and Treatment*, 26(3), 252-270.

Authors examined rates of suicide attempts and self-harm behaviors in a sample of 1,184 psychiatric inpatients, including 462 sexual offenders. Sexual offenders tended to have greater rates of both suicide attempts and self-harm behaviors. Various psychiatric correlates were identified, and implications for treatment of such correlates are discussed.

Van der Put, C., van Vugt, E. S., Stams, G. J. J. M., & Hendriks, J. (2014). **Psychosocial and developmental characteristics of female adolescents who have committed sexual offenses.** *Sexual Abuse: A Journal of Research and Treatment*, 26(4), 330-342.

Authors compared psychosocial and developmental characteristics across adolescent female sexual offenders, male sexual offenders, and female violent offenders. Results suggest male and female sexual offenders to be very similar, whereas female sexual offenders and violent offenders were different on many measured variables. Female sexual offenders were less likely to have antisocial friends and family/school problems. Further, female sexual offenders were more likely to have been victims of sexual abuse outside the family and to be socially isolated.

### VICTIMIZATION

Dierkhising, C. B., Lane, A., & Natsuaki, M. N. (2014). **Victims behind bars: A preliminary study of abuse during juvenile incarceration and post-release social and emotional functioning.** *Psychology, Public Policy, and Law*, 20(2), 181-190.

Authors present results from a preliminary study on the prevalence of abuse during incarceration in secure juvenile facilities and the relation of such abuse to post-release adjustment. Overall, nearly all juveniles experienced some form of abuse while incarcerated. Frequency of abuse was also found to be associated with a higher likelihood of posttraumatic stress reactions, depressive symptoms, and continued criminal involvement following release.

Gruenewald, J. & Kelley, K. (2014). **Exploring anti-LGBT homicide by mode of victim selection.** *Criminal Justice and Behavior*, 41(9), 1130-1152.

The study examines variations in situational circumstances of bias homicide targeting LGBT victims, identifying numerous situational distinctions which make them disparate from non-bias homicides. Results are discussed in the context of future research methodology, policy, victim-based legal protections, and law enforcement responses to bias crime.

Pritchard, A. J., Jordan, C. E., & Jones, L. (2014). **A qualitative comparison of battered women's perceptions of service needs and barriers across correctional and shelter contexts.** *Criminal Justice and Behavior*, 41(7), 844-861.

Using qualitative data collected from 10 focus group interviews, authors investigated and compared battered women's experiences with victimization, help-seeking, and perceptions of incarceration across jails, prisons, shelters, and post-release support groups. Specifically, the study identified site-specific service needs, perceived barriers to meeting such needs, and perceptions of incarceration in the context of service needs. Results are discussed in the context of implications for targeted interventions.

### WITNESS ISSUES

Azad, A., Christianson, S., & Selenius, H. (2014). **Children's reporting patterns after witnessing homicidal violence – the effect of repeated experience and repeated interviews.** *Psychology, Crime & Law*, 20, 407-429. doi: 10.1080/1068316X.2013.793337

The authors examined factors affecting children (n = 96) who have witnessed homicides, specifically if the children have witnessed similar (non-fatal) violence in the past, and if the children were interviewed repeatedly. Children's accounts did not differ based on whether they had previously witnessed violence. Children who had not witnessed prior violence and who were interviewed repeatedly gave more detailed accounts.

Connolly, D. A. & Gordon, H. M. (2014). **Can order of general and specific memory prompts help children to recall an instance of a repeated event that was different from the others?**. *Psychology, Crime & Law*, 20, 852-864. doi: 10.1080/1068316X.2014.885969

The authors examined memory prompts to help children remember a specific instance of a repeated event. Participants (n = 124, aged 6 to 8) either saw or were told about a magic show one, four, or six times. They were later interviewed and either prompted first with the general recall or the specific recall; these were then followed by the other prompt. Memory recall was better when children were given the general prompt first.

Fogliati, R. & Bussey, K. (2014). **The effects of cross-examination on children's reports of neutral and transgressive events**. *Legal and Criminological Psychology*, 19, 296-315. DOI:10.1111/lcrp.12010

One hundred and twenty children from kindergarten (N = 61) and second grade (N = 59) witnessed an adult commit a minor transgression. Afterward, all children were questioned during a direct interview followed by either another direct interview or a cross-examination interview. Children who were cross-examined during the second interview reported neutral events less accurately than children who were questioned twice with direct examination. Cross-examination also affected disclosure rates of the witnessed transgression.

Krix, A. C., Sauerland, M., Gabbert, F., & Hope, L. (2014). **Providing eyewitnesses with initial retrieval support: What works at immediate and subsequent recall?**. *Psychology, Crime & Law*, 20, 1005-1027. doi: 10.1080/1068316X.2014.902456

The authors examined the effects of retrieval support in two studies. Participants in study one (n = 88) watched a video under full or divided attention and were then interviewed with free recall or Self-Administered Interview (SAI). Participants were later interviewed again with free recall. The SAI did not have any effect on recall during the second interview. Participants in study two (n = 81) watched the video and were then interviewed with either free recall or the SAI; they were then interviewed a second time with either free recall or the SAI. Recall was best for participants who received the SAI for both interviews.

Nash, R. A., Houston, K. A., Ryan, K., & Woodger, N. (2014). **Remembering remotely: Would video-mediation impair witnesses' memory reports?**. *Psychology, Crime & Law*, 20, 756-768. doi: 10.1080/1068316X.2013.857669

The authors examined the effect of video interviewing on witness accounts. Participants (n = 77) viewed a film and were either interviewed one day later face-to-face, one day later via video, or one week later face-to-face. In the shorter recall time, there were no differences in accounts based on interview type. These accounts were more accurate than those given after the week delay.

Nori, R., Bensi, L., Gambetti, E., & Giusberti, F. (2014). **Individual differences in the Enhanced Cognitive Interview: The role of imagery**. *Psychology, Crime & Law*, 20, 833-851. doi: 10.1080/1068316X.2014.885968

The authors examined the effect of individual differences in imagery in the Enhanced Cognitive Interview (ECI). Participants (n = 80) completed a measure regarding imagery abilities and

watched a video. They were later interviewed with either the ECI or the Standard Interview. The ECI was associated with more accurate statements overall, and participants with higher imagery scores recalled more correct information.

Smalarz, L. & Wells, G. L. (2014). **Confirming feedback following a mistaken identification impairs memory for the culprit.** *Law and Human Behavior*, 38, 283–292. doi: 10.1037/lhb0000078

Participant-witnesses (N=145) made mistaken identifications from a “similar” or a “dissimilar” culprit-absent photo lineup. After their identifications, witnesses were given confirming feedback or no feedback. The experimenter then feigned having accidentally given the witnesses the wrong photo lineup and told witnesses to disregard the first lineup. Participants were then given the culprit-present lineup. Identifying a dissimilar individual and receiving confirming feedback after a misidentification had independent impairing effects on memory for the original culprit.

Smart, S., M., Berry, M.A., & Rodriguez, D.N. (2014). **Skilled observation and change blindness: A comparison of law enforcement and student samples.** *Applied Cognitive Psychology*, 28(4), 590-596. DOI: 10.1002/acp.3021.

Forty-three undergraduates and sixty-one law enforcement officers watched a video of a staged traffic stop. About halfway through the video, the driver and deputy step out of frame, and the original driver is replaced by another actor with a different body type and wearing a different colored shirt. Students were more likely to detect changes in the driver’s clothing and performed better on a line-up identification task than law enforcement officers. However, both students and law enforcement officers were equally susceptible to change blindness. Implications are discussed.

Tomei, J., & Cramer, R. J. (2014). **Perceived Credibility of Character Witnesses: Implications for Trial Consultation.** *Journal of Forensic Psychology Practice*, 14(3), 263-275. doi: 10.1080/15228932.2014.923710

Character witnesses aim to provide the court with information regarding the defendant’s personality and to persuade the jury the alleged crime is out of character. Stereotypes regarding race are the only framework provided for understanding qualities of credibility specifically for character witnesses. Comparisons can be made between alibi, lay, and expert witness credibility models, yet it is unclear whether the models are also applicable. Trial strategy and witness preparation guidance is offered for cases involving character witnesses.

Vredeveltdt, A., Braddelley, A.D., & Hitch, G.J. (2014). **The effectiveness of eye-closure in repeated interviews.** *Legal and Criminological Psychology*, 19, 282-295. DOI:10.1111/lcrp.12013

After watching a 2.5-minute video clip of a crime from a commercial television series and completing a distractor task, fifty-five undergraduates were asked to freely recall what occurred during the video with their eyes either open (N = 24) or closed (N = 24). One week later, participants returned to provide another free recall statement as well as cued recall statements. Participants were randomly assigned to a 2 (Condition Time 1: eyes open, eyes closed) X 2 (Condition Time 2: eyes open, eyes closed) design. Eye closure at the first free-recall attempt did not significantly affect recall, but eye-closure increased recollection of visual information in both the free recall (36.7%) and the cued recall (35.3%).

Wang, E., Paterson, H., & Kemp, R. (2014). **The effects of immediate recall on eyewitness accuracy and susceptibility to misinformation.** *Psychology, Crime & Law*, 20, 619-634. doi: 10.1080/1068316X.2013.854788

The authors examined different study methodologies to explain differences in the effect of immediate recall on inoculation against witness contamination. Participants (n = 88) watched



a video and then either had no immediate recall, immediate free recall or immediate cued recall. All participants then interacted with a confederate witness who mentioned correct and incorrect details. Participants were later interviewed again. Accuracy was greatest for those who were given an immediate recall.

Yii, S.B., Powell, M.B., & Guadagno, B. (2014). **The association between investigative interviewers' knowledge of question type and adherence to best-practice interviewing.** *Legal and Criminological Psychology, 19*, 270-281. DOI:10.1111/lcrp.12000.

Two studies examine investigative interviewers' ability to identify types of questions and adherence to the 'best-practice' guidelines of using open-ended questions in mock interviews. In Study 1, Australian police interviewers (N = 27) classified statements and generated open-ended questions before conducting a mock interview. In Study 2, Australian professionals (N = 40) completed an online training seminar where they classified statements and generated open-ended questions before completing a quiz assessing general knowledge about investigative interviewing. A positive relationship between correct classification of statements and adherence to best-practice interviewing guidelines was observed in both studies.

#### OTHER

Eggert, J. E., Kelly, S. P., Margiotta, D. T., Hegvik, D. K., Vaher, K. A., & Kaya, R. (2014). **Person–environment interaction in a new secure forensic state psychiatric hospital.** *Behavioral Sciences & The Law, 32(4)*, 527-538. DOI:10.1002/bsl.2127

Using data of adult psychiatric patients and staff members, the authors explored the person-environment interaction effects of a forensic psychiatric hospital's design on climate, safety, job satisfaction, and treatment outcomes. The study used data collected once before and twice after moving to a new building, compared to a control group who did not move facilities. Results showed the new facility had little influence on the variables of interest.

Goncalves, L. C., Goncalves, R. A., Matins, C., & Dirkzwager, A. J. (2014). **Predicting infractions and health care utilization in prison: A meta-analysis.** *Criminal Justice and Behavior, 41(8)*, 921-942.

Authors examined predictors of infractions and health care utilization in male prisoners using data from 90 studies. Results suggest prior prison misconduct, aggressiveness, impulsiveness, antisocial traits, institutional risk, young age, prison gang activity, high prison populations, and large maximum security inmate proportions to be significant predictors of institutional infractions. Further, prior mental health problems, old age, and physical symptoms were significant predictors of health care utilization. Results are discussed in the context of prisoner management and treatment.

Haginoya, S. (2014). **Offender demographics and geographical characteristics by offender means of transportation in serial residential burglaries.** *Psychology, Crime & Law, 20*, 515-534. doi: 10.1080/1068316X.2013.793768

The author examined the type of transportation (walking, bicycle, motor vehicle, motorcycle, and public transportation) used in burglaries to predict characteristics of the perpetrator (n = 187). Walking was associated with a younger offender age and a smaller offense area; motor vehicles were associated with employed offenders.

Jonesa, C. M. (2014). **Why Persistent Offenders Cannot Be Shamed into Behaving.** *Journal of Offender Rehabilitation, 53(5)*, 153-170. doi:10.1080/10509674.2014.887604

Although shaming may appear as an intuitively appealing method of deterrence, the experience

of shame in the offender population and its role in reducing reoffending has been empirically understudied. Researchers argue that patterns of externalizing blame and narcissism observed within the offender population increase the likelihood that shame will be bypassed and replaced with other-directed anger and aggression.

Palasinski, M. & Svoboda, S. (2014). **Reducing the risk of insurance fraud by appearances of online surveillance.** *Psychology, Crime & Law*, 20, 821-832. doi: 10.1080/1068316X.2013.871012

The authors examined factors associated with insurance fraud in two studies. Participants in study one (n = 40) and study two (n = 120) input details relevant to car insurance quotes on a simulated website, where they could repeatedly put in information to receive quotes until they decided on a final quote. Participants in study 2 were also randomly assigned to an electronic surveillance condition (none, loose, or close). Longer input times were associated with more deceptive input information; this was reduced under conditions of perceived surveillance.

Romyn, D. & Kebbell, M. (2014). **Terrorists' planning of attacks: A simulated 'red-team' investigation into decision-making.** *Psychology, Crime & Law*, 20, 480-496. doi: 10.1080/1068316X.2013.793767

The authors examined participants' planning of terrorist (n = 90) and counterterrorist (n = 15) activities. All of the counterterrorist participants have counterterrorism training and 47 of the terrorist participants have military training. Terrorism participants ranked in order a series of events in a terrorist event script; counterterrorism participants were told to predict the order of the events in this script. Rankings were similar across all groups

Spinhoven, P., Penninx, B. W., Hickendorff, M., van Hemert, A. M., Bernstein, D. P., & Elzinga, B. M. (2014). **Childhood Trauma Questionnaire: Factor structure, measurement invariance, and validity across emotional disorders.** *Psychological Assessment*, 26(3), 717-729. DOI:10.1037/pas0000002

The authors examined the psychometric properties of the Childhood Trauma Questionnaire–Short Form (CTQ–SF) using a sample of 2,308 adults. Overall, the results support the use of the total CTQ scale to capture a broad range of childhood maltreatment. The authors propose using a two-step approach to assessment, by first screening for childhood trauma using a self-report measure and then using a more structured diagnostic interview.

Young, P., Hong, P., Lewis, D., & Choib, S. (2014). **Employment Hope as an Empowerment Pathway to Self-Sufficiency Among Exoffenders.** *Journal of Offender Rehabilitation*, 53(5), 317-333. doi:10.1080/10509674.2014.922156

The purpose of this research is to examine the process of psychological empowerment as it impacts exoffenders' self-sufficiency. This study investigated how self-esteem, self-efficacy, and employment hope affect self-sufficiency. Based on structural equation model analyses, employment hope significantly mediated the path from self-esteem to self-sufficiency. This study confirms previous studies that suggest a renewed focus on employment hope for comprehensively supporting exoffenders' successful transition to self-sufficiency.

# AP-LS Student Section Committee

To the professional and student members of AP-LS,

Continuously promoting student involvement, programming, and development are at the core of the AP-LS Student Committee. Please see below for the exciting and high-quality programming we are developing for the upcoming year. We sincerely invite you to contact us with comments, questions, and suggestions at [aplsstudents@gmail.com](mailto:aplsstudents@gmail.com).

We would like to thank the AP-LS Executive Committee, specialty committee leaders, and professional and student members for your continued support—and look forward to working with you this year!

Casey LaDuke  
*Chair, AP-LS Student Committee*

Meghan Galloway  
*Chair-Elect, AP-LS Student Committee*

Caitlin Cavanagh, Jaymes Fairfax-Columbo, Erika Fountain, Elizabeth Gale-Bentz, Karen Michell Lane, Krystia Reed  
*AP-LS Student Committee Officers*

## STUDENT COMMITTEE UPDATES

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### New Officer Elections

The AP-LS Student Committee recently transitioned officers. Self-nominations were submitted between late June and mid-July and elections were held through the end of the month. The following individuals were elected by their peers to serve as Student Committee officers this year:

**Chair:** Casey LaDuke, *Drexel University*

**Chair Elect:** Meghann Galloway, *Drexel University*

**Secretary:** Krystia Reed, *University of Nebraska*

**Communications Officer:** Caitlin Cavanagh, *University of California, Irvine*

**Campus Representative Coordinator:** Elizabeth Gale-Bentz, *Drexel University*

**Clinical Liaison:** Karen Michell Lane, *Prairie View A&M University*

**Experimental Liaison:** Erika Fountain, *Georgetown University*

**Law Liaison:** Jaymes Fairfax-Columbo, *Drexel University*

**Christopher King** (*Drexel University*) will serve an advisory role as Past-Chair.

We appreciate all of the students who ran for positions and voted in the election. We also thank the outgoing officers for all of their hard work throughout last year: Lauren Gonzalez (Secre-

tary), Joanna Weill (Communications Officer), Stephanie Kline (Campus Representative Coordinator), Scholar Colburn (Clinical Liaison), and Emily Haney-Caron (Law Liaison).

### **Student Committee Activities at the 122nd APA Convention in Washington, DC**

The AP-LS Student Committee chose to focus our APA programming on opportunities at the intersection of psychology, law, and the military. We would like to thank Drs. Eric Zillmer, Eric Elbogen, and Christina Finello for discussing different facets of forensic psychology and the military; Dr. Jennifer Yeaw for discussing her work within military forensic psychology, including postdoctoral training opportunities; and Dr. Christina Finello, Dr. Amanda Zelechowski, and Mr. Brandt Smith for discussing research and policy around the diversion of justice-involved military personnel and veterans. We would also like to thank Jennifer Barry and our friends in APA Division 19 (Society for Military Psychology) for co-sponsoring these events.

The AP-LS Student Committee and our officers also participated in the AP-LS Executive Committee meeting, posted conference updates to our Facebook and Twitter pages, and hosted a Student Social in the AP-LS Hospitality Suite. We would like to thank the AP-LS Executive Committee, our members and student members, and the Convention attendees for helping make these events successful and meaningful.

### **American Psychological Association of Graduate Students (APAGS) Outstanding APA Division Award**

We are pleased to announce that the AP-LS Student Committee has been awarded this year's APAGS Outstanding APA Division Award. The award was presented at the annual Division Student Representative Network Luncheon at the APA Convention in August, in recognition of the AP-LS Student Committees' advocacy and programming for our student members. The APAGS Outstanding APA Division Award includes a \$1,000 cash award that will be used to fund several new travel awards to support AP-LS student members attending the 2015 APA Convention in Toronto, ON.

We would like to thank APAGS for their thoughtful advice and kind words; the AP-LS Executive Committee for their strong and continued support; and previous AP-LS Student Committee officers—namely past-chairs Lauren Kois, Alana Cook, Chris King—for their hard work and dedication to the student members of AP-LS.

### **Principal Goals of the Year**

The AP-LS Student Committee officers are very excited to continue to provide our members with high-quality programming and relevant opportunities in psychology and the law. This year we will continue to sustain and refine successful activities and events from this past year, including our Campus Representative Program, webinars, electronic and social resources, and professional and social programming at the annual AP-LS conference and APA convention. See below for more information on these initiatives.

We also hope to build on these successes in several ways. This year the AP-LS Student Committee will conduct a point-in-time study of student training in psychology and law, to be submitted for peer-reviewed publication and presented at the 2015 APA Convention. Student Committee officers will also become more involved in the programming and administration of relevant professional organizations, including (among others) AP-LS, APAGS, and APA. Finally, AP-LS Student Committee officers are each tasked with developing a new initiative in the upcoming year to benefit our student members. These will include (among others) developing a blog and Twitter account to more rapidly and comprehensively respond to contemporary issues in psychology

and law; starting a “Big Brother/Big Sister” type program and more interactive and fun social events at the annual AP-LS conference and APA convention; promoting activity and advocacy among represented campuses; and curating better resources and programming for law students and students in social and experimental psychology. We welcome any feedback on these initiatives at [aplsstudents@gmail.com](mailto:aplsstudents@gmail.com).

### **Campus Representative Program**

The AP-LS Campus Representative program has grown to include more than 90 students serving as local representatives for their respective programs (for a listing, see [here](#)). CRs serve as the liaisons between the AP-LS Student Committee, professional members, student affiliates, and non-affiliated students at the representative’s institution. Undergraduate students serve undergraduate programs, graduate students serve graduate programs, and law students serve law schools. The work of CRs includes circulating information, recruiting students, and developing local law-psychology programming for students. If you are interested in becoming a CR for your school, please view the program page on our website [here](#) and/or e-mail the Campus Representative Coordinator, Elizabeth Gale-Benz, at [APLSCampusRep@gmail.com](mailto:APLSCampusRep@gmail.com).

### **AP-LS Student Committee Webinars**

To further strengthen our community and provide our members with translatable skills needed in the fields of law and psychology, the Student Committee is excited to announce the continuation of the [AP-LS Student Committee Webinars](#). Through these webinars our members will engage in regular interactive discussions around topics specifically selected to enhance their understanding of clinical, experimental, and legal facets of our practice. AP-LS Student Committee members curate webinar topics based on their knowledge of the field and in collaboration with our members, and invite field leaders to join the conversation by providing experienced advice and insider knowledge. By the end of each discussion, participants will have been exposed to a critical topic in the field of law and psychology, engaged in discussion with peers and field leaders, and developed a deeper understanding of the topic and how it applies to their current and future practice. We believe the AP-LS Student Committee Webinars will enhance each participant’s skills in forensic psychology, and serve to strengthen the communities of AP-LS student members and forensic psychology as a whole.

This year’s inaugural webinar will take place in September and will feature Patricia Zapf, PhD, President of AP-LS, to discuss her vision for AP-LS and the field of psychology and law. Please check the [AP-LS Student Committee Facebook page](#) for more information about this and future webinars.

### **Online Resources from the Student Committee**

We encourage students and professionals to utilize all of our electronic and social resources. Our [official website](#) includes information about our CR program; graduate student resources (including mentorship opportunities, funding opportunities, forensic-focused internship and post-doc resources, teaching resources, suggested readings); undergraduate student resources (including general information about forensic psychology, graduate program listings, and funding opportunities); and video and written interviews with professionals. (Our updated [bylaws](#) are also available for review on our website.) The [AP-LS Student Committee Facebook page](#) has been liked by over 1,300 people and is our primary outlet to post helpful resources for students, highlight individual campus representative efforts, disseminate articles published by our student members, and share information and events relevant to psychology and law. Finally, be sure to follow us on Twitter ([@APLSsc](#)) for additional information and advocacy on topics in psychology and law.

# AP-LS Committee on Early Career Professionals

Dear Colleagues,

In her Presidential Address *Innovating Psychology & Law*, Jennifer Skeem challenged us, as members of AP-LS, to think about the range of subject matter covered by our research on psychology and law. Even a cursory review of recent annual conference programs reveals a heavy concentration of presentations on a small number of commonly studied topic areas.<sup>1</sup> Dr. Skeem argued, persuasively, that breadth and reach, not overspecialization, is key to our future success, and provided three suggestions for accomplishing it: Target a broader audience, tackle bigger problems, and engage in meaningfully interdisciplinary work. As the committee tasked with helping our organization support early career professionals, we write to share some potential opportunities to help us further the important goal of increasing the breadth of scholarship of in our field(s), as well as offer some suggestions about how to begin to take advantage of them.

First, we have noticed that AP-LS members are not the only ones working on psychology and law research. Legal scholars and psychologists who have innovative interdisciplinary ideas at the intersection of law and psychology that do not fit into what have become our core topic areas are proceeding without us. For example:

- *Does the law catalyze or inhibit search for a cure for Ebola, development of a faster internet, or creation of the next hit song?* One of the burning contemporary issues in intellectual property, captured in NYU Law Professor Jeanne Fromer's article, *A Psychology of Intellectual Property*,<sup>2</sup> is whether existing patent and copyright law supports or hinders creative innovation. Fromer and other like-minded researchers are drawing on basic psychological research into the different conditions under which scientific and artistic creativity flourish to guide their debates and discussions about the differences in the relevant legal standards. They are also beginning to conduct experimental work of their own on the topic.<sup>3</sup>
- *When is a protest free speech and when is it a riot?* Yale Law Professor Dan Kahan, in collaboration with well-known psychologists like Paul Slovic and Ellen Peters, regularly conducts provocative empirical studies exploring the implications of motivated reasoning for fundamental issues of Constitutional Law and Democratic theory.<sup>4</sup> One, a conceptual replication of the classic study *They Saw a Game*, shows that perceptions and impressions of

1. [New Orleans](#), [Portland](#), [Miami](#), [Vancouver](#)

2. Fromer, J. C. (2010). Psychology of Intellectual Property, *A. Nw. UL Rev.*, 104, 1441.

3. Buccafusco, C. J., Burns, Z. C., Fromer, J. C., & Sprigman, C. J. (2014). Experimental Tests of Intellectual Property Laws' Creativity Thresholds. *Texas Law Review*, 9; see also Buccafusco, C., & Sprigman, C. (2010). Valuing Intellectual Property: An Experiment. *Cornell L. Rev.*, 96, 1; Mandel, G. N. (2011). To promote the creative process: intellectual property law and the psychology of creativity. *Notre Dame L. Rev.*, 86, 1999; Reuveni, E. (2013). Copyright, Neuroscience, and Creativity. *Ala. L. Rev.*, 64, 735.

4. Kahan, D. M. (2011). Neutral principles, motivated cognition, and some problems for constitutional law. *Harv. L. Rev.*, 125, 1; Kahan, D. M., Peters, E., Wittlin, M., Slovic, P., Ouellette, L. L., Braman, D., & Mandel, G. (2012). The polarizing impact of science literacy and numeracy on perceived climate change risks. *Nature Climate Change*, 2(10), 732-735.



police-protester interactions differ depending upon the observers' ideology and what they think the protest is about.<sup>5</sup>

• *How is law affected by and able to address unintended discrimination?* In terms of breadth of impact, the implications of implicit attitudes and stereotypes for a range of legal doctrine ranks among the most fertile areas relevant to AP-LS, recently outpacing that of more traditional topics like eyewitness testimony.<sup>6</sup> Theoretical articles on "implicit bias" appear in law reviews on an extraordinary variety of topics, including employment discrimination,<sup>7</sup> affirmative action,<sup>8</sup> Terry stops,<sup>9</sup> self-defense,<sup>10</sup> prosecutorial discretion,<sup>11</sup> jury selection,<sup>12</sup> public defenders' case triage,<sup>13</sup> judicial decision-making,<sup>14</sup> criminal sentencing,<sup>15</sup> immigration,<sup>16</sup> and mediation.<sup>17</sup> The National Center for State Courts<sup>18</sup> and American Bar Association<sup>19</sup> have initiatives on implicit bias and it has figured prominently in major discrimination-related litigation.<sup>20</sup> The high level of interest among lawyers and judges, along with the real need for supporting empirical research in forensic settings, contrasts starkly with the peripheral status of the topic among AP-LS members.

The same is true for clinical psychology. In practice, psychological autopsies and child death investigations are areas in which clinical psychologists can play unique role in collaboration with various types of forensic scientists and public servants. While the majority of coroners or

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5. Kahan, D. M., Hoffman, D. A., Braman, D., & Evans, D. (2012). They saw a protest: Cognitive illiberalism and the speech-conduct distinction. *Stan. L. Rev.*, 64, 851.

6. Westlaw's Law Reviews & Journals database contains 489 articles published in the last three years on "eyewitness testimony," 209 of which also contain the word "psychology." In the same period, 572 articles were published referencing "implicit bias," 295 of which contain the word "psychology."

7. Krieger, L. H., & Fiske, S. T. (2006). Behavioral realism in employment discrimination law: Implicit bias and disparate treatment. *California Law Review*, 997-1062.

8. Kang, J., & Banaji, M. R. (2006). Fair measures: A behavioral realist revision of "affirmative action". *California Law Review*, 1063-1118.

9. Richardson, L. S. (2010). Arrest Efficiency and the Fourth Amendment. *Minn. L. Rev.*, 95, 2035.

10. Benforado, A. (2010). Quick on the draw: Implicit bias and the second amendment. *Oregon Law Review*, 89(1), 1.

11. Smith, R. J., & Levinson, J. D. (2011). Impact of Implicit Racial Bias on the Exercise of Prosecutorial Discretion, *The Seattle UL Rev.*, 35, 795.

12. Page, A. (2005). Batson's blind-spot: Unconscious stereotyping and the peremptory challenge. *BUL Rev.*, 85, 155.

13. Richardson, L. S., & Goff, P. A. (2013). Implicit Racial Bias in Public Defender Triage. *Yale Law Journal*, 122, 13-24.

14. Rachlinski, J. J., Johnson, S. L., Wistrich, A. J., & Guthrie, C. (2008). Does unconscious racial bias affect trial judges. *Notre Dame L. Rev.*, 84, 1195.

15. Ramirez, M. K. (2008). Into the Twilight Zone: Informing Judicial Discretion in Federal Sentencing. *Drake L. Rev.*, 57, 591.

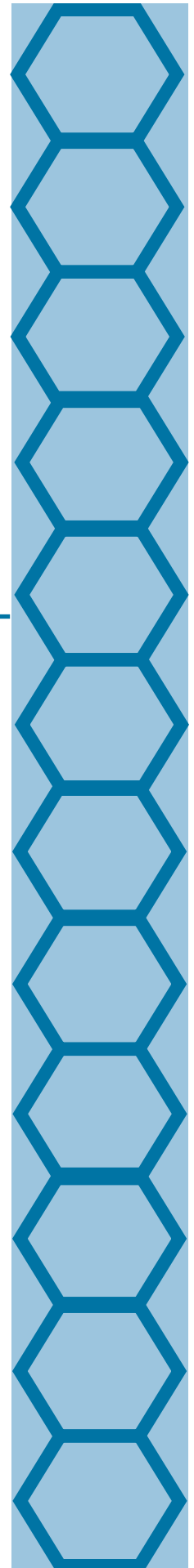
16. Marouf, F. E. (2010). Implicit Bias and Immigration Courts. *New Eng. L. Rev.*, 45, 417.

17. Izumi, C. (2010). Implicit bias and the illusion of mediator neutrality. *Wash. UJL & Pol'y*, 34, 71.

18. <http://www.ncsc.org/ibeducation>

19. <http://www.americanbar.org/groups/litigation/initiatives/task-force-implicit-bias.html>

20. Wal-Mart Stores, Inc. v. Dukes, 131 S. Ct. 2541 (2011)



medical examiners offices do not conduct psychological autopsies, the Los Angeles Department of the Coroner is an example of one office that has long employed the behavioral science expertise of postdoctoral forensic fellows and staff as consultants in equivocal or contested death investigations. Moreover, as part of broad-based prevention efforts, clinical and forensic psychologists often serve on boards conducting retrospective investigations following a child's death. There have been periods in which discussion of psychological autopsies have emerged in forensic psychological and psychiatric literature, including both criticism and lauding of the practice.<sup>21</sup> Moreover, groups such as the American Association of Suicidology have developed trainings associated with how to conduct a psychological autopsy.<sup>22</sup> However, ongoing discussions on development of best practices and explore various applications of the use of behavioral science methodology in retrospective analysis of deaths suggest that a great deal still needs to be done.

Similarly, other forensic organizations, such as the American Academy of Forensic Sciences (AAFS), often feature presentations from a broad range of scientific disciplines. For example, at the 2014 AAFS Annual Meeting, forensic neuropsychologist, Dan Martell (the current president of AAFS and first forensic psychologist to serve this role), discussed a case example of an evaluation conducted by a major political figure being tried for war crimes through the United Nations International Court of Justice.<sup>23</sup> Colleagues from Turkey, Italy, the United Arab Emirates and other countries also presented on various topics related to forensic mental health issues in their respective countries.<sup>24</sup> While some were case examples rather than laboratory or quantitative research studies, the diverse insights created fertile opportunities for collaboration to further forensic scholarship from both a cross-disciplinary and cross-cultural standpoint. The availability of such alternatives may lead talented young scholars away from AP-LS or cause those that do join our organization to find membership less beneficial to their careers.

Our second, related observation concerns the need for more opportunities for interaction and learning within AP-LS. Researchers at the intersection of psychology and law unquestionably have a lot to offer, including rigorous methodological training and theoretical expertise. Expanding our audience, exploring a larger set of problems, and developing new collaborative relationships, however, will not occur if we prioritize speaking to ourselves about the things we know. To the contrary, it requires a top down commitment to welcoming and valuing presenters who do not sound or think like us. Law faculty, lawyers, judges, medical doctors,

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21. Litman, R. E., Curphey, T. J., Shneidman, E., Farberow, N., & N. Tabachnick. (1963). Investigations of equivocal suicides. *Journal of the American Medical Association*, 184, 924-929; Shneidman, E. S. (1994). The psychological autopsy. *American Psychologist*, 4, 75-76; Selkin, J. (1994). Psychological autopsy: Scientific psychohistory or clinical intuition? *American Psychologist*, 49, 74-75; Hjelmeland, H., Dieserud, G., Dyregrov, K., Knizek, B. L., & Leenaars, A. A. (2012). Psychological autopsy studies as diagnostic tools: are they methodologically flawed? *Death studies*, 36, 605-626.

22. Retrieved August 29, 2014, from <http://www.suicidology.org>

23. Martell, D. (2014, February). Measuring the Mind of a War Criminal: Behind the Scenes on an Assignment for the United Nations International Court of Justice in the Hague. Paper presented as the 66th annual meeting of the American Academy of Forensic Sciences, Seattle, WA.

24. Proceedings from the 2014 American Academy of Forensic Sciences 66th Annual Scientific Meeting, p. 196-7.





and the like offer a different perspective, critical substantive expertise, and a sense for where the most pressing legal policy debates are headed and could be informed by our work. When we do not solicit or accept a critical mass of their papers for our conferences or avoid their talks when they do come because the work is not sufficiently empirical, we pass up the opportunity to learn what we do not know and to offer what we do know to someone who might benefit from it.

Third and finally is making sure that we are open to exploration in our advising and mentorship. One of our senior members, a lawyer, recalled presenting on a panel at AP-LS a number of years ago about what researchers could do to help practicing attorneys in litigation. After the talk, many of the more junior audience members came up to tell him that they wished they could do the sort of research that the panel spoke about. Unfortunately, their Ph.D. advisors had restricted them to the small range of favored topics. That is, perhaps, a recipe for producing numerous publications, but, in 20 to 30 years' time, it can also lead to a professional culture focused on a small number of familiar research areas. Early career professionals cannot explore truly new ideas, problems, or professional relationships without the support, encouragement, and professional cover from their advisors, mentors, and senior colleagues.

In raising issues noted by early career professionals as possible opportunities for broadening and enriching the scope of psychology and law, we aim to encourage a dialogue between those at all levels of AP-LS membership and those with colleagues not currently involved in the organization, but engaged in research that falls within its mission. We urge all of those in our field to take an interdisciplinary, creative, and proactive approach to defining innovation in psychology and the law. Only by doing so will opportunities emerge for young professionals to find new collaborators in specialties not traditionally represented within AP-LS, and for the organization to grow through exciting new forms of scholarly cross-pollination.

**Erik J. Girvan, J.D., Ph.D.**

*University of Oregon School of Law*

**Lauren Reba-Harrelson, Ph.D.**

*Emory University School of Medicine, Department of Psychiatry*

**AP-LS Early Career Professionals Committee**



## Early Career Professionals Committee Funding Alert

### **Funding Alert: AP-LS Early Career Professional Grant-In-Aid Call for Proposals**

The American Psychology-Law Society Committee on Early Career Psychologists funds annually several grants of up to \$5,000. The deadline is October 15. The purpose of the award is to support AP-LS members who are within 7 years of receiving their last degree to conduct research related to psychology and law. Details about the purpose of the award, eligibility, and application instructions are available on the AP-LS website and at the link below. Please contact the ECP Committee Chair, Kathleen Kemp, at [kkemp@lifespan.org](mailto:kkemp@lifespan.org) with any questions.

<http://www.apadivisions.org/division-41/awards/early-career/index.aspx>





# The APA Board of Educational Affairs (BEA)

## Award in Support of Conferences and Workshops on Graduate and Postgraduate Education and Training in Psychology

### **Scope and purpose:**

BEA will award a total of \$10,000 per year in conference grants to multiple awardees; typical grant funding is \$2,000 per conference/workshop. Awards must support organizations or groups of psychologists planning conferences and workshops intended to enhance the quality of education for faculty and/or supervisors who then will use the knowledge to train students, interns, and/or postdoctoral fellows. Preference will be given to groups or organizations that have not been awarded a Graduate and Postgraduate Education & Training grant in the past two years.

BEA will make final decisions about the awarding of the grants and communicate decisions to all groups submitting proposals by November 1st 2014. **Proposals will be evaluated using the following criteria:**

### • **Goals and objectives**

*The clarity and nature of the conference or workshop goals and objectives and how they will enhance the training of faculty and supervisors of graduate students, interns, and/or postdoctoral fellows in psychology.*

### • **Leadership**

*The qualifications of the person(s) identified to plan and lead the conference or workshop, relative to the topic of focus. Included in the qualifications should be evidence of national or regional leadership (e.g., publication of scholarly works related to education and training, participation in past workshops, etc...)*

### • **Participants**

*The qualifications of conference or workshop participants relative to the topic of focus, including their potential for implementing outcomes of the conference or workshop toward enhancing graduate education.*

### • **Impact**

*The estimated or potential impact of the conference or workshop in terms of the diffusion of new ideas resulting from its outcomes in the education community appropriate to the proposal's focus.*

### • **Budget**

*The clarity and completeness of the conference or workshop budget, how realistic it is, and how the grant funds are to be used to offset expenses incurred (e.g., travel, registration, speaker fees).*

### **How to Apply:**

*To apply for a BEA Conference award, download and complete the application form found on the APA Website (<https://www.apa.org/about/awards/block-gradpostdoc.aspx>) and email by September 1st 2014 to:*

*Jan-Sheri Morris ([jmorris@apa.org](mailto:jmorris@apa.org))*

*Office of Graduate and Postdoctoral Education*

*Education Directorate*

*American Psychological Association*

*Washington, DC 20002-4242*

# APLS Professional Development of Women (PDW) Committee

The **APLS Professional Development of Women (PDW) Committee** is requesting **applications for one new member** starting late 2014 or early 2015. Committee terms are three years. The Committee welcomes both male and female members and has one student member.

The PDW Committee is responsible for promoting the success and professional development of female scientists and practitioners in the field of legal/forensic psychology. By identifying and addressing potential obstacles to career advancement, the committee hopes to promote better representation of women at all levels of academic and professional rank and greater recognition of women's achievement in AP-LS and AAFP. To meet this objective, the PDW Committee provides support, mentorship, and training to AP-LS members through meetings at the annual AP-LS conference and via a blog overseen by members of the committee. On occasion, the PDW Committee may also survey the membership to assess needs of the membership and to monitor the challenges/successes of both men and women in the field.

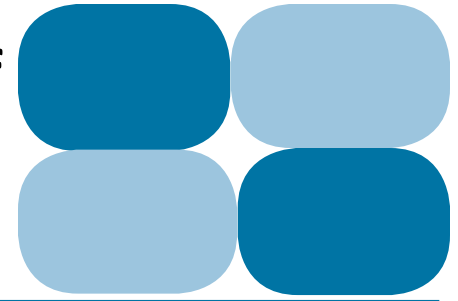
The only requirements for this position are a) to be a member of APLS, and b) degree completion. If you are interested in becoming a member of the PDW, please submit your curriculum vitae and a brief statement (paragraph or two) to Gina Vincent, PhD, Chair, at [Gina.Vincent@umassmed.edu](mailto:Gina.Vincent@umassmed.edu) by **October 17th, 2014**. Also, feel free to email if you have questions.



# American Bar Association: Section of Intellectual Property Law

## 30th Annual Conference, Bethesda MD (March 25-27, 2015)

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**WE ARE VERY DELIGHTED TO ANNOUNCE:**

***Tess M.S. Neal, Ph.D., Postdoctoral Research Fellow at the University of Nebraska Public Policy Center and member of the PDW, was asked to present her APLS research and PDW symposia presentation to the American Bar Association. Details below!***

### ***Title: “He says, she says, but who says it best? Gender of your expert in an Intellectual Property case”***

*Description of Program:*

*This program will showcase recent research on how the gender of an expert does (and does not) affect credibility and persuasiveness ratings by jurors. As anyone who has practiced IP litigation, particularly patent litigation, for any length of time knows, men still typically outnumber women in the Courtroom, but the gap is closing. As researchers continue to explore gender differences in the courtroom, attorneys in the trenches deal with these issues every day as lawyers, litigants and experts. Some research has demonstrated that expert gender does not affect credibility. Other research suggests that gender role expectations may impact jury perceptions of both the technical and damages experts in cases such as IP cases. Still other research suggests that there are ways in which experts can present themselves (which differ by gender) to maximize their persuasiveness to the jury. Given this body of research, should you consider gender in selecting an expert? How will these factors play out as the case develops? How can you better prepare your witness given the potential of impact of gender attitudes on how your witness is perceived? A panel of experts, an academic, a jury consultant and in-house counsel will discuss the implications of gender and the expert in your next case.*

*Learning objectives:*

- 1) Be aware of the research that has been done exploring the impact of gender of an expert*
- 2) Understand ways in which the gender of an expert might impact IP litigation*
- 3) Understand how juries might perceive the impact of gender of an expert*

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Tess M.S. Neal, Ph.D.  
Postdoctoral Research Fellow  
University of Nebraska Public Policy Center

## **2014 Saleem Shah Award Call for Nominations**

**Deadline: November 30, 2014**

The Saleem Shah Award is an annual award co-sponsored by the American Academy of Forensic Psychology and the American Psychology-Law Society recognizing early career excellence and contributions to the field of psychology and law. The focus of a nominee's contributions may be in any area of forensic psychology 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 (Year 2009 or later, inclusive of 2009). 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. Nominations are due by midnight EST on November 30, 2014.

Nominations should be sent electronically, in PDF or Word format, to Anita L. Boss, Psy.D., President-Elect of AAFP: [albosspsyd@comcast.net](mailto:albosspsyd@comcast.net)



# AP-LS Award for Outstanding Teaching and Mentoring in the Field of Psychology

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Every year The American Psychology-Law Society confers an award for Outstanding Teaching and Mentoring in the Field of Psychology and Law to recognize teaching excellence in a variety of contexts. The winner of the award will be announced at the annual meeting of the American Psychology-Law Society.

- In even-numbered years (e.g., 2014, 2016), 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., 2013, 2015), the award will be given to a teacher/mentor from a program/department that is doctoral-granting or post-doctoral granting; including law schools, medical schools, and non-university positions such as hospitals, clinics, or other organizations. The primary requirement is that the recipient have taught/mentored graduate and/or post-doctoral students (category 2).

At the 2015 AP-LS Conference, the award will be given to a teacher/mentor in category 2.

## **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 held a Ph.D., PsyD, or J.D. degree for at least 10 years, and must have been teaching and/or mentoring students in psychology and law for at least 7 years.

## **Nominations/Applications:**

The nomination package should be e-mailed directly to the Chair of the Award committee (listed below). The nomination package must be no more than 15 total pages and should include the following:

- Brief cover letter from the nominator
- Nominee's statement (1-2 pages) of teaching/mentoring philosophy, goals, and accomplishments, especially as related to the field of psychology and law.
- Abbreviated curriculum vitae (3 pages maximum)
- Summarized student evaluations (student evaluations should be recent and include at least three years). The "type" of evaluations accepted will be flexible depending on whether evaluations are gathered by the faculty's institution, and may include additional letters from mentees instead.
- At least one, but no more than three, supporting letters from peer reviewers or students
- Other relevant documentation such as descriptions of current and past student achievements; mentoring in one-on-one teaching contexts (e.g., advising, clinical supervision); teaching in the community (e.g., workshops that bring psychology and law to applied audiences); teaching-related committee work or scholarship; development of new curricula, courses, course materials, or instructional methods.

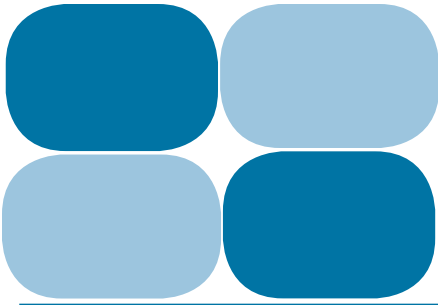
Self-nominations are encouraged.

## **Deadlines and Contact Information:**

The submission deadline for the 2015 award is **January 15th, 2015**. Nomination packets should be e-mailed to: Gina Vincent, Chair, Teaching and Mentoring Award Committee for 2015

e-mail: [Gina.Vincent@umassmed.edu](mailto:Gina.Vincent@umassmed.edu)

**To be Awarded:** Recipients of the award will receive \$500 and a plaque at the AP-LS conference.



# Nominations Sought for APA Guidelines Steering Committee

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Nominations are invited for two positions on the Advisory Steering Committee for Development of Clinical Practice Guidelines of the American Psychological Association (APA). The Advisory Steering Committee (ASC) oversees APA's process for clinical practice guideline development, including selection of topics for guidelines and recommendations of members for guideline development panels. The terms for both positions will begin in early 2015, and the deadline for submitting nominations is Nov. 7, 2014. Self-nominations are welcome.

It is preferred, though not required, that psychologists filling these positions have substantial background in one or more of the following areas:

- Direct provision of clinical treatment or services.
- Child or developmental psychopathology.
- Implementation and dissemination of research in current and emerging health care settings.

APA began its initiative on clinical practice guidelines in 2010. Guidelines are currently under development for three topics: depression, obesity and PTSD. The ASC will consider both mental and physical health topics for development of future guidelines.

The work of the Advisory Steering Committee (ASC) includes:

1. Design and assessment of the policies and procedures by which APA develops clinical practice guidelines.
2. Selection of topics for development of clinical practice guidelines.
3. Recommendations to the APA board of directors of individuals to serve on clinical practice guideline development panels.
4. Formulation of policies for commissioning and utilizing independent systematic reviews of empirical research to inform the development of clinical practice guidelines.
5. Planning of the structure and format of guideline documents and related products.
6. Provision of progress reports to the board of directors and other APA governance groups.

The ASC provides direction to APA's overall efforts in clinical practice guideline development, but does not itself engage in the writing of guidelines or the conduct of systematic reviews. It reports to the board of directors, with additional oversight by the Board of Professional Affairs (BPA), Board of Scientific Affairs (BSA) and Committee for the Advancement of Professional Practice (CAPP). Staff from the APA Practice Directorate and Science Directorate support the ASC's activities.



All nominees should have 10 or more years of professional experience in clinical practice or clinical research (or combination thereof) and documented expertise in the arena of clinical practice guidelines or evidence-based treatment development or implementation. Additionally, nominees should be nationally recognized via publications, professional awards, advanced credentials or involvement in professional organizations. Nominations of individuals who will enhance the diversity of the ASC are encouraged. Nominees should be members of the APA. However, current members of the board of directors, BPA, BSA and CAPP are not eligible to serve on the ASC.

**Nomination materials should include:**

- Letter from the nominee indicating willingness to serve a three-year term.
- Brief statement of the nominee's expertise and qualifications related to the criteria described above.
- Nominee's current curriculum vita.

Nomination materials should be submitted by the nominees themselves. Endorsements from other individuals or groups are not expected.

Nomination materials should be sent via email by Nov. 7, 2014. (Please call (202) 336-5911 in the event of questions or difficulties regarding email transmissions.)

The detailed call for nominations can be found at the link below. Questions about the call and about APA's development of clinical practice guidelines can be directed to Raquel Halfond. Thank you for your consideration.

<http://www.apapracticecentral.org/update/2014/09-11/steering-committee.aspx>

Posted by Lynn Bufka, [lbufka@apa.org](mailto:lbufka@apa.org)

# The APF Gold Medal Award for Life Achievement in the Application of Psychology



## **About the American Psychological Foundation**

APF provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

Since 1953, APF has supported a broad range of scholarships and grants for students and early career psychologists as well as research and program grants that use psychology to improve people's lives.

APF encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

## **About the Gold Medal Award for Life Achievement in the Application of Psychology:**

The Gold Medal Award for Life Achievement in the Application of Psychology recognizes a distinguished career and enduring contribution to advancing the application of psychology through methods, research, and/or application of psychological techniques to important practical problems.

## **Eligibility Requirements**

Eligibility is typically limited to psychologists 65 years or older residing in North America.

Gold medalists are selected by peers on the basis of evidence of sustained superior performance which is recognizable at a national (rather than local or regional) level.

The Gold Medal Award for Life Achievement in the Application of Psychology is given to a psychologist whose research has led to important discoveries or developments in the field of applied psychology.

To be eligible, this research should have led to innovative applications in psychology, including but not limited to assessment, consultation, instruction or intervention. Research involving the original development of procedures, methodologies or technical skills that significantly improve the application of psychological knowledge and provide direct solutions to practical problems will be considered. Original integration of existing theories or knowledge is also eligible for consideration.

Additional criteria may include:

*Distinguished Service:* Evidence of distinguished, sustained service in the application of psychology is required.

*Achievement of Excellence:* Evidence of recognition by other professional/scientific groups of a kind not routinely accorded to all psychologists. All nominees should have excellent overall personal and professional reputations.

*Extraordinary Recognition:* Evidence of having received national or international recognition from one's colleagues for contributions to the application of psychology.

*Significant Contributions:* The publication of articles, books, monographs and other writings which have made a demonstrable impact on the application and thinking of colleagues on more than a local basis, in their field of endeavor.

Contributions may be judged distinguished by virtue of peer recognition, advancement of the public's recognition of psychology as a profession, relevant professional association honors, or other meritorious accomplishments denoting excellence as an applied psychology researcher including advancement of the profession.

*Nominees should not have received disciplinary action from a state board of examiners in psychology and must have no history of ethical violations at the state or national level.*

### **Nomination Requirements**

Nomination letters should indicate the specific Gold Medal Award for which the individual is being nominated and should include the following:

- Nomination statement that addresses the award criteria;
- Nominee's current vita and bibliography;
- Letters in support of the nomination are welcome, but please refrain from sending supplementary materials such as videos, books, brochures, or magazines;
- All nomination materials should be coordinated and collected by a chief nominator and forwarded to APF in one package.

### **Submission Process and Deadline**

The deadline for receipt of nomination materials is **December 1, 2014**. Please submit completed nominations online at <http://forms.apa.org/apf/grants/>. Questions about this program should be directed to Samantha Edington, Program Officer at [sedington@apa.org](mailto:sedington@apa.org)

*Please be advised that APF does not provide feedback to grant applicants or award nominees on their proposals or nominations.*

# The APF Gold Medal Award for Life Achievement in the Practice of Psychology



## **About the American Psychological Foundation**

APF provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

Since 1953, APF has supported a broad range of scholarships and grants for students and early career psychologists as well as research and program grants that use psychology to improve people's lives.

APF encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

## **About the Gold Medal Award for Life Achievement in the Practice of Psychology:**

The 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. This award is meant to honor colleagues whose career has focused on either the practice of psychology or advancing the practice of psychology.

## **Eligibility Requirements**

Eligibility is typically limited to psychologists 65 years or older residing in North America, who have a minimum of two years in independent practice and licensure or certification in the state in which the nominees practice.

Gold medalists are selected by peers on the basis of evidence of sustained superior performance which is recognizable at a national (rather than local or regional) level.

Additional criteria may include:

*Distinguished Service:* Evidence of distinguished, sustained service in the practice of psychology is required.

*Achievement of Excellence:* Evidence of recognition by other professional/scientific groups of a kind not routinely accorded to all practicing psychologists. All nominees should have excellent overall personal and professional reputations.

*Extraordinary Recognition:* Evidence of having received national or international recognition from one's colleagues for contributions to psychological practice.

*Significant Contributions:* The publication of articles, books, monographs and other practice and/or scientific writings which have made a demonstrable impact on the practice and thinking of colleagues on more than a local basis, in their field of endeavor.

Contributions may be judged distinguished by virtue of peer recognition, advancement of the public's recognition of psychology as a profession, relevant professional association honors, or other meritorious accomplishments denoting excellence as a practitioner or research scientist including advancement of the profession.

*Nominees should not have received disciplinary action from a state board of examiners in psychology and must have no history of ethical violations at the state or national level.*

### **Nomination Requirements**

Nomination letters should indicate the specific Gold Medal Award for which the individual is being nominated and should include the following:

- Nomination statement that addresses the award criteria;
- Nominee's current vita and bibliography;
- Letters in support of the nomination are welcome, but please refrain from sending supplementary materials such as videos, books, brochures, or magazines;
- All nomination materials should be coordinated and collected by a chief nominator and forwarded to APF in one package.

### **Submission Process and Deadline**

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*Please be advised that APF does not provide feedback to grant applicants or award nominees on their proposals or nominations.*

# The APF Gold Medal Award for Life Achievement in Psychology in the Public Interest



## **About the American Psychological Foundation**

APF provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

Since 1953, APF has supported a broad range of scholarships and grants for students and early career psychologists as well as research and program grants that use psychology to improve people's lives.

APF encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

## **About the Gold Medal Award for Life Achievement in Psychology in the Public Interest:**

The Gold Medal Award for Life Achievement by a Psychologist in the Public Interest recognizes a distinguished career and enduring contribution to the application of psychology in the public interest

## **Eligibility Requirements**

Eligibility is typically limited to psychologists 65 years or older residing in North America.

Gold medalists are selected by peers on the basis of evidence of sustained superior performance which is recognizable at a national (rather than local or regional) level.

Additional criteria may include:

*Distinguished Service:* Evidence of distinguished, sustained service in psychology in the public interest is required.

*Achievement of Excellence:* Evidence of recognition by other professional/public interest groups of a kind not routinely accorded to all psychologists. All nominees should have excellent overall personal and professional reputations.

*Extraordinary Recognition:* Evidence of having received national or international recognition from one's colleagues for contributions to psychology in the public interest.

*Significant Contributions:* The publication of articles, books, monographs and other writings which have made a demonstrable impact on the application and thinking of colleagues on more than a local basis, in their field of endeavor. Contributions may be judged by virtue of peer recognition, advancement of the public's recognition of psychology as a profession, relevant professional association honors, or other meritorious accomplishments denoting excellence as a psychology researcher in the public interest.

*Nominees should not have received disciplinary action from a state board of examiners in psychology and must have no history of ethical violations at the state or national level.*

### **Nomination Requirements**

Nomination letters should indicate the specific Gold Medal Award for which the individual is being nominated and should include the following:

- Nomination statement that addresses the award criteria;
- Nominee's current vita and bibliography;
- Letters in support of the nomination are welcome, but please refrain from sending supplementary materials such as videos, books, brochures, or magazines;
- All nomination materials should be coordinated and collected by a chief nominator and forwarded to APF in one package.

### **Submission Process and Deadline**

The deadline for receipt of nomination materials is **December 1, 2014**. Please submit completed nominations online at <http://forms.apa.org/apf/grants/>. Questions about this program should be directed to Samantha Edington, Program Officer at [sedington@apa.org](mailto:sedington@apa.org)

*Please be advised that APF does not provide feedback to grant applicants or award nominees on their proposals or nominations.*

# The APF Gold Medal Award for Life Achievement in the Science of Psychology



## **About the American Psychological Foundation**

APF provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

Since 1953, APF has supported a broad range of scholarships and grants for students and early career psychologists as well as research and program grants that use psychology to improve people's lives.

APF encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

## **About the Gold Medal Award for Life Achievement in the Science of Psychology:**

The Gold Medal Award for Life Achievement in the Science of Psychology recognizes a distinguished career and enduring contribution to advancing psychological science.

## **Eligibility Requirements**

Eligibility is typically limited to psychologists 65 years or older residing in North America.

Gold medalists are selected by peers on the basis of evidence of sustained superior performance which is recognizable at a national (rather than local or regional) level.

Additional criteria may include:

*Distinguished Service:* Evidence of a distinguished record in the science of psychology is required, as evidenced by editing journals; reviewing grant proposals; and mentoring students and colleagues.

*Achievement of Excellence:* Evidence of recognition by other professional/scientific groups of a kind not routinely accorded to all psychologists. All nominees should have excellent overall personal and professional reputations.

*Extraordinary Recognition:* Evidence of having received national or international recognition from one's colleagues for contributions to the application of psychology.

*Significant Contributions:* The publication of articles, books, monographs and other scientific writings which have made a demonstrable impact on the science and thinking of colleagues on more than a local basis, in their field of endeavor.

Contributions may be judged distinguished by virtue of peer recognition, advancement of the public's recognition of psychology as a profession, relevant professional association honors, or other meritorious accomplish-



ments denoting excellence as an applied psychology researcher including advancement of the profession.

*Nominees should not have received disciplinary action from a state board of examiners in psychology and must have no history of ethical violations at the state or national level.*

### **Nomination Requirements**

Nomination letters should indicate the specific Gold Medal Award for which the individual is being nominated and should include the following:

- Nomination statement that addresses the award criteria;
- Nominee's current vita and bibliography;
- Letters in support of the nomination are welcome, but please refrain from sending supplementary materials such as videos, books, brochures, or magazines;
- All nomination materials should be coordinated and collected by a chief nominator and forwarded to APF in one package.

### **Submission Process and Deadline**

The deadline for receipt of nomination materials is **December 1, 2014**. Please submit completed nominations online at <http://forms.apa.org/apf/grants/>. Questions about this program should be directed to Samantha Edington, Program Officer at [sedington@apa.org](mailto:sedington@apa.org)

*Please be advised that APF does not provide feedback to grant applicants or award nominees on their proposals or nominations.*

# CALL FOR NOMINATIONS

## CHARLES L. BREWER DISTINGUISHED TEACHING OF PSYCHOLOGY AWARD



### **About the American Psychological Foundation (APF)**

APF provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

Since 1953, APF has supported a broad range of scholarships and grants for students and early career psychologists as well as research and program grants that use psychology to improve people's lives.

APF encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

### **About the Charles L. Brewer Distinguished Teaching of Psychology Award**

The Charles L. Brewer Distinguished Teaching of Psychology Award recognizes significant career contributions of a psychologist who has a proven track record as an exceptional teacher of psychology.

### **Amount**

- \$2,000 award, all-expense paid round trip, and plaque presented at the APA convention
- Awardees are invited to give a special address at the APA convention

### **Eligibility Requirements & Evaluation Criteria**

Nominees should demonstrate and will be rated on the following dimensions:

- Have demonstrated achievement related to the teaching of psychology
- Exemplary performance as a classroom teacher
- Development of innovative curricula and courses
- Development of effective teaching methods and/or materials
- Teaching of advanced research methods and practice in psychology
- Administrative facilitation of teaching
- Research on teaching
- Training of teachers of psychology
- Evidence of influence as a teacher of students who become psychologists

### **Nomination Requirements**

- Nomination cover letter outlining the nominee's contributions to the teaching of psychology
- Current CV and bibliography
- Up to ten supporting letters from colleagues, administrators, and former students
- An appendix of no more than two to three supporting documents
- A one to three page statement of teaching philosophy from the nominee

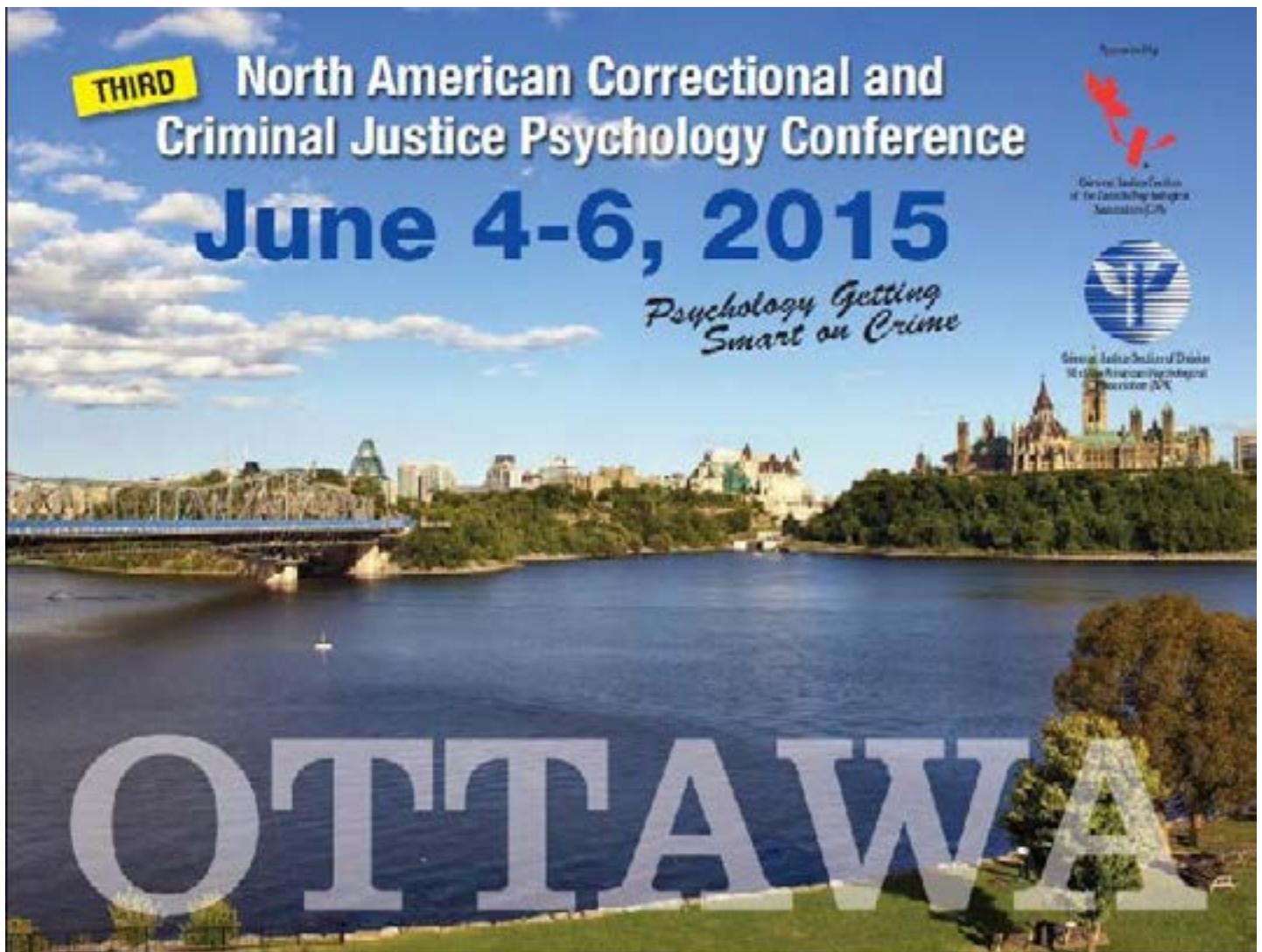
➤ Nomination must be submitted as a single PDF document

**Submission Process and Deadline**

Submit a completed application online at <http://forms.apa.org/apf/grants/> by December 1, 2014.

*Please be advised that APF does not provide feedback to grant applicants or award nominees on their proposals or nominations.*

Questions about this program should be directed to Samantha Edington, Program Officer, at [sedington@apa.org](mailto:sedington@apa.org).



## *Call for Papers*

Correctional and Criminal Justice is a specialty area in psychology. It is not simply about taking what works for the general population and putting it to work within a correctional setting. It is about adapting psychology to the client, adapting to the organizations that correctional and criminal justice psychologists work for, and adapting to the systems that this field serves with the goal to protect society and to improve the quality of life of individuals who are far too often marginalized. As a specialty area in Psychology, we need ongoing training and education that meet our specific needs. Cooperative efforts between the Canadian Psychological Association, the American Psychological Association, and their respective Criminal Justice Sections put together the first and second North American Correctional and Criminal Justice Psychology Conferences in 2007 and 2011 to meet the needs of researchers in the field and the practitioners who daily face the challenge of a practice within the criminal justice system. Both conferences were a tremendous success and featured well over 200 presentations. I trust you will share our enthusiasm and join us for this conference in 2015.

“The NACCJPC is the most important and interesting conference in the world on criminological and correctional psychology. The standard of sessions is extremely high and everyone will learn a great deal from attending this conference. I learned a lot from the conference that was held in the beautiful city of Ottawa and I urge all interested researchers to attend this conference.”

**David P. Farrington**

*Emeritus Professor of Psychological Criminology, Cambridge University*

# *Distinguished Keynote Speakers*

Our invited speakers will make this truly an international event:

Dr. Kirk Heilbrun  
Professor  
Drexel University  
United States of America

Dr. Devon Polaschek  
Professor, School of Psychology  
Victoria University of Wellington  
New Zealand

Dr. Ruth Mann  
Head of Evidence and Offence Specialism  
National Offender Management Service  
United Kingdom

Dr. Kevin Douglas  
Associate Professor  
Simon Fraser University  
Canada

## *Plan now to submit your original work*

We anticipate the submissions portal to open on October 1st 2014 with a December 1st deadline. In October simply follow the links on our website or Facebook page to submit your concurrent workshop, symposia, or posters presentations.

All submissions will be subject to a peer review process. Where the quantity of submissions exceeds time allocations priority will be given based upon quality of the presentation and balance of program topics. Whenever possible symposia submissions not accepted due to scheduling limitations will be allowed to submit as a poster presentation.

Presentations will be scheduled at the discretion of the organizers. Every attempt will be made to provide ample time for presentations. Presenters should be aware that symposia time slots are not expected to exceed 1.5 hours and may be 1 hour in length depending on the quantity of submissions. Presenters will be provided with the length of time upon notification of acceptance.

Unless invited, presentations previously published or presented at a CPA or APA or other national professional/research organization event may not be presented unless they include substantial elaboration or new information.

## *Additional Activities*

NACCJPC registrants are also able to attend all activities of CPA's annual convention expanding your educational opportunities. The many activities will include invited speakers, pre-conference workshops, concurrent workshops, symposia, posters, student awards for poster presentations, a "Celebration of Excellence" awards reception, and many opportunities to network with leading researchers and practitioners.

### **Follow Us**

Website: [cpa.ca/naccjpc](http://cpa.ca/naccjpc)

Facebook: <https://www.facebook.com/groups/205106602764/>

Twitter: <https://twitter.com/NACCJPC>

# Call for Proposals for the AP-LS 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.

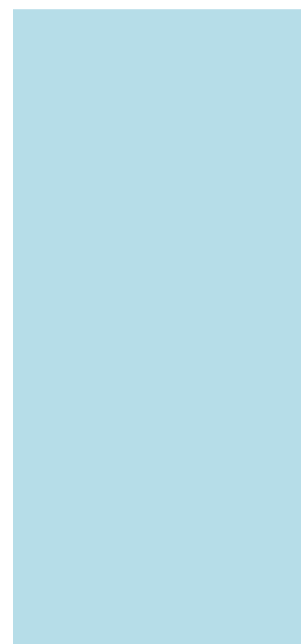
The editor is interested in proposals for new books. Inquiries and proposals from potential authors should be sent to Dr. Patricia Zapf, Series Editor (E-mail: [pzapf@jjay.cuny.edu](mailto:pzapf@jjay.cuny.edu) or phone: 212-866-0608).

AP-LS members receive a 25% discount on any book in the series. The series books are available for purchase online from Oxford University Press online at: <http://www.us.oup.com/us/collections/apls/?view=usa>



**AP-LS is now on Facebook!**  
**Follow us at**

**[www.facebook.com/APLS41](http://www.facebook.com/APLS41)**



**Submit your photos!**

Help us make the newsletter more exciting by submitting your pictures. Pictures taken at research presentations, conferences, and other gatherings would be a great addition to future newsletters!

Submit pictures by emailing them to [mhuss@creighton.edu](mailto:mhuss@creighton.edu)

# Grant Planner

## American Psychological Association

Various awards compiled by the APA are available for psychologists  
Submission deadlines:  
Various

For further information see [www.apa.org/about/awards/index.aspx](http://www.apa.org/about/awards/index.aspx)



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

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

For further information see [www.ap-ls.org/grantsfunding/GrantsFunding.php](http://www.ap-ls.org/grantsfunding/GrantsFunding.php)

## National Institute of Mental Health

Various

Submission deadline:  
Various

For information on NIMH funding for research on mental health see [www.nimh.nih.gov](http://www.nimh.nih.gov)

## 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](http://www.nsf.gov)

## American Psychological Association Early Career Awards 2013

Various awards compiled by the APA are available for ECPs

Submission deadline:  
Various

For further information see [www.apa.org/about/awards/index.aspx](http://www.apa.org/about/awards/index.aspx)

## American Psychological Association Student Awards

Various awards compiled by the APAGS are available for students

For further information see [www.apa.org/about/awards/index.aspx](http://www.apa.org/about/awards/index.aspx)

