

American Psychology Law Society Winter 2015 News

Division 41, American Psychological Association

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President's Column

Patricia Zapf, President

Looking forward to seeing you in San Diego this March!

As we enter the New Year, it is a time of both reflection on all we've accomplished in 2014 and anticipation for all 2015 has to offer. Last year was a great year for our Division. We held a successful annual meeting in New Orleans, a great Divisional program at APA in Washington, and had over 90 of our members volunteer to serve on committees and in other positions of service. Our Student Committee led the way in pushing us forward by disseminating information about our Division and our field via [social media](#) and through their monthly webinar series. Our [website](#) was re-designed and we improved both our membership management and email communication processes.

As we look ahead to 2015, we anticipate an exciting program for our [Annual meeting in San Diego in March](#) and for our Division at APA in Toronto in August. In addition, we are pleased to be a part of the [International Conference on Psychology and Law](#) to take place in conjunction with the Australian and New Zealand Association of Psychiatry, Psychology and Law and hosted by the European Association of Psychology and Law in Nuremberg, Germany from August 4-7th.

We also look forward to further development of our website and additional means of engaging with our members in 2015. I have been working with a great group of individuals who have generously volunteered their time to assist in developing a communications strategy for the Division and we look forward to presenting an initial draft at our Executive Committee meeting in March. I invite you to attend the Annual General Meeting to find out more about these developments.

On the topic of our Annual Meeting, I'd like to thank Nancy Panza and Christina Finello, co-chairs for the 2015 meeting in San Diego, for their hard work in putting together a stellar program for this event. The final program will be released shortly so watch for that but initial highlights include keynotes by [Dr. Lee Goldstein](#), [Dr. Itiel Dror](#), and [Mr. John Philipsborn](#).

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In addition to a great conference program, our Continuing Education Committee, chaired by Karen Galin, has put together a great day of [full-day and half-day workshops](#), which include: Kirk Heilbrun presenting on *Quality Considerations in Conducting Juvenile Forensic Evaluations*; Randy Otto presenting on *Expert Testimony*; Julian & Judith Ford presenting on *Evidence-Based Trauma-Specific Services for Youth in the Juvenile Justice System: Bringing the TARGET Model to Youth, Staff, and Key Stakeholders*; Gerald Koocher presenting on *Ethics in Forensic Practice*; and Robert Cramer presenting on *Core Competencies in Suicide Risk Assessment and Management: A Workshop for Psychological Professionals*.

Please join us in San Diego on March 18th for these pre-conference workshops on from March 19th – 21st for a great Annual Meeting. I look forward to seeing you all there and wish you all the best for the New Year!

Patty



Legal Update

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

Bringing the Law to Psychology and Psychology to the Law: Dual-Training at Nebraska Since 1974

By Joshua A. Haby & Eve M. Brank, J.D., Ph.D

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Being a member of AP-LS usually means that you professionally straddle two worlds in one way or another. Some members spend most of their days on legal issues while others are more fully entrenched in the world of psychology. Still others have been integrating the two areas for so long and so well it is impossible to tell where one discipline starts and the other ends. Although many point to Hugo Münsterberg's 1908 *On the Witness Stand: Essays on Psychology and Crime* as the birth of the Law-Psychology discipline (Vaccaro & Hogan, 2004), it wasn't until 1974 that the University of Nebraska-Lincoln established a way to fully integrate and dual-train students in both disciplines with a joint JD/PhD program.

A newly hired assistant professor of psychology, Bruce Sales, JD, PhD, and a group of faculty from both the Department of Psychology and the College of Law led the way for the founding of a unique program at the University of Nebraska—a program focused on interdisciplinary training in psychology and law that was modeled after the Law and Social Sciences Program at Northwestern University (Sales, 1973). Three main factors seemed to have contributed to the willingness of both the psychology department and the law college to embark on this new way of training students. First, the Nebraska psychology department has a “tradition of firsts” such as establishing the first U.S. psychological laboratories dedicated to training undergraduate students and one of the first for graduate studies (“History,” 2014). Second, the Nebraska College of Law has a long history of supporting social science approaches to the law; indeed, one of its first law college deans was Roscoe Pound who is a well-known early advocate for applying behavioral science knowledge to legal questions (Kolasa, 1972). Third, the general field of law and psychology was burgeoning with the establishment of the American Psychology-Law Society in 1969 (Grisso, 1991).

As initially proposed, the Nebraska dual degree program sought to “produce lawyer-psychologists whose training will provide them with all the necessary skills to do basic and applied research and writing on issues and problems in our legal system” (Sales, 1973). In a Lincoln newspaper article announcing the University's consideration of the program, Sales was quoted as saying that graduates of the program “obviously are going to be in great demand” (Wall, 1974). The first admitted class of students enrolled in the first year of law school as traditional “1Ls”. The students' remaining years at Nebraska were filled with both law and psychology courses while they conducted research that bridged the two disciplines. The organization of the original curriculum for the JD/PhD remains remarkably similar to the degree requirements today. In the early 1980s, the program had a new program director, Gary Melton, PhD, who advocated for an additional dual-degree option of the Master of Legal Studies (MLS). The MLS option is for psychology graduate students who are not interested in practicing law. Instead, MLS students are interested in obtaining a better understanding of the law and how the law affects their

non-legal areas of interest. Even without obtaining either a JD or an MLS, psychology graduate students at Nebraska have the benefit of a law school very open and welcoming to psychology students so that their research and work can be informed by specific areas within the law.

The year 2014 marked the 40th anniversary of the Nebraska Law-Psychology program. From October 23rd to the 25th, alums, affiliates, faculty, and current students gathered to celebrate the anniversary and look toward the future. Current faculty moderated alumni and affiliate panel discussions that tackled such topics as the difficulty inherent in working with vulnerable populations, employment experiences outside of academia, and empirical research within the psycholegal domain. The panelists provided a review of their current research, employment, and provided advice for current students. Even though they came from quite varied careers, the intersection and wide-reach of law- psychology was a consistent theme throughout the panels. Those working within psychology and academia described using their legal knowledge to shape and drive their research interests. Those working in more applied settings like public service cited their legal training as a means to better serve their clients and the public. In a similar fashion, those working within the legal field (e.g., law firms and trial consultants) spoke to how their psychological background provides the opportunity to facilitate communication across legal situations. Altogether, it was clear that the past 40 years of dual training at Nebraska has played an important role in the combined fields of law-psychology and the independent fields of psychology and law.

Professor Alan Tomkins moderated a panel of all four program directors – Bruce Sales (program director beginning in 1974), Gary Melton (program director beginning in 1982), Steve Penrod (program director beginning in 1995), and Richard Wiener (program director beginning in 2002). This session not only provided insight into their experiences as program directors, but also direction for the program in the next decade and beyond. These four program directors each put a mark on the direction of the program: Sales, the visionary ideologist, responsible for not only the beginning of the Law and Psychology program at UNL, but also credited as playing a large role in the state of the discipline as we recognize it today (Bornstein, Wiener, & Maeder, 2008). With the appointment of Melton, the faculty and breadth of the program grew to incorporate the role of mental health law policy and advocacy. He also focused on children and families and established the Center on Children, Families, and the Law (Bornstein et al., 2008). A shift towards an emphasis on experimental research, along with the creation of an in-house trial consulting organization and the establishment of the Public Policy Center (led by Alan Tomkins) marked Steve Penrod's tenure (Bornstein et al., 2008). Building upon Penrod's experimental research emphasis, Richard Wiener's era introduced social-cognitive theory and a social analytic jurisprudence approach to the program, with his own personal research focus on legal decision making (Bornstein et al., 2008). During the program directors' panel, the directors' commentary reflected their different perspectives on the current state of the discipline. Although each noted how far we have come as a discipline, each director's praise was couched with critique and quickly transitioned into a vision for the future.

Bruce Sales encouraged researchers to avoid "research blinders" that keep us researching the same topics, as he noted that we haven't even scratched the surface of the discipline. He further explained that we are not where we need to be in terms of influencing legal practitioners, legal scholars, and the judiciary. In reflecting on his service as an editor of *Child Abuse and Neglect*, Melton addressed a persisting concern: while much scholarship focuses on the effects of child abuse and neglect, relatively few journal pages are dedicated to providing solutions. Melton implied a lack of focus on solutions is a pervasive issue across law-psychology and not only a problem within the child maltreatment area. Penrod provided a review of the current state of the discipline, as illustrated by popular trends in peer review publications, and predicted one

area in need of attention is plea bargaining. Wiener noted three areas within law and psychology requiring attention—the incorporation of psychological theory as the primary basis for our research, the application of psychology to the issues commonly discussed within criminal justice, and psycholegal research as a means to improve policy. Sales summarized the program directors' advice by saying that although we are nowhere near where we need to be as a discipline, our aim should be to conduct research so valid (externally and ecologically) that legal scholars are forced to take note.

Current Nebraska graduate students participated in a poster session highlighting how legal training influences current research topics and interests. The posters included evaluations of the impact of age discrimination in the workplace, mental health and well-being in aspiring lawyers, attitudes towards child labor, the effect of pre-trial publicity in the Internet age, and risk propensity in plea-like decisions. One laboratory conducted a review of the past 40 years of law and psychology research by examining all articles published in *Law and Human Behavior*. Echoing commentary from the program directors' panel, the authors found six (of 30) areas comprised 56% of published topics (Wylie, Hazen, Hoetger, Haby, & Brank, 2014). Although jury decision-making research accounted for the majority of publications (by area), the authors noted the decline in publications on this topic, from a peak observed from 1997-2006 (more than 60) to a low from 2007-2014 (less than 15). Alternatively across the same time periods, the authors observed positive trends in the areas of eyewitness memory, psychopathy, and risk assessment.

In sum, the University of Nebraska-Lincoln's 40th Anniversary conference and celebration provided an extensive review of not only the development of the program, the integration of law and psychology as a field, and the influence the program has had on the field. Although conference participants provided several examples of how the marriage between law and psychology can be diverse and beneficial, there was a consistent call to stretch the discipline even further. As Grisso noted in his 1991 state of the discipline article, "we must hope that our maturity similarly provides us the capacity to continue to find ways to integrate our interests."

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Expert Opinion

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

The Philosophy of Science on Testing Research and Clinical Questions

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The focus of this column is on applying the philosophy of science to both experimental and clinical [including forensic] psychological work. Specifically, it is about how to develop and test a hypothesis or clinical intuition in a logically defensible way - either for a research study or for a clinical/forensic assessment. Before reading further, please complete this exercise:

There is a set of cards. On Side 1 is a colored shape and on Side 2 is a letter. The following hypothesis is proposed: *“Whenever there is a ▲ on Side 1, there is a Z on Side 2.”* Please look at these 4 cards, two with Side 1 exposed and two with Side 2 exposed:



The question is: *What is the minimum number of cards, and which ones, should you turn over to test the hypothesis?*

Most people (even trained scientists and professionals) have trouble correctly answering this question. The answer is 2 cards - the “blue triangle” and “Y” cards. Finding a Y on the back of the blue triangle would allow you to reject the hypothesis by falsifying it, as would finding a blue triangle on the back of the “Y” card. No other possibilities would reject the hypothesis (task adapted from Wason, 1968; see also Neal & Grisso, 2014). Turning over the green square is not helpful because it is irrelevant to the hypothesis no matter what is on the other side. Neither will turning over “Z” allow you to reject the hypothesis; seeing a blue triangle on the reverse side would vacuously confirm the hypothesis, and seeing a green square would not tell you anything about the hypothesis. If you thought the “Z” should be turned over (most people do), you made a common error that demonstrates just the point of this column.

Turning over the Z card is consistent with a cognitive error called the *positive test strategy* (Kayman & Ha, 1987). This mental heuristic leads to testing hypotheses by searching for evidence that has the best chance of *verifying* the hypothesis, rather than those that have the best chance of *falsifying* it. This bias

is pervasive, as it is easy and relatively automatic for people to think in terms of verification, or searching for supporting data (MacCoun, 1998; Nickerson, 1998).

This confirmation/verification method of empiricism has had a strong presence in the history of science and influenced the development of the scientific method. It was not recognized as a problem with the scientific method until relatively recently. For instance, verification is evident in Francis Bacon's writings about induction in the seventeenth century (1620, *Novum Organum*) and Auguste Comte's positivism in the nineteenth century (1848, *A General View of Positivism*). It wasn't until the late 1950s and early 1960s that postpositivist philosophers of science such as Karl Popper (1959) and Thomas Kuhn (1962) recognized and explained the problems of verification to revise the modern scientific method.

The revised scientific method requires that scientists and scientist-practioners develop falsifiable hypotheses (i.e., able to be disproven with a single observation) and then explicitly attempt to disprove the hypotheses by searching for disconfirming, rather than confirming, evidence. This is hard for people – even well-trained trained scientists and clinicians – to do, but is nevertheless the logical and most defensible way to test hypotheses because it is a safeguard against confirmation bias.

Consider an illustrative example. Let's say our hypothesis is that all swans are white. We go out and collect data, observing a sample of 100 different swans and coding their color. Now let's say our hypothetical results show 100 white swans. In this case, we would say our hypothesis was confirmed. We might then think we discovered some "truth" about the universe – that all swans are indeed white. Even if we saw a *million* white swans, it wouldn't change our interpretation (though it might make us pretty confident). However, it would only take a *single observation* of a black swan to disprove our hypothesis. If we saw a black swan, we would know immediately that what we thought was a truth in the world ("all swans are white") was actually wrong.

This example demonstrates that the absence of disconfirming evidence (seeing no non-white swans in a sample of 100, or even in a million swans) cannot be equated with proof. No number of confirming observations can "prove" a hypothesis or theory true. And it takes just one observation to prove a (falsifiable) theory false. Albert Einstein was ahead of his time by realizing that "no amount of experimentation can prove me right; a single experiment can prove me wrong" (Rao, 2001, p. 2244). The "fittest" theories are those that survive repeated disconfirmation attempts – those theories may better approximate "truth" than theories that have simply been confirmed.

Researchers and clinicians should explicitly try to emphasize searching for disconfirming rather than confirming evidence in designing tests of their hypotheses. Researchers formulate a priori hypotheses about what they expect to find prior to collecting and analyzing data. And clinicians form clinical hypotheses about what they think might be going on in a particular case, subsequently collecting more information to test those clinical hypotheses as they develop their diagnoses and clinical opinions in the case.

Researchers should design their studies by explicitly crafting falsifiable hypotheses with methods to disprove them. For instance, a researcher might be interested in how juvenile age affects judicial decision making. The hypothesis might be that the younger the juvenile, the lower judicial perceptions of culpability and dangerousness would be, based on an "innocence of youth" type of heuristic. To effectively test this falsifiable hypothesis, the researcher would need to compare judicial ratings of culpability and dangerousness for younger and older juvenile defendants, searching for evidence that judges might actually perceive youth who start offending younger as *more* culpable and dangerous than older youth.

A clinician referred a forensic case in which the 45-year-old defendant was charged with

torturing and killing animals might hypothesize the defendant meets the diagnostic criteria for Antisocial Personality Disorder. This clinician might look for evidence of persistent failure to obey laws and social norms such as numerous arrests for criminal behavior, a pattern of irresponsible behavior, a pervasive pattern of lying to and deceiving others, repeated fights, and impulsivity. While finding information about each of these symptoms incrementally confirms the hypothesis, it is by looking for information about the defendant's behavior before 15 years of age that could swiftly disprove the hypothesis. If these symptoms only began to emerge during middle adulthood, it would rule out the diagnosis of Antisocial Personality Disorder – even if supporting information about each and every one of those other behaviors was found. If this occurred, the clinician would then need to revise the hypothesis; perhaps the defendant sustained a traumatic brain injury at 40 years of age that changed his personality and could better explain his pattern of symptoms. With the revised hypothesis, the clinician would then set out to try to disprove it – continuing on until the most robust clinical hypothesis could not be disproven.

In sum, appropriate methods for testing research and clinical hypotheses rely on a conception of knowledge as a particular *approach* to generating it. Described wonderfully by Richard Feynman (1985), a Nobel-prize winning theoretical physicist, science is “bending over backward to prove ourselves wrong.” Researchers and clinicians should approach their work in this spirit.

Author Bio:

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Actual Innocence Research

Robert J. Norris and
Allison D. Redlich,
Column Co-editors
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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.

Almost all identified exonerations have occurred in cases in which the defendant was wrongly convicted at trial.¹ Much of the innocence research has focused on specific factors or pieces of evidence – eyewitness misidentifications and false admissions, in particular – that lead to such errors of justice. And while some scholars have tackled more fundamental issues involving the legal system (e.g., Vidmar & Coleman, 2014), social scientists have yet to examine the structure of the trial process itself in the context of wrongful convictions. Our topic this month does exactly that. In examining the case of David McCallum and William Stuckey, our author discusses the effects of a “joinder trial,” and calls for research on how such a structure may impact trial outcomes in ways that promote wrongful and rightful convictions.

Our guest-author this month is Kelsey Henderson. Kelsey is a Ph.D. candidate at the University of Florida, where she also received her Masters of Arts in Criminology & Law. Her primary research interests are juror decision-making, expert testimony, and plea-bargaining.

The Effects of “Joinder” Trials in Jury Decision-Making Kelsey Henderson, M.A.

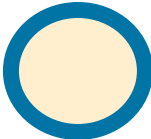
Case Overview²

In Queens, New York on October, 20th, 1985, two young black males forced Nathan Blenner into Blenner’s car and drove off. The car was located two days later in Brooklyn, after a security guard reported the car burned by a group of young men. Blenner’s body was found in Brooklyn’s Aberdeen Park, he had been shot once in the head.

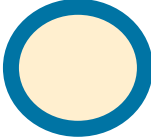
Shortly after the murder, police questioned Terrence Hayward, who had a history of carjackings in the area. Hayward pointed detectives in the direction of William Stuckey and David McCallum, both 16 years old, claiming Stuckey possessed a gun that had been used to kill someone. Stuckey and McCallum were brought in for questioning a week after Blenner’s body was found. After hours of interrogation, Stuckey and McCallum both confessed to carjacking and killing Blenner. Both defendants quickly retracted their confession and pled not guilty, insisting they had confessed only

¹ According to the National Registry of Exonerations, only 11% of exonerees pled guilty. See <http://www.law.umich.edu/special/exoneration/Pages/learnmore.aspx>.

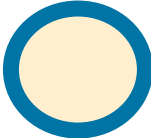
² Information about the case was gathered from the National Registry of Exonerations website (<https://www.law.umich.edu/special/exoneration/Pages/about.aspx>) and the Innocence Project website (<http://www.innocenceproject.org>).



because they were coerced and tricked into doing so. The videotaped confessions, lasting less than three minutes, contained numerous inconsistencies between the case evidence and the other suspect's confession. In this case, the confessions had been videotaped, but not the interrogations leading up to that point. The crime and investigation was before the widespread use of forensic DNA testing. The confessions were the main evidence used to convict Stuckey and McCallum.



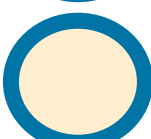
Stuckey and McCallum were tried before the same jury in adult criminal court, beginning in October 1986. After a six day trial, despite the lack of any evidence linking either defendant to the murder, they were found guilty and sentenced to 25 years to life. McCallum maintained his innocence since being convicted and had been denied parole repeatedly for failing to show remorse. According to McCallum, he refused to show remorse because he already fell for the false promise that admitting guilt would allow him to leave custody once before.



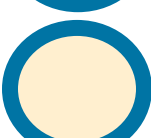
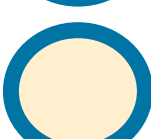
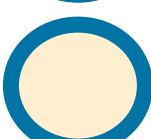
After years of writing to the District and Assistant District Attorneys, McCallum's counsel made headway when newly appointed District Attorney, Ken Thompson, and the Brooklyn Conviction Integrity Unit reviewed McCallum's case. McCallum's case also grabbed the attention of exoneree Rubin "Hurricane" Carter, who asked Thompson specifically to review the McCallum case. The CIU tested the DNA evidence found in Blenner's car, which had not been originally tested. The DNA profile matched a convicted felon, and excluded Stuckey and McCallum. On October 15, 2014, Thompson filed a motion to vacate the convictions of Stuckey and McCallum. McCallum was released immediately; Stuckey had passed away of a heart attack in prison in 2001. McCallum and Stuckey were officially exonerated in October 2014.



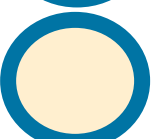
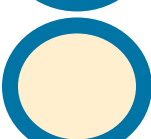
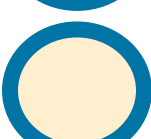
The "Joinder Effect"



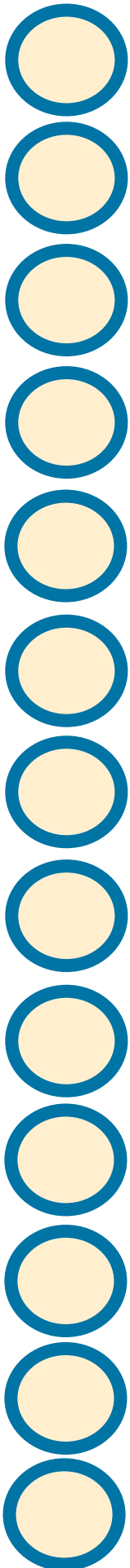
One of the contributing factors of wrongful conviction in this case was the false confession of Stuckey and McCallum, typical of proven wrongful convictions (innocenceproject.org). However, I will focus on another potential cause, the joint trial structure of the Stuckey and McCallum trial. A joint trial, referred to as a "joinder" trial, is when one trial is held involving multiple plaintiffs or defendants associated with one case or when there are multiple charges against one defendant. The state may join multiple defendants under one trial if the defendants are alleged to have participated in the same transgression, or series of transgressions, constituting the offenses or offenses (*Federal Rules of Civil-Appellate-Criminal Procedure*, 1983). Thus, Stuckey and McCallum were eligible to be tried together for the multiple counts against them.



When looking at a joinder of offenses, there are two competing interests at play: the time- and expense-saving nature of a combined trial versus the defendant's right to a fair trial. In general, it is the trial judge's decision to pursue or grant a joinder trial, however, the defense can file a pretrial motion for severance of charges if it is believed the joinder trial would be unduly prejudicial towards the defendant. If a defendant appeals based on the outcome of a joinder trial, he must show the judge abused his/her discretionary power in allowing the joinder trial. It is not enough to show that conviction would have been less likely if the trial structure had been different (*United State v. Thomas*, 1982); any evidence that would have been considered admissible at a severed trial, would be considered "harmless error" if allowed at the joinder trial (Georgetown, 1983). Judges are less likely to grant pretrial motions to sever the charges or grant separate trials for the defendants because of interests of judicial economy; reversal at the appellate level on the basis of a joinder mistrial is highly unlikely.



In the past, it has been noted that joinder trials can be prejudicial against the defendant. In *U.S. v. Foutz* (1976), the court stated that in a joinder trial the jury may confuse evidence across charges, evidence may build up over multiple charges, the jury may use evidence from one crime to infer criminality, the jury may cumulate evidence across all charges, and the defendant may be confounded in his attempt to refute multiple charges. The court also stated that in the case of



a codefendant situation, joinder trials should not be permitted if either defendant's strategy is antagonistic, for example, if both defendants assert their own innocence while blaming the other, or the jury cannot believe one defendant without disbelieving the other. In such circumstances, a joinder trial of codefendants would be not fair and is likely to violate both defendants' rights to a fair trial (*U.S. v. Foutz*, 1976). In the Stuckey- McCallum case, a joinder trial was held with multiple defendants and multiple charges against each defendant.

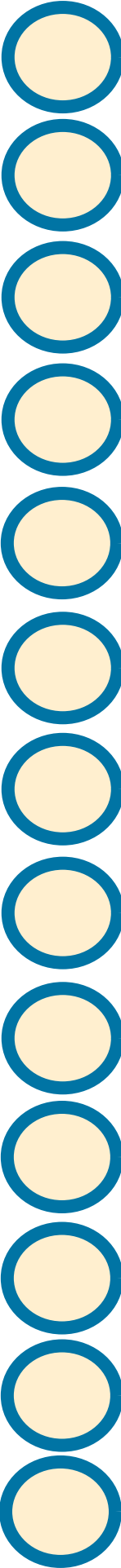
Research has examined the effects of trial structure on jury decision making, often looking at outcomes in bifurcated trials (Greene, Woody, & Winter, 2000; Horowitz & Bordens, 1990; Horowitz & Sequin, 1986). Less empirical research has been devoted to the effects of joinder trials on jury decision-making. Of the research that has been conducted, the majority has examined the effects of combining multiple offenses of the same offender in one trial (Horowitz, Bordens, & Feldman, 1980; Tanford, 1985; Tanford, Penrod, & Collins, 1985). Less empirical focus has been on examining the potential biasing effects of trying two defendants in one trial, although one could understand what may happen based on those studies examining joined charges. This experimental research suggests juries are more biased against the defendant in a joinder trial versus a trial with a single charge (Horowitz, Bordens, & Feldman, 1980; Tanford, 1985; Tanford, Penrod, & Collins, 1985). Mock jurors are more likely to convict on a particular charge in a joinder trial with multiple charges than in a trial on the same single charge (Tanford, Penrod, & Collins, 1985). Further, judicial instructions about the biasing effects of a joinder trial have been found to be ineffective in reducing these effects (Tanford, 1985). Also, a joinder trial may lead mock jurors to be confused about the evidence (Tanford, 1985). Research also suggests that the increased conviction rate in joinder trial conditions is mediated by assumptions of the defendant's criminality (Tanford, 1985). Other research supports this finding and suggests that a joinder trial leads to poorer ratings of the defendant compared to a trial with a single charge, and those ratings were related to mock jurors' guilty decisions (Tanford & Penrod, 1982).

Following this research, Tanford and Penrod (1984) proposed an explanatory model to account for their findings, using three theories (sources) of prejudice: confusion, accumulation, and criminal inference. Using this model and results from their study, they suggest that a joinder trial fosters negative views of the defendant that influences jurors' memories of evidence (confusing evidence amongst charges), perceptions of the evidence, and inferences about the sources of the defendant's behavior based on his perceived criminal character. This leads jurors to build a strong impression of the defendant, which is more resistant to a/the judge's instructions, and ultimately to be more conviction-prone in joinder trials. This negative impression is likely to also affect joinder trials with multiple defendants, in which jurors are likely to use one conviction to suppose the other and evidence from one case to infer guilt in the other. Overall, research on the effects of joinder trials suggests that they may be overly prejudicial towards the defendant, potentially yield an unfair trial, and result in a more conviction-prone jury (Bordens, & Horowitz, 1983; Greene & Loftus, 1985).

A crucial point to note is that the above-mentioned research focused on the effects of a joinder trial with one defendant and multiple offenses. A topic that has not been the focus of much empirical research is the potential biasing effects of a joinder trial with multiple defendants (co-defendants). In the Stuckey- McCallum case, the fact that both were tried together for multiple charges was likely a contributing factor to their wrongful conviction.

Research Ideas

As mentioned, research has generally focused on the effects of trial structure on juror decision-making (i.e., bifurcated civil trials, bifurcated death penalty cases, joinder trials of one defendant and multiple offenses). In the future, researchers should examine the potential effects of joinder



trials with multiple defendants and multiple charges; this research could investigate charge similarity, evidence similarity between offenses, and differences in verdicts between offenders if trial structure differed (separate versus joinder).

Another potential avenue for future research would be to investigate more closely jurors' ability to notice variations in evidence that might alert them to the quality of that evidence in joinder trials (one defendant, multiple charges; multiple defendants) versus non-joinder trials. Are there differences, based on the trial structure, in jurors' ability to evaluate evidence? Whether defendants are guilty or innocent of the charges (with evidence indicating as such) to determine if jurors can be sensitive to this when trials are and are not joined?

Conclusion

Amongst the other potential contributing factors to their wrongful convictions, the David McCallum and William Stuckey case highlights what the research findings demonstrate: joinder trials can be unduly prejudicial against the defendant. However, experimental research is needed to further investigate these processes and how they might contribute to rightful and wrongful outcomes in cases involving co-defendants.

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APLS Research Briefs

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COMMUNITY, CORRECTIONAL, & FORENSIC TREATMENT

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

Predictors of mental health court graduation were examined in 408 mental health court participants. Results suggest noncompliant participation throughout mental health court had the strongest influence on graduation. Such noncompliance was shown to decrease likelihood of graduating, and to reduce direct effects of risk factors on completion.

Anestis, J. C., & Carbonell, J. L. (2014). **Stopping the revolving door: Effectiveness of mental health court in reducing recidivism by mentally ill offenders.** *Psychiatric Services*, *65(9)*, 1105-1112.

Compared recidivism outcomes of criminal offenders with mental illness assigned to mental health court (MHC) or traditional criminal courts using court database data of 198 MHC offenders and 198 traditional criminal court offenders matched by propensity scores and followed 12 months after index offense. MHC participants displayed lower overall recidivism rates and longer time for rearrest for new charge compared with traditional court participants. Found no significant difference between groups on severity of rearrest offense.

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.

Propensity score matching (controlling for salient selection effects, strong correlates of outcomes measures, and pertinent demographics) was used to compare the effectiveness of Multisystemic Therapy and Functional Family Therapy in decreasing juvenile offenses and violations of probation during service and 12-month recidivism. Results suggest few differences in effectiveness between treatment approaches. However, FFT appears to be more beneficial for female and low-risk youth.

Butler, H. D., Johnson, W. W., & Griffin, O. H. (2014). **The treatment of the mentally ill in supermax facilities: An evaluation of state supermax policies.** *Criminal Justice and Behavior*, *41(11)*, 1338-1353.

Content analysis on 42 state correctional policies was performed to examine the treatment of mentally ill individuals in supermax confinement. Substantial variation regarding treatment of

mentally ill individuals was observed across official policies though most correctional policies dictated some level of treatment or intervention. Findings are discussed in the context of criticisms against this form of punishment.

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. Self-report interviews were conducted with over 1,200 individuals enrolled in jail diversion programs at baseline. 33% and 52% attrition rates were observed at 6-month and 12-month follow-up interviews. Examination of interviews suggests male gender, part-time or full-time employment, drug offenses, jail days, baseline interview location, community supervision, and community geography were significantly associated with attrition. Authors discuss implications on targeted sampling and participant engagement strategies.

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.

A narrative review and meta-analysis results are introduced to examine the utility of contingency management programs in improving inmate performance. Results suggest contingency management programs are greatly beneficial in improving a variety of behaviors (e.g. pro-social behaviors, education, work assignments, etc.). A list of “what works” principles is also introduced to aid in the proper administration of contingency management programs.

Guebert, A. F., & Olver, M. E. (2014). **An examination of criminogenic needs, mental health concerns, and recidivism in a sample of violent young offenders: Implications for risk, need, and responsivity.** *International Journal of Forensic Mental Health, 13(4)*, 295-310. doi: 10.1080/14999013.2014.955220

A sample of 186 youth charged with serious offenses were examined using measures of psychopathology, substance use, risk, and recidivism. There were significant associations between substance abuse and assessments of criminogenic risk and need. Substance use also predicted general and violent recidivism. Mental health concerns were typically not related to recidivism, except for conduct disorder and substance use. Findings are discussed in relationship to the risk-need-responsivity model of treatment.

Hamilton, Z. K., & Campbell, C. M. (2014). **Uncommonly observed: The impact of New Jersey's halfway house system.** *Criminal Justice and Behavior, 41(11)*, 1354-1375.

Authors examined the effectiveness of halfway housing programs in New Jersey through comparison of over 6,500 participants to matched released inmates not provided with halfway housing placement. Results suggest receipt of halfway housing significantly decreased likelihood of violations of conditions of release. Halfway housing had no significant influence on risk of rearrest or conviction.

Hartwell, S. W., James, A., Chen, J., Pinals, D. A., Marin, M. C., & Smelson, D. (2014). **Trauma among justice-involved veterans.** *Professional Psychology: Research and Practice, 45(6)*, 425.

Authors review characteristics of 152 consecutive admissions to a veteran-specific jail diversion program. Demographic, military history, behavioral health, and criminal history data are examined in relation to self-reports of trauma. Results highlight a sample of veterans with high reported rates of trauma beyond that of military combat and generally occurring before age 18. Results are discussed in the context of appropriate and holistic treatment and policy for justice-involved veterans.

Klepfishz, G., O'Brien K., & Daffern, M. (2014). **Violent offenders' within-treatment change in anger, criminal attitudes, and violence risk: Associations with violent recidivism.** *International Journal of Forensic Mental Health, 13(4)*, 348-362. doi: 10.1080/14999013.2014.951107

The study examined the relationship between recidivism in violent offenders to pre-post psychometric change, reliable change, and clinically significant change after completing treatment. A sample of 42 adult male offenders were followed in the community for on average 3.9 years after release. Results suggested levels of General Criminal Thinking and Overall Violence Risk were reduced following treatment, though no change was observed in Trait Anger or Anger Expression/Out. Only a small portion of offenders achieved reliable or clinically significant change, the within-treatment changes were not associated with violent recidivism.

Miller, J., Copeland, K., & Sullivan, M. L. (2014). **How Probation Officers Leverage "Third Parties" in Offender Supervision.** *Journal of Offender Rehabilitation, 53(8)*, 641-657. Doi: 10.1080/10509674.2014.956963

Qualitative interviews were used to explore how probation officers leverage "third parties" as probationers' supervision. Family members are among the most important figures engaged but are also the most challenging to work with. Other figures include friends, employers, and neighbors. Engagement to leverage support and supervision tends to rely on family members or associates close to the probationer.

Morgan, R. D., Kroner, 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.

Authors present results of a preliminary evaluation of a comprehensive treatment program intended to treat co-occurring issues of mental illness and criminal risk. The study was conducted with 47 men incarcerated in a psychiatric prison or residential treatment facility. Results suggest strong therapeutic alliance and program satisfaction and significant mental health symptom reduction. There is also some evidence for reduced criminal thinking.

Olson, D. E., & Lurigio, A. J. (2014). **The Long-Term Effects of Prison-Based Drug Treatment and Aftercare Services on Recidivism.** *Journal of Offender Rehabilitation, 53(8)*, 600-619. Doi: 10.1080/10509674.2014.956965

This article examines recidivism among a cohort of formerly incarcerated people released from the Sheridan Correctional Center (SCC). SCC releasees had a 15% lower likelihood of recidivism than the comparison group, and a 44% reduction in the likelihood of recidivism when both prison-based drug treatment and aftercare programming were accessed.

Reeves, R., & Tamburello, A. (2014). **Single cells, segregated housing, and suicide in the New Jersey Department of Corrections.** *Journal of the American Academy of Psychiatry and the Law Online, 42(4)*, 484-488.

The housing locations and single- versus double-cell status of the 26 inmates who committed suicide in the New Jersey Department of Corrections (NJDOC) from 2005 through 2011 were compared. All single-cell housing in the NJDOC (whether segregated or general population) represented a higher risk of suicide than double-cell housing in the general population.

Robertson, A. G., Lin, H., Frisman, L. K., Petril, J., & Swartz, M. S. (2014). **Mental health and reoffending outcomes in jail diversion participants with a brief incarceration after arraignment.** *Psychiatric Services, 65(9)*, 1113-1119.

Examined effects of short jail stays prior to jail diversion ("jail first") on postdiversion service use and reoffending rates for 102 jail first adults and propensity-matched sample of immediately diverted adults with serious mental illness in Connecticut. Merged administrated records from public behavioral health and criminal justice systems from 2005-2007. Outcomes examined

included treatment receipt, crisis-driven service use, and reoffending during six months postdiversion period. Jail first participants had greater receipt of psychotropic medication in follow-up compared with immediately diverted participants; however, they did not display reductions in crisis-driven service use or reoffending and displayed shorter time to reincarceration.

Soares Barros, A. J., Rosa, R. G., & Eizirik, C. L. (2014). **Countertransference reactions aroused by sex crimes in a forensic psychiatric environment.** *International Journal of Forensic Mental Health, 13*(4), 363-368. doi: 10.1080/14999013.2014.951106

The study investigated the role of countertransference in forensic psychiatrists in a Brazilian psychiatric hospital. The main feelings aroused in the psychiatrists during the evaluation and treatment of sex offenders were explored, in addition to how the providers addressed these feelings. The authors conclude that the article will provide hypotheses that can be further explored in future studies.

Steadman, H. J., Callahan, L., Robbins, P. C., Vesselinov, R., McGuire, T. G., & Morrissey, J. P. (2014). **Criminal justice and behavioral health care costs of mental health court participants: A six-year study.** *Psychiatric Services, 65*(9), 1100-1104.

Examined differences in cost between mental health court (MHC) group and matched comparison group three years after target arrest using data from the MacArthur Mental Health Court Study. MHC participants averaged \$4,000 more in total annual costs for all three follow-up years. Additional costs were from treatment costs, with highest-cost MHC participants being those with co-occurring substance use disorders and with more arrest incarceration days before the target arrest. Authors highlight need for MHCs to more effectively define target groups to benefit from intervention.

Sygel, K., Kristiansson, M., Furberg, R., & Fors, U. (2014). **Reactions on Display/Intimate Partner Violence (RoD/IPV)—A study of a new interactive computer simulation program for the treatment of men convicted of intimate partner violence.** *International Journal of Forensic Mental Health, 13*(4), 369-380. doi: 10.1080/14999013.2014.951104

An interactive computer program (Reactions on Display/Intimate Partner Violence; RoD/IPV) simulating intimate partner violence was created. The program sought to show participant's violent behavior so they can reflect on feelings, thoughts, actions, and consequences of intimate partner violence. Results showed the program was well-received and understood by participants. The authors conclude future studies should utilize randomized controlled trials to examine the effectiveness of the RoD/IPV.

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 examine the ability for the Enhanced Thinking Skills program to reduce reoffending by examining recidivism data of over 21,000 male prisoners in England and Wales who attended the program. Attending the program significantly reduced reoffending for sexual, violent, and other non-acquisitive offenders (10-17 percentage point reduction), but not property offenders (i.e. convicted of burglary or robbery). Implications for implementation of cognitive skills programs are discussed.

Wilson, A. B., Farkas, K., Ishler, K. J., Gearhart, M., Morgan, R., & Ashe, M. (2014). **Criminal thinking styles among people with serious mental illness in jail.** *Law & Human Behavior (American Psychological Association), 38*(6), 592-601. doi:10.1037/lhb0000084

The study explored criminal thinking of individuals with mental illness in a jail setting. Investigation into 122 individuals incarcerated in a county jail with serious mental illnesses revealed the presence of criminal thinking styles. The findings suggest that criminal thinking and antisocial attitudes be addressed in the treatment of mental illness in jail settings.

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.

Study explores the relationship between prison climate, changes in dynamic risk factors, and recidivism in a sample of 185 male violent and sexual offenders receiving correctional treatment. Medium-sized prosocial changes to dynamic risk factors were observed in all offenders, whereas antisocial personality patterns only decreased in violent offenders. Perceptions of prison climate were significantly related correlated with a majority of these changes. However, cox regressions suggest these changes in dynamic risk were not related to either general or violent/sexual recidivism. Implications are discussed.

Wood, S. R. (2014). **State prisoner misconduct: Contribution of dual psychiatric and substance use disorders.** *International Journal of Forensic Mental Health*, 13(4), 279-294. doi: 10.1080/14999013.2014.951108

The study used self-report information from state prisoners (n=14,499) in a binomial regression. Findings indicated prisoners with a dual diagnosis of serious mental illness and substance use had more varied and a higher number of overall disciplinary infractions compared to those without a dual diagnosis. Results found mixed results for assaultive infractions.

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.

Authors examined 53 published and nonpublished sources to explore the relationship between psychopathy and instrumental and reactive violence. Results suggest moderate relationships between psychopathy and both forms of violence assessed. The Interpersonal facet was more closely related to instrumental violence whereas Factor 2 was more important in predicting reactive violence. Results do not support the previous hypothesis that psychopathy is more closely related to instrumental as opposed to reactive 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.

Nine waves of data from the National Youth Survey Family Study were used to examine the relation between genes in the dopaminergic system (DAT1 and DRD2), serious, violent delinquent behavior in adolescents and young adults, and protective or risky social factors (i.e. school, neighborhood, friends, family). Results suggest the association between risky genotypes and delinquent behavior is suppressed under protective social environments. Implications for the differential susceptibility hypothesis are also discussed.

Evans, M. K., Clinkinbeard, S. S., & Simi, P. (2014). **Learning Disabilities and Delinquent Behaviors among Adolescents: A Comparison of Those with and without Comorbidity.** *Deviant Behavior*, 36(3). Doi: 10.1080/01639625.2014.924361

Using the National Longitudinal Study of Adolescent Health, this study examines delinquency among adolescents without disabilities to youth with LD, Attention Disorder Symptoms (ADS), and comorbid LD/ADS. Results indicate no significant differences in property offenses, or alcohol, tobacco, and marijuana use; however, youth with LD reported significantly more violence than non-disabled youth. Findings illustrate the heterogeneous effects various disabilities have on delinquent behavior.

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

Authors examine anti-LGBT homicide by comparing observable characteristics of victim selection by offenders. Such homicides are conceptualized as predatory, responsive, unprovoked, and unplanned offenses in which victims play a role in the escalation of violence. Situational distinctions are conceptualized and discussed. Authors discuss implications on anti-LGBT homicide research, including data collection tools and informing of policy discussions.

Henneberger, A. K., Tolan, P. H., Hipwell, A. E., & Keenan, K. (2014). **Delinquency in adolescent girls using a confluence approach to understand the influences of parents and peers.** *Criminal Justice and Behavior, 41(11)*, 1327-1337.

The longitudinal relationship between harsh punishment, positive parenting, peer delinquency, and adolescent delinquency was examined in 622 adolescent girls. After controlling for various sociodemographic variables (i.e. race, single parent household, receipt of public assistance), harsh punishment and peer delinquency in early adolescence were positively related to delinquency in mid-adolescence. Results suggest an additive, rather than interdependent, relationship. Results are discussed in the context of intervention development.

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

Life interviews with 67 individuals who had served a life sentence were conducted, and narratives were examined for generative motivations, core self descriptions, and individual agency. Almost all interviewees' narratives included a good core self and generative motivations. However, individual agency was shown to successfully distinguish between paroled lifers and lifers who had been reincarcerated. Implications on increasing the success of reentry are discussed.

Martinez, A. G., Stuewig, J., & Tangney, J. P. (2014). **Can perspective-taking reduce crime? Examining a pathway through empathic concern and guilt-proneness.** *Personality and Social Psychology Bulletin, 40*, 1659-1667. doi: 10.1177/0146167214554915

The authors examined whether or not perspective taking has an impact on inhibiting criminal behavior. In study 1, participants (n = 560) completed a survey that measured perspective-taking, empathic concern, guilt-proneness, and previous criminal justice involvement. Study 2 used a similar design, except participants (n = 522) were inmates and measured their instances of reoffending. Perspective-taking was associated with less criminal behavior.

NeMoyer, A., Goldstein, N. S., McKitten, R. L., Prelic, A., Ebbecke, J., Foster, E., & Burkard, C. (2014). **Predictors of juveniles' noncompliance with probation requirements.** *Law & Human Behavior (American Psychological Association), 38(6)*, 580-591. doi:10.1037/lhb0000083

Archival data of 120 juvenile offenders revealed that approximately half of the youth failed to comply with one or more probation requirements. Prior noncompliance with probation and the youth's race were related to noncompliance. Higher probability of noncompliance was associated with the presence of substance-related probation requirements. Implications for the results in regards to probation requirements and clinical services are addressed.

Peterson, J. K., Kennealy, P., Skeem, J., Bray, B., & Zvonkovic, A. (2014). **How often and how consistently do symptoms directly precede criminal behavior among offenders with mental illness?.** *Law & Human Behavior (American Psychological Association), 38(5)*, 439-449. doi:10.1037/lhb0000075

Data from interviews of 143 offenders with mental illness were examined regarding how often and consistently symptoms preceded criminal behavior. Findings showed symptoms rarely directly motivated crimes and crimes varied in the degree to how related they were to symptomology. The results suggested programs would be effective in preventing future crime by addressing risk

factors for crime in addition to targeting symptomology.

Pirutinsky, S. (2014). **Does religiousness increase self-control and reduce criminal behavior?: A longitudinal analysis of adolescent offenders.** *Criminal Justice and Behavior*, 41(11), 1290-1307.

Directionality of the association between religiousness, self-control, and decreased offending behavior was examined through longitudinal analysis of over 1,300 adolescents participating in the Pathways to Desistance Study. Results support a partially mediating relationship whereby short-term, within-subject increased religiousness predicted decreased future criminal behavior and this relationship was partially mediated by increased self-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.

Authors examined the protective effect of religiosity on crime across gender (male and female) and developmental period (adolescence and young adulthood) using a sample of over 180,000 adolescents and young adults. Results suggest a protective relationship between religiosity and criminal behavior across gender and developmental periods, providing additional support to the hypothesis that religiosity is a protective factor across sociodemographic differences.

Scott, C. K., Grella, C. E., Dennis, M. L., & Funk, R. R. (2014). **Predictors of recidivism over 3 years among substance-using women released from jail.** *Criminal Justice and Behavior*, 41(11), 1257-1289.

Recidivism of 624 women over a period of 3 years was examined using a comprehensive range of standardized measures. Multivariate analysis suggests recidivism can be reliably predicted (area under the curve = 0.90) by just four factors: age, no custody of children, substance use frequency, and number of substance problems. Results are discussed in the context of gender-responsive and gender-neutral criminogenic risk factors and recidivism models.

Tuente, S. K., de Vogel, V., & Stam, J. (2014). **Exploring the criminal behavior of women with psychopathy: Results from a multicenter study into psychopathy and violent offending in female forensic psychiatric patients.** *International Journal of Forensic Mental Health*, 13(4), 311-322. doi: 10.1080/14999013.2014.951105

Differences between females with and without psychopathy were explored using a sample of 221 forensic psychiatric patients. Results suggested that women with psychopathy were younger at the time of their first conviction and had more varied offense histories. Women with psychopathy, compared to those without, committed index offenses that were fatal less often, had more stranger victims, and committed offenses because of power, dominance, or personal gain. No differences were found for type of weapon.

Van Ryzin, M. J., & Dishion, T. J.. (2014). **Adolescent deviant peer clustering as an amplifying mechanism underlying the progression from early substance use to late adolescence dependence.** *Journal of Child Psychology and Psychiatry*, 55(10), 1153-1161.

Examined deviant peer clustering as mediator of early substance use and later dependence above and beyond levels of use, SES, early antisocial behavior and parental modeling in 998 adolescence and families recruited from middle schools in large metropolitan area in Pacific Northwest. Early substance use was associated with increased likelihood of tobacco, alcohol, and marijuana dependence by late adolescence. Deviant peer affiliation acted as a mediator even after accounting for proximal levels of substance use.

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

Authors examined the relation of agreeableness and conscientiousness to situational opportunity in offending and victimization, including possible mediating and moderating relationships. Results suggest the effects of agreeableness and conscientiousness on offending and/or victimization are partially mediated by situational opportunity. These effects also appear to be moderated by measures of situational opportunity such that these traits are most effective in protecting against offending at the highest levels of opportunity.

FORENSIC ASSESSMENT

Babchishin, K. M., Nunes, K., & Kessous, N. (2013). **A multimodal examination of sexual interest in children: A comparison of sex offenders and non-sex offenders.** *Sexual Abuse: A Journal of Research and Treatment, 26(4)*, 343-374.

Authors examined the predictive and convergent validity of three measures of sexual interest in children by comparing responses of sex offenders and nonsex offenders recruited from a federal prison. Results suggested high convergence between the three measures, suggesting a lack of support for the superiority of a multimodal approach in the assessment of pedophilia.

Chu, C. M., Yu, H., Lee, Y., & Zeng, G. (2014). **The utility of the YLS/CMI-SV for assessing youth offenders in Singapore.** *Criminal Justice and Behavior, 41(12)*, 1437-1457.

A sample of over 3,200 youth offenders completed the Youth Level of Service/Case Management Inventory–Screening Version to examine the predictive validity of the YLS/CMI-SV for violent, nonviolent, and general recidivism. Results suggest predictive validity in all assessed types of recidivism for male youth offenders, but mixed results were observed for female youth offenders. Results are discussed in the context of clinical practice and policy.

Dubowitz, H., Christian, C. W., Hymel, K., & Kellogg, N. D. (2014). **Forensic medical evaluations of child maltreatment: a proposed research agenda.** *Child Abuse & Neglect, 38(11)*. doi:10.1016/j.chiabu.2014.07.012

This article covers several of these questions and proposes a research agenda concerning five main topics: sexual abuse, neglect, fractures, abusive head trauma, and physicians work in interdisciplinary settings. Implications for practitioners are discussed.

Gowensmith, W. N., Bryant, A. E., & Vitacco, M. J. (2014). **Decision-making in post-acquittal hospital release: How do forensic evaluators make their decisions?** *Behavioral Sciences & The Law, 32(5)*, 596-607. doi:10.1002/bsl.2135

The study explored 89 evaluators who determined the readiness of individuals hospitalized after being found not guilty by reason of insanity and being considered for conditional release. The authors concluded that there is little uniformity in factors used to make decisions in the assessments. Also, evaluator's conceptualizations of the process itself varied. It is suggested that enhanced training, statutory guidance, and standardized protocols be implemented in these evaluations.

Love, C. M., Glassmire, D. M., Zanolini, S. J., & Wolf, A. (2014). **Specificity and false positive rates of the Test of Memory Malingered, Rey 15-Item Test, and Rey Word Recognition Test among forensic inpatients with intellectual disabilities.** *Assessment, 21(5)*, 618-627. doi:10.1177/1073191114528028

The specificity and false positive (FP) rates on three measures were examined using 21 forensic inpatients with mild intellectual disability. The Rey 5-Item Test had a FP of 23.8%, compared 0% on the Word Recognition (WRT) and 4.8% Test of Memory Malingered (TOMM). The authors concluded the low rates of the WRT and TOMM will increase clinician confidence in scores.

McAnulty, R. D., McAnulty, D. P., Sipp, J. E., Demakis, G. J., & Heggstad, E. D. (2014). **Predictive Validity of the MMPI–2 Among Female Offenders in a Residential Treatment Program.** *Journal of personality assessment, 96(6)*.

This archival study investigated the Minnesota Multiphasic Personality Inventory–2 (MMPI–2) validity, clinical, restructured clinical, supplementary, and content scales in a female correctional population. 116 women were elevated to measure treatment success using treatment attendance and graduation status. Logistic regression analyses revealed that elevations on Scales FRS (Fears) and R (Repression) differentiated women who attended the program from women who did not as well as between women who graduated the program from women who did not.

Montes, O., & Guyton, M. R. (2014). **Performance of Hispanic inmates on the Spanish Miller Forensic Assessment of Symptoms Test (M-FAST).** *Law & Human Behavior (American Psychological Association), 38(5)*, 428-438. doi:10.1037/lhb0000074

The study adapted the Miller Forensic Assessment of Symptoms Test (M-FAST) into Spanish. The new measure was implemented in a sample of 102 bilingual Hispanic males who were incarcerated after being assigned to one of three conditions (honest, uncoached, or coached feigning) and completed both the English and Spanish M-FAST during two separate time periods. The authors concluded both measures were psychometrically, linguistically, and conceptually equivalent.

Neal, T. M., & Grisso, T. (2014). **Assessment practices and expert judgment methods in forensic psychology and psychiatry: An international snapshot.** *Criminal Justice and Behavior, 41(12)*, 1406-1421.

Over 400 forensic examiners from various countries were surveyed to describe their two most recent forensic evaluations, focusing on structured assessment tools used to aid expert judgment. Authors present information on relative frequency of forensic referrals, what tools are used internationally, frequency and type of structured tools used, and practitioner rationales for using/not using tools. Extreme variety in tools used (286 different tools total) was observed. Results are discussed in the context of improving reliability and validity of forensic expert judgment methods.

Pihet, S., Suter, M., Meylan, N., & Schmid, M. (2014). **Factor structure of the Youth Psychopathic Traits Inventory using the total score, three scale scores, and/or 10 subscale scores.** *Criminal Justice and Behavior, 41(10)*, 1214-1231.

395 community and 200 institutionalized adolescents completed the French translation of the Youth Psychopathic Traits Inventory. Confirmatory factor analysis support the validity of the scale's 10 subscales. Model comparisons favored a new bifactor model which suggests simultaneous use of the total score and the three scale scores. Implications on real-world use of the measure are discussed.

Patry, M. W., & Magaletta, P. R. (2015). **Measuring suicidality using the Personality Assessment Inventory: A convergent validity study with federal inmates.** *Assessment, 22(1)*, 36-45. doi:10.1177/1073191114539381

The study examined convergent validity of the Personality Assessment Inventory's Suicide Ideation Scale and the Suicide Potential Index using a large sample of male and female federal inmates. The results were indicative of strong validity support for both suicide measures, which both correlated with a wide range of validity indices representing several assessment modalities.

Price, S. A., Beech, A., Mitchell, I. J., & Humphreys, G. W. (2014). **Measuring deviant sexual interest in adolescents using the emotional Stroop task.** *Sexual Abuse: A Journal of Research and Treatment, 26(5)*, 450-471.

The suitability of the use of the emotional Stroop task with adolescent sexual offenders was

investigated by comparing results of adolescent sexual offenders to those of adolescent offending controls and adolescent nonoffending controls. Though adolescent sexual offenders were slower to color name some word stimuli than offending controls and nonoffending controls, the task was unable to differentiate between groups on most word categories. Authors suggest the emotional Stroop task may be inappropriate for measuring deviant sexual interests in adolescents.

Sörman, K., Svensson, O., Kristiansson, M., Edens, J. F., Smith, S. T., Howner, K., & Fischer, H. (2014). **Forensic mental health professionals' perceptions of psychopathy: A prototypicality analysis of the comprehensive assessment of psychopathic personality in Sweden.** *Law & Human Behavior (American Psychological Association)*, *38(5)*, 405-417. doi:10.1037/lhb0000072
Perceptions and attitudes toward psychopathy among people working in forensic mental health system in Sweden were explored. The majority of Comprehensive Assessment of Psychopathic Personality items and six scales were rated with at least moderately prototypical of psychopathy. Further, participants viewed psychopaths as more likely to commit crimes compared to the average criminal.

Tarescavage, A. M., Corey, D. M., & Ben-Porath, Y. S. (2015). **Minnesota Multiphasic Personality Inventory–2–Restructured Form (MMPI-2-RF) predictors of police officer problem behavior.** *Assessment*, *22(1)*, 116-132. doi:10.1177/1073191114534885

Preemployment Minnesota Multiphasic Personality Inventory-2-Restructured Form data from 136 male police officers was investigated for predictive validity for problematic behaviors. Further, supervisor ratings of performance and problem behaviors were obtained during probation periods. The results supported the predictive validity to the measure's substance scales in that context.

Tsang, S., Piquero, A. R., & Cauffman, E. (2014). **An examination of the Psychopathy Checklist: Youth Version (PCL:YV) among male adolescent offenders: An item response theory analysis.** *Psychological Assessment*, *26(4)*, 1333-1346. doi: 10.1037/a0037500

The Psychopathy Checklist: Youth Version (PCL:YV) was implemented in a large sample of male juvenile offenders. Using item response theory, item properties of the measure were explored. Results indicated need for stimulation, irresponsibility, and callous and unemotional were sensitive to changes in psychopathy amongst respondents. Differential item functioning was found between races in 15 of the 20 items.

Vagos, P., Rijo, D., Santos, I. M., & Marsee, M. A. (2014). **Forms and functions of aggression in adolescents: Validation of the Portuguese version of the Peer Conflict Scale.** *Journal of Psychopathology and Behavioral Assessment*, *36(4)*, 570-579.

Evaluated factor structure of the Peer Conflict Scale, Portuguese version by administering to 785 adolescents in a community sample. Identified factors include proactive overt, reactive overt, proactive relational and reactive relational aggression. Boys reported being more aggressive overall compared with girls; both genders reported overt aggression when it is impulsive/reactive, and boys and girls chose differing forms of aggression when proactive.

Wilson, M. J., Abramowitz, C., Vasilev, G., Bozgunov, K., & Vassileva, J. (2014). **Psychopathy in Bulgaria: The cross-cultural generalizability of the Hare Psychopathy Checklist.** *Journal of Psychopathology and Behavioral Assessment*, *36(3)*, 389-400.

Evaluated factor structure, internal consistency and external validity of the Bulgarian translation of the Hare Psychopathy Checklist: Screening Version in 262 Bulgarian adults from the general community (185 with substance dependence history). Confirmatory factor analysis indicated good fit for two-, three-, and four-factor models. Relationships to criterion measures provided evidence for convergent and discriminant validity.

Woodland, M. H., Andretta, J. R., Moore, J. A., Bennett, M. T., Worrell, F. C., & Barnes, M. E. (2014). **MACI Scores of African American Males in a Forensic Setting: Are We Measuring What We Think We Are Measuring?** *Journal of Forensic Psychology Practice, 14*(5), 418-437. doi: 10.1080/15228932.2014.973773

Confirmatory factor analyses were used to examine scores on the Millon Adolescent Clinical Inventory (MACI) in adolescent, African American males in a forensic setting. Results from the study do not support the model proposed by Millon and suggest the MACI may not yield valid or reliable scores in forensic populations of adolescent, African American males.

LAW ENFORCEMENT, CONFESSIONS, & DECEPTION

Allisey, A. F., Nobet, 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 used a cross-sectional sample of U.K. officers to test a meditational model of officer turnover intentions. Results suggest that while various psychosocial conditions (e.g. job demands, role clarity, etc.) were associated with officer intentions to leave, these associations were reduced when job stress and job satisfaction were entered into the model. Task-oriented conditions were most strongly associated with job stress whereas relational and social conditions predicted job satisfaction. Implications on officer retention efforts are explored.

Evans, J.R., Houston, K.A., Meissner, C.A., Ross, A.B., LaBianca, J.R., Woestehoff, S.A., & Kleinman, S.M. (2014). **An empirical evaluation of intelligence-gathering interrogation techniques from the United States Army Field Manual.** *Applied Cognitive Psychology, 28*(6), 867-875. DOI: 10.1002/acp.3065.

Using clusters of emotion-based interrogation strategies from the US Army Field Manual, participants (N = 123) with differing degrees of guilty knowledge were interviewed using one of three approaches: Direct Approach, Negative Emotional Approach, or Positive Emotional Approach. While both emotional approaches increased gains in information, those with more guilty knowledge reported more relevant details than those with less guilty knowledge. The Positive Emotional Approach reduced anxiety and promoted a fostering atmosphere. Implications are discussed.

Garland, B., Lambert, E. G., Hogan, N. L., Kim, B., & Kelley, T. (2014). **The relationship of affective and continuance organizational commitment with correctional staff occupational burnout: A partial replication and expansion study.** *Criminal Justice and Behavior, 41*(10), 1161-1177.

160 employees at a private prison for adolescent offenders tried as adults completed a survey to examine the effects of affective and continuance commitments on staff burnout. Results suggest affective commitment to negatively correlate with emotional exhaustion, depersonalization, and feelings of reduced accomplishment. Continuance commitment positively correlated with these dimensions of burnout. Tenure positively correlated with all dimensions, age negatively correlated with depersonalization, and average daily contact with inmates positively correlated with feelings of reduced accomplishment.

Gillard, N. D., Rogers, R., Kelsey, K. R., & Robinson, E. V. (2014). **An investigation of implied Miranda waivers and Powell wording in a mock-crime study.** *Law and Human Behavior, 38*, 501-508. doi: 10.1037/lhb0000093

This study assessed practical effects of the Florida v. Powell (2010) and Berghuis v. Thompkins (2010) rulings on mock criminals' (N= 112) waiver decisions. The wording change enabled by Powell had little effect on Miranda knowledge and reasoning. With regard to Thompkins, the type of waiver profoundly affected subsequent decisions: 13.7% exercised their rights following implied waivers versus 81.1% with explicit waivers. The implied waiver condition produced much

higher percentages of confessions and of admissions about incriminating information.

Goodman-Delahunty, J., Martschuk, N., & Dhami, M.K. (2014). **Interviewing high value detainees: Securing cooperation and disclosures.** *Applied Cognitive Psychology*, 28(6), 883-897. DOI: 10.1002/acp.3087.

Semi-structured interviews with practitioners (n = 34) and detainees (n = 30) examined the use of legalistic, physical, cognitive and social strategies to elicit cooperation, information disclosure, and the speed at which information was disclosed during prior interviews. Rapport-building techniques increased disclosure of meaningful information and did so earlier in the interview. Social persuasion was negatively correlated with physically coercive strategies—which were positively correlated with the accusatorial approach. Noncoercive strategies resulted in more complete disclosures.

Gracia, E., García, F., & Lila, M. (2014). **Male police officers' law enforcement preferences in cases of intimate partner violence versus non-intimate interpersonal violence: Do sexist attitudes and empathy matter?.** *Criminal Justice and Behavior*, 41(10), 1195-1213.

308 male police officers were surveyed to examine explore the relationship between sexist attitudes, empathy, and law enforcement preferences across intimate and non-intimate interpersonal violence. Results suggest a preference toward stronger, unconditional law enforcement in cases of violence against women across intimate and non-intimate scenarios. Benevolent sexism was associated with a preference for more conditional law enforcement across interpersonal violence scenarios. Results are discussed in the context of police selection and training.

Hartwig, M. & Bond, C.F. (2014). **Lie detection from multiple cues: A meta-analysis.** *Applied Cognitive Psychology*, 28(5), 661-676. DOI: 10.1002/acp.3052

Assessing the detectability of lies from constellations of multiple cues, a meta-analytic synthesis of 144 samples examined the accuracy with which deception could be predicted as well as how lie detectability was moderated by multiple variables. The results suggest that lies can be detected with over 67% accuracy. Additionally, the level of detectability is more stable from sample to sample than a typical social psychological effect.

Jundi, S., Vrij, A., Mann, S., Hillman, J., & Hope, L. (2015). **'I'm a photographer, not a terrorist': The use of photography to detect deception.** *Psychology, Crime & Law*, 21, 114-126. doi: 10.1080/1068316X.2014.935776

The authors examined the effect of using photographs in order to make judgments about the photographers' intentions. Participants (n = 80) were told to take pictures with the intention of promoting tourism or plotting a terrorist act. An undercover interviewer later asked to see their photos and participants were also formally interviewed. Participants who were planning a terrorist act were less cooperative with the undercover interviewer and mentioned more security features when discussing their photos.

Leins, D.A., Fisher, R.P., Pludwinski, L., Rivard, J., & Robertson, B. (2014). **Interviewing protocols to facilitate human intelligence sources' recollections of meetings.** *Applied Cognitive Psychology*, 28(6), 926-935. DOI: 10.1002/acp.3041.

Seven mnemonics were tested as a means of facilitating free recall. In Experiment 1 (N = 36), the use of mnemonics increased recall of event occurrences by 70%. Using a revised set of mnemonics and a cognitive interview, Experiment 2 (N = 35) found that using mnemonics doubled the number of events participants were able to recall. Additionally, participants questioned using the cognitive interview remembered more than twice as many details. Implications for the use of mnemonics and cognitive interview for HUMINT investigators are discussed.

Luke, T.J., Dawson, E., Hartwig, M., & Granhag, P.A. (2014). **How awareness of possible evidence induces forthcoming counter-interrogation strategies.** *Applied Cognitive Psychology, 28(6)*, 876-882. DOI: 10.1002/acp.3019.

After participating in a mock act of terrorism or a benign task, participants (N = 143) were either given no additional information or informed that evidence may have been collected from surveillance cameras. Participants were then interviewed using the Strategic Use of Evidence (SUE) framework. Regardless of knowledge about the evidence, innocent suspects were highly forthcoming. However, when guilty suspects were alerted to the possibility of evidence, they became either highly forthcoming or highly withholding. Implications are discussed.

Minor, K. I., Wells, J. B., Lambert, E. G., & Keller, P. (2014). **Increasing morale: Personal and work environment antecedents of job morale among staff in juvenile corrections.** *Criminal Justice and Behavior, 41(11)*, 1308-1326.

Survey data from 975 facility and community staff working for the Kentucky Department of Juvenile Justice were collected to examine the relationship of personal characteristics, workplace characteristics, and job morale. Results suggest educational level, race, tenure, age, input into decision making, organizational fairness, perceptions of coworkers, and workplace cooperation to positively predict morale; job stress had a negative association. Workplace variables were shown to account for greater variance in morale than personal characteristics.

Miragoli, S., Procaccia, R., & Di Blasio, P. (2014). **Language Use and PTSD Symptoms: Content Analyses of Allegations of Child Sexual Abuse.** *Journal of Forensic Psychology Practice, 14(5)*, 355-382. Doi: 10.1080/15228932.2014.970423

Characteristics of traumatic narratives were analyzed in a group of 58 victims of sexual abuse, including 29 children (50%) with all the symptoms of PTSD. Results were consistent with a model of PTSD symptoms as a mediator of the relationship between age and sensory impressions, emotional nodes, and cognitive distancing.

Oleszkiewicz, S., Granhag, P. A., & Cancino Montecinos, S. (2014). **The Scharff-technique: Eliciting intelligence from human sources.** *Law and Human Behavior, 38*, 490–500. doi: 10.1037/lhb0000091

Participants (N= 60) were asked to take on the role of “sources” and given information about a planned terrorist attack. They were interviewed using the Scharff-technique (conceptualized as four different tactics) or the Direct Approach (a combination of open and direct questions). Participants revealed significantly more, and more precise, new information when interviewed with the Scharff-technique. Participants in the Scharff condition underestimated how much new information they revealed; participants in the Direct Approach overestimated how much new information they revealed.

Oleszkiewicz, S., Granhag, P.A., & Kleinman, S.M. (2014). **On eliciting intelligence from human sources: Contextualizing the Scharff-technique.** *Applied Cognitive Psychology, 28(6)*, 898-907. DOI: 10.1002/acp.3073.

Advancing previous work on the Scharff-technique, participants (N = 119) pretending to be ‘sources’ with knowledge of a terrorist attack were tasked with not revealing too much or too little while being interviewed with one of three techniques: Direct Approach, Scharff confirmation, and Scharff disconfirmation/confirmation. The Scharff confirmation technique elicited more new information than either the Scharff disconfirmation/confirmation or Direct Approach techniques. Additionally, sources in both of the Scharff conditions underestimated how much information they disclosed, while sources in the Direct Approach condition overestimated. HUMINT implications are discussed.

Redlich, A.D., Kelly, C.E., & Miller, J.C. (2014). **The who, what, and why of human intelligence gathering: Self-reported measures of interrogation methods.** *Applied Cognitive Psychology, 28(6)*, 817-828. DOI: 10.1002/acp.3040.

An online survey of military and federal-level US interrogators (N = 152) examining on interrogator characteristics, situational and detainee characteristics, and the intended goal of the interrogation. Four of the top five most frequently employed interrogation techniques focused on rapport and relationship building. Four of the five least frequently employed techniques, focused on context manipulation and confrontation/competition. The effectiveness of interrogation methods depended on the situational and detainee characteristics and goal.

Rivard, J.R., Fisher, R.P., Robertson, B., & Hirn Mueller, D. (2014). **Testing the cognitive interview with professional interviewers: Enhancing recall of specific details of recurring events.** *Applied Cognitive Psychology, 28(6)*, 917-925. DOI: 10.1002/acp.3026.

Using experienced interviewers (N = 8) from the Federal Law Enforcement Training Center (FLETC) and adult interviewees (N = 25), the cognitive interview (CI) was compared to FLETC's five-step interview protocol. While there was no difference in accuracy or corroboration rates between the CI and FLETC's five-step interview, the CI produced nearly 80% more episodic information. Implications are discussed.

Rogers, H., Fox, S., & Herlihy, J. (2015). **The importance of looking credible: The impact of the behavioral sequelae of post-traumatic stress disorder on the credibility of asylum seekers.** *Psychology, Crime & Law, 21*, 139-155. doi: 10.1080/1068316X.2014.951643

The authors examined the impact of symptoms of post-traumatic stress disorder (PTSD) on assessing credibility. Participants (n = 118) watched one of four versions of an interview of an actor portraying an asylum seeker that varied on trauma level (high or low) and cues of deception level (high or low). Those who saw the actor portray high trauma and high deception gave lower credibility ratings compared to those who saw the actor play high trauma and low deception.

Russano, M.B., Narchet, F.M., & Kleinman, S.M. (2014). **Analysts, interpreters, and intelligence interrogations: Perceptions and insights.** *Applied Cognitive Psychology, 28(6)*, 829-846. DOI: 10.1002/acp.3070.

Two studies used systematic interviews of highly experienced HUMINT analysts (N = 12) and interpreters (N = 27) to examine perspectives of training and selection, role and function, models and logistics, third-party observations/feedback, team dynamics, and frequency and effectiveness of interrogation techniques. While formal training is commonplace for both analysts and interpreters, there are differing perspectives among interpreters as to the adequacy of the training. However, analysts nearly unanimously believed their formal training was inadequate. Implications are discussed.

Russano, M.B., Narchet, F.M., Kleinman, S.M., & Meissner, C.A. (2014). **Structured interviews of experienced HUMINT interrogators.** *Applied Cognitive Psychology 28(6)*, 847-859. DOI: 10.1002/acp.3069.

Highly experienced military and federal law enforcement intelligence interrogators (N = 42) were interviewed using a structured interview about their best interrogation-related practices and beliefs. Approximately one-third (n = 34% had experience with high-value targets (HVT). Participants were asked about their training, rapport, commonly used techniques, perceived effectiveness of techniques, detecting deceit, using interpreters, reliability of information, and the role of analysts. Interrogators emphasized the role of interpersonal skills, rapport and relationship-building, and well-prepared interpreters and analysts as key components of successful interrogations.

Shaw, D.J., Vrij, A., Leal, S., Mann, S., Hillman, J., Granhag, P.A., & Fischer, R.P. (2014). **'We'll take it from here': The effect of changing interviewers in information gathering interviews.** *Applied Cognitive Psychology, 28(6)*, 908-916. DOI: 10.1002/acp.3072.

Participants (N = 165) playing the role of a secret agent were instructed to either lie or tell the truth during an interview where the interviewers either stayed the same throughout the interview, or changed half-way through. When the interviewers remained constant throughout the interview, no significant differences emerged between the repetition in liars' and truth tellers' responses. However when new interviewers were introduced, truth tellers provided more details and were more repetitious than liars. Implications are discussed.

Vrij, A., Mann, S., Jundi, S., Hillman, J., & Hope, L. (2014). **Detection of concealment in an information-gathering interview.** *Applied Cognitive Psychology, 28(6)*, 860-866. DOI: 10.1002/acp.3051.

To examine whether liars report activities report fewer details than truth tellers, participants (N = 88) carried out the same tasks, half with malevolent intent and half with benevolent intent. Participants then recalled their activities during both free and cued recall. During the cued recall, half of the participants did so with their eyes closed. Eye closure increased detail disclosure for both liars and truth tellers. However, liars reported less detail during the free recall phase than truth tellers. Both theoretical and applied implications are discussed.

Whelan, C. W., Wagstaff, G., & Wheatcroft, J. M. (2015). **High stakes lies: Police and non-police accuracy in detecting deception.** *Psychology, Crime & Law, 21*, 127-138. doi: 10.1080/1068316X.2014.935777

The authors examined the impact of high stakes lies on lie detection accuracy. Police (n = 70) and non-police (n = 37) participants each watched 36 video statements of individuals making genuine or deceptive public pleas for help regarding missing or murdered relatives. Both groups were better than chance in their judgments and police were more accurate than non-police participants. Accuracy was positively related to confidence.

LEGAL DECISION-MAKING/JURY RESEARCH

Cramer, R. J., Clark III, J. W., Kehn, A., Burks, A. C., & Wechsler, H. J. (2014). **A mock juror investigation of blame attribution in the punishment of hate crime perpetrators.** *International journal of law and psychiatry 37(6)*. Doi: 10.1016/j.ijlp.2014.02.028

Blame attribution as a moderator of perceptions of hate crimes against gay, African American, and transgender victims was explored using 510 Texas jury panel members as participants. Results of vignette-based crime scenarios showed that victim blame displayed significant negative, and perpetrator blame significant positive, effects on sentencing recommendations. Also victim and perpetrator blame moderated the effect of support for hate crime legislation.

Daftary-Kapur, T., Penrod, S. D., O'Connor, M., & Wallace, B. (2014). **Examining pretrial publicity in a shadow jury paradigm: issues of slant, quantity, persistence and generalizability.** *Law and Human Behavior, 38*, 462-477. doi: 10.1037/lhb0000081

Mock jurors were naturally exposed to PTP in the venue in which an actual case occurred (N= 115) or were experimentally exposed (N= 156). Slant and quantity of PTP were significantly influential: those exposed to prosecution or prodefense PTP tended to render decision in support of the party favored in the PTP; those exposed to greater quantities of PTP tended to be more biased. PTP effects persisted throughout the trial and influenced judgments in face of trial evidence and arguments.

Maeder, E. M. & Pica, E. (2014). **Secondary confessions: The influence (or lack thereof) of incentive size and scientific expert testimony on jurors' perceptions of informant testimony.** *Law and Human Behavior*, 38, 560–568. doi: 10.1037/lhb0000106

Participants (N= 258) read a murder trial transcript involving informant testimony in which incentive size (in terms of sentence reduction for the informant) and expert testimony regarding the fundamental attribution error were manipulated. Participants then provided verdict judgments, and made attributions for the informant's decision to testify. Neither expert testimony nor size of incentive had a direct influence on verdicts. Contrary to previous research, the presence of an incentive did influence verdict decisions, informant ratings, and attributional responses.

Maeder, E. M., Yamamoto, S., & Saliba, P. (2015). **The influence of defendant race and victim physical attractiveness on juror decision-making in a sexual assault trial.** *Psychology, Crime & Law*, 21, 62-79. doi: 10.1080/1068316X.2014.915325

The authors examined the impact of victim attractiveness and defendant race in acquaintance sexual assault. Participants (n = 153) read trial transcripts that varied by defendant race (White, Black, or Aboriginal Canadian) and victim attractiveness (attractive or unattractive). Male participants made more decisions of defendant guilt if the victim was unattractive. Attractive victims, compared to unattractive victims, were rated as more responsible when the defendant was White, but less responsible when the defendant was black.

Smith, S. T., Edens, J. F., Clark, J., & Rulseh, A. (2014). **“So, what is a psychopath?” Venireperson perceptions, beliefs, and attitudes about psychopathic personality.** *Law and Human Behavior*, 38, 490-500. doi: 10.1037/lhb0000091

Individuals attending jury duty (N= 400) were surveyed regarding perceptions, attitudes, and beliefs concerning psychopathy. Jury panel members rated most individual items and all scales of the Comprehensive Assessment of Psychopathic Personality at least moderately prototypical. Many participants also strongly endorsed symptoms of psychosis as prototypical. They viewed psychopaths as responsible for their own actions, capable of determining right from wrong, and generally not “insane.” Findings reinforce the need for expert witnesses to clearly differentiate between psychopathy and psychotic-spectrum disorders.

RISK ASSESSMENT/COMMUNICATION

Blais, J., & Forth, A. E. (2014). **Prosecution-retained versus court-appointed experts: comparing and contrasting risk assessment reports in preventative detention hearings.** *Law & Human Behavior (American Psychological Association)*, 38(6), 531-543. doi:10.1037/lhb0000082

Samples of prosecutor-retained and court-appointed experts were compared on their risk assessment reports in preventative detection hearings. Both groups tended to communicate risk in categorical terms and utilized actuarial scales. Findings suggested that although both expert groups had similar risk assessment reports, neither group consistently used dynamic or protective factors in the assessments.

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 predictive validity of the Level of Service/Risk–Need–Responsivity (LS/RNR) Instrument for general and violent recidivism was examined in 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 was more strongly related to violent recidivism. Other Client Issues and Specific Responsivity Considerations sections did not significantly inform recidivism predictions.

Douglas, K. S. (2014). **Version 3 of the Historical-Clinical-Risk Management-20 (HCR-20V3): Relevance to violence risk assessment and management in forensic conditional release contexts.** *Behavioral Sciences & The Law*, 32(5), 557-576. doi:10.1002/bsl.2134

The revised Historical-Clinical-Risk Management20 (HCR-20, Version 3) was implemented in the conditional release context. The article also overviews structured professional judgments in violence risk assessment, Version 2 of the HCR-20, and new features of the HCR-20. Approximately 800 participants in a forensic psychiatric, civil psychiatric, and correctional setting and eight countries were examined.

Lanterman, 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.

Authors examined use of New Jersey's state sex offender risk assessment tool and explored the implications of improper implementation. All prosecutors and public defenders handling Megan's Law cases in New Jersey participated in two confidential surveys. Survey results suggest prosecutors do not consistently implement risk assessment. Disparities are suggested to often result in over-classification, increasing offender supervision cost and compromising public safety. Authors make suggestions to improve formal training and supervision of risk assessment tools use.

McGrath, R. J., Lasher, M. P., Cumming, G. F., Langton, C., & Hoke, S. E. (2013). **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 sought to revise the Vermont Assessment of Sex Offender Risk by decreasing the number of items and simplifying scoring instructions. Psychometric properties of the revised version (VASOR-2) were examined and presented. Predictive validity for sexual recidivism is similar to that of the original version, and the instrument showed good interrater reliability. Norms are presented and advantages of the VASOR-2 are discussed.

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 reliability and validity of criminal attitudes measures in 291 justice-involved male youth were examined. Results suggest reliability and validity of both measures – the Pride in Delinquency Scale and the Criminal Sentiments Scale-Modified. Further, both scales were shown useful in the prediction of reoffending behavior.

Timko, C., Midboe, A. M., Maisel, N. C., Blodgett, J. C., Asch, S. M., Rosenthal, J., & Blonigen, D. M. (2014). **Treatments for Recidivism Risk Among Justice-Involved Veterans.** *Journal of Offender Rehabilitation*, 53(8), 620-640. Doi: 10.1080/10509674.2014.956964

This article reviews evidence-based and promising treatments to reduce recidivism risk in justice-involved veterans. Interventions focus on the Risk-Need-Responsivity model, stating that treatments should target adults at high risk of recidivism, and account for individual characteristics. Cognitive-behavioral treatments to change antisocial thinking, such as Moral Reconation Therapy, Reasoning and Rehabilitation, and Thinking For a Change were supported.

SEX OFFENDERS

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

Juvenile possessors of child pornography were compared to (a) juvenile possessors of other illegal pornography, (b) juveniles who committed a sexual contact offence against a child, and (c) juveniles who committed a sexual contact offense against a peer or adult. Results suggest

juvenile possessors of child pornography tended to download material more frequently and over a longer period of time compared to possessors of other forms of pornography. Further, they were found to differ from sexual contact offenders in terms of demographics, prior offending, and subsequent offending. Results are discussed in the context of intervention development.

Bourke, M. L., & Craun, S. W. (2014). **Secondary traumatic stress among internet crimes against children task force personnel: Impact, risk factors, and coping strategies.** *Sexual Abuse: A Journal of Research and Treatment*, 26(6), 586-609.

Authors introduce results from the first large-scale study to investigate risk for secondary traumatic stress among Internet Crimes Against Children task force personnel. Data from over 600 respondents to an online survey suggest approximately 25% faced significant secondary traumatic stress and secondary traumatic stress tended to be associated with less job satisfaction, higher turnover, greater distrust of the world, and overprotectiveness of loved ones. Social support appears to be a strong protective factor against secondary traumatic stress

da Silva, T., Woodhams, J., & Harkins, L. (2014). **Heterogeneity within multiple perpetrator rapes: A national comparison of lone, duo, and 3+ perpetrator rapes.** *Sexual Abuse: A Journal of Research and Treatment*, 26(6), 503-522.

Offense, victim, and offender characteristics were compared across rapes committed by lone, offenders, duos, and groups of 3 or more perpetrators. Results suggest significant differences in age and ethnicity of offender, type of approach used, locations of initial contact, assault, and release of victims, use of vehicle, precautions utilized, verbal themes, and sex acts performed. Results are discussed in the context of educational prevention programs and offender interventions.

Dahle, K., Biedermann, J., Lehmann, R. B., & Gallasch-Nemitz, F. (2014). **The development of the crime scene behavior risk measure for sexual offender recidivism.** *Law & Human Behavior (American Psychological Association)*, 38(6), 569-579. doi:10.1037/lhb0000088

The study developed an actuarial risk measure for sex offenders based on crime scene characteristics. The Crime Scene Behavioral Risk (CBR) was found to have high predictive accuracy in sexual recidivism, with little difference between the development and replication groups. The measure also provided incremental validity and improved accuracy of the Static-99R.

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

Life course offending trajectories for 780 convicted male sexual offenders were examined using Group-Based Trajectory Modeling. A four-trajectory model for all offending and a four-trajectory model for sexual offending were identified, challenging the common assumption of homogeneity of sexual offenders. Groups varied by criminal onset, length of criminal career, age of peak offending, and time of entry into treatment center. Results are discussed in the context of future research and policy.

Furst, R. T., & Evans, D. N. (2014). **An exploration of stigma in the lives of sex offenders and heroin abusers.** *Deviant behavior*, 36(2), 130-145. Doi: 10.1080/01639625.2014.915673

Research was conducted on variations and commonalities of sexual offenders and heroin abusers and how they manage stigma in their everyday lives. Interviews with 13 sex offenders (SOs) and 44 heroin abusers (HAs) were conducted. Results suggest that both SOs and HAs disclose or conceal their stigmatized status based on their relationship to others and the situations in which they anticipate social condemnation.

Gannon, T., Waugh, G., Taylor, K., Blanchette, K., O'Connor, A., Blake, E., & Ciardha, C. Ó. (2014). **Women who sexually offend display three main offense styles: a re-examination of the Descriptive Model of Female Sexual Offending.** *Sexual Abuse: A Journal of Research and Treatment, 26(3)*, 207-224.

Authors examined the utility of the Descriptive Model of Female Sexual Offending to typify 36 North American women convicted of sexual offending. Results support the three offending pathways previously observed in an English sample. A new Offense Pathway Checklist is introduced to aid in raters' decision making. Results are discussed in the context of future research and treatment implications.

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 relationship of child sexual abuse and sexually intrusive behavior among boys was investigated through a prospective examination of all investigations of male child sexual abuse victims and boys under the age of 14 suspected of committing sexually intrusive behavior on other children in Israel over a 10-year period. Victims with and without sexually intrusive behavior records differed on various personal and family factors and abuse characteristics.

Holoyda, B., & Newman, W. (2014). **Zoophilia and the law: legal responses to a rare paraphilia.** *Journal of the American Academy of Psychiatry and the Law Online, 42(4)*, 412-420.

Individuals who commit acts of bestiality may be at increased risk of committing a variety of other sexually and nonsexually violent acts against humans. Forensic evaluators should consider this factor when conducting risk assessments. State legislatures should also consider modernizing their bestiality statutes to accord with current terminology and objectives for such laws.

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.

Specialization in and within sexual offending was examined using a sample of over 14,000 offenders convicted of sexual offenses in England and Wales. Results suggest specialization in sexual offending is most common for offenders with noncontact offenses (especially accessing of indecent images). Those with adult-contact offenses tended not to cross over into other types of sexual offending. However, those with child-contact offenses sometimes crossed over into accessing of indecent image offenses. Results are discussed in the context of risk assessment tools.

Jennings, W. G., Zgoba, K. M., Maschi, T., & Reingle, J. M. (2013). **An empirical assessment of the overlap between sexual victimization and sex offending.** *International journal of offender therapy and comparative criminology, 58(12)*. Doi: 10.1177/0306624X13496544

This study provides an assessment the overlap between sexual victimization and sex offending among a large sample of male prisoners with a focus on the cycle of violence hypothesis. Bivariate results reveal a considerable degree of overlap between sexual victimization and sex offending. Other findings and implications are discussed.

King, C. M., Wylie, L. E., Brank, E. M., & Heilbrun, K. (2014). **Disputed paraphilia diagnoses and legal decision making: A case law survey of paraphilia NOS, nonconsent.** *Psychology, Public Policy, and Law, 20(3)*, 294.

Authors systematically survey U.S. case law to investigate the history, extent, and nature of forensic uses of paraphilia not otherwise specified, nonconsent. Results suggest use of the diagnosis has substantially increased over the past decade. Methods used by evaluators tended to be unclearly described or behaviorally inferential and diagnoses tended to be accompanied by other mental health and personality disorder diagnoses. All courts that reached the issue of admissibility of the diagnosis between 2008 and 2011 admitted it and most courts also found it

sufficient in classifying an individual as a sexually violent predator.

Kingston, D. A., Yates, P. M., & Olver, M. E. (2014). **The self-regulation model of sexual offending: Intermediate outcomes and posttreatment recidivism.** *Sexual Abuse: A Journal of Research and Treatment, 26(5)*, 429-449.

The validity and utility of the self-regulation model was examined in a sample of 275 adult male sexual offenders participating in treatment in the Correctional Service of Canada. Results suggest participation in treatment resulted in moderate to large sized improvements in dynamic risk and treatment targets, and in some cases, these changes were associated with self-regulation pathways. Individuals following the approach pathways tended to have higher failure rates than those following avoidant pathways.

Larue, D., Schmidt, A. F., Imhoff, R., Eggers, K., Schönbrodt, F. D., & Banse, R. (2014). **Validation of direct and indirect measures of preference for sexualized violence.** *Psychological Assessment, 26(4)*, 1173-1183. doi:10.1037/pas0000016

The researchers developed and validated a multi-method assessment to assess preference for sexual violence. The Implicit Association Test, Semantic Misattribution Procedure, and Viewing Time were used to examine 107 men and 103 women using an online study. The findings suggested the three measures predicted self-reported sexual interest in non-consensual sexual activity. The usability of the battery in applied settings is discussed.

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

Crime scene analysis was conducted on 424 cases of child sexual abuse in Berlin, Germany to identify psychological characteristics of child molesters. Themes of fixation, regression (sexualization), criminality, and (sexualized) aggression were observed. Fixation and (sexualized) aggression were significant predictors of sexual recidivism and added to the Static-99 in the prediction of sexual recidivism. Usefulness of crime scene analysis discussed in the context of sexual recidivism prediction.

Nicholaichuk, T. P., Olver, M., Gu, D., & Wong, S. C. (2013). **Age, actuarial risk, and long-term recidivism in a national sample of sex offenders.** *Sexual Abuse: A Journal of Research and Treatment, 26(5)*, 406-428.

Data from sex offenders who were aged 50 or older at the time of release from incarceration (N = 542) were examined to investigate the relation of age of release, recidivism risk, and recidivism. Results suggest older offenders showed low base rates of sexual recidivism regardless of risk. However, an exception was observed wherein high levels of recidivism were observed among those individuals designated as highest risk. Results are discussed in the context of offender management.

Olver, M. E., Kingston, D. A., Nicholaichuk, T. P., & Wong, S. P. (2014). **A psychometric examination of treatment change in a multisite sample of treated Canadian federal sexual offenders.** *Law & Human Behavior, 38(6)*, 544-559. doi:10.1037/lhb0000086

The study utilized a sample of 392 incarcerated sex offenders who participated in treatment programs and were then followed 5.42 years post release. Findings suggested pretreatment and post treatment scores on psychological self-report measures showed inconsistent relationships to all types of recidivism. Within-treatment changes on the assessments were weakly related to outcome. Some small to moderate pretreatment to post treatment changes were also discussed.

Ray, J. V., Kimonis, E. R., & Seto, M. C. (2014). **Correlates and moderators of child pornography consumption in a community sample.** *Sexual Abuse: A Journal of Research and Treatment*, 26(6), 523-545.

An online, anonymous survey was used to compare demographic and psychological characteristics, frequency of pornography use, and intentions to engage in contact sexual abuse across pornography users who did and did not report child pornography consumption. Respondents reporting and not reporting child pornography consumption were similar on demographic and psychological characteristics. However, child pornography consumption was most likely among men with high sensation seeking and frequent pornography use and was associated with a greater interest in engaging in sexual contact with a minor.

Rice, A. K., Boccaccini, M. T., Harris, P. B., & Hawes, S. W. (2014). **Does field reliability for Static-99 scores decrease as scores increase?** *Psychological Assessment*, 26(4), 1085-1094. doi: 10.1037/pas0000009

The field reliability of the Static-99 was examined in a sample of 21,983 sex offenders, with a focus on rater agreement as scores increase. The findings suggest agreement was lowest for offenders with the highest Static-99 scores. Scores were identical for 40% of offenders who received a score of 6 during the preliminary evaluation, but more than 60% for offenders with scores 2 or lower. The authors concluded that recognizing measurement error in scores is necessary in order to then adopt procedures to minimize the error.

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.

Rates of suicide attempt and self-injurious behavior in sexual offenders were investigated in a sample of 1,184 psychiatric inpatients. Sexual offenders tended to have significantly greater rates of both a history of suicide attempts and of self-harm behaviors. Implications for the treatment of sexual offenders are discussed.

Varela, J. G., Boccaccini, M. T., Cuervo, V. A., Clark, J. W., & Murrie, D. C. (2014). **Same score, different message: Perceptions of offender risk depend on Static-99R risk communication format.** *Law & Human Behavior*, 38(5), 418-427. doi:10.1037/lhb0000073

Jury-eligible community members read the Static-99R tutorial and a description of a sex offender, with varying Static-99R scores and format the risk was presented (i.e. categorical, relative risk, recidivism rate). The high scoring offender was rated as higher risk in the categorical condition, but not the other two formats. Overall, findings suggested that community members are receptive to information about high risk compared to low risk, as well as risk information presented in categorical labels versus statistical reports.

Van der Put, C., Van Vugt, E., Stams, G. J., & 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.

Psychosocial and developmental characteristics of adolescent males and females who committed sexual and violent offenses were compared. Results suggest sexually offending male and female adolescents are extremely similar. Compared to violently offending females, sexually offending females were less likely to have antisocial friends, school problems, and family problems and more likely to be socially isolated and to have a history of sexual abuse victimization outside the family.

Wortley, R., & Smallbone, S. (2014). **A criminal careers typology of child sexual abusers.** *Sexual Abuse: A Journal of Research and Treatment*, 26(6), 569-585.

Authors introduce four criminal career typologies for child sexual abusers based on offending persistence (persistent, limited) and versatility (specialized, versatile). Comparisons of 362

convicted offenders falling into one of these four groups (persistent-specialized, persistent-versatile, limited-specialized, limited-versatile) suggest each group to vary in terms of personal and offense-related variables, including abuse histories, sexual orientation, age at first sexual contact with a child, number of victims, duration of sexual involvement with victims, victim gender, and whether victims were familial or nonfamilial. Results are discussed in the context of treatment and prevention strategies.

Wurtele, S. K., Simons, D., & Moreno, T. (2014). **Sexual interest in children among an online sample of men and women: Prevalence and correlates.** *Sexual Abuse: A Journal of Research and Treatment, 26(6)*, 546-568.

Over 400 men and women were recruited to complete an online questionnaire assessing sexual interest and adverse childhood experiences. Overall, approximately 10% of men and 4% of women reported some likelihood of having sex with children or viewing child pornography. Such individuals were more likely to report engagement in other antisocial behaviors and to report dysfunctional childhood histories. Results are explored in the context of prevention of sexual victimization of children.

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.

Prevalence of abuse during incarceration and its association with postrelease adjustment in a sample of formerly incarcerated young adults was investigated. Approximately 97% of youth experienced some form of abuse (e.g. physical, sexual, psychological, denial of food, excessive stays in solitary confinement). More frequent exposure to abuse was associated with a higher likelihood of posttraumatic stress and depressive symptoms and criminal involvement postrelease.

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.

Qualitative data from 10 focus-group interviews were used to investigate and compare battered women's experiences with victimization, help-seeking, and perceptions of incarceration across different site types (i.e. jails, prisons, shelters, and post-release support groups). Battered women tend to perceive incarceration as (a) a symbolic barrier, (b) a potential opportunity, and (c) as a structural barrier with respect to their service needs. Site-specific service needs and perceived barriers are also identified and explored.

Reyns, B. W., & Englebrecht, C. M. (2014). **Informal and formal help-seeking decisions of stalking victims in the United States.** *Criminal Justice and Behavior, 41(10)*, 1178-1194.

Situational and victim characteristics influencing informal help-seeking decisions (i.e. seeking help from friends or family) and the influence of informal help-seeking on formal help-seeking was examined in a sample of stalking victims. Results suggest offense seriousness, fear of victimization, and victimization acknowledgement relate to both informal and formal help-seeking decisions. However, informal and formal help-seeking decisions are unrelated.

WITNESS ISSUES

Davis, J.P., Gibson, S., & Solomon, C. (2014). **The positive influence of creating a holistic facial composite on video line-up identification.** *Applied Cognitive Psychology, 28(5)*, 634-639. DOI: 10.1002/acp.3045.

Two experiments examined whether composite systems enhance performance on subsequent

line-up accuracy. Performance of composite creators was compared with non-creating controls as well as operators who had assisted with the creation of the composite but had not seen the suspect themselves. Only one composite was constructed in Experiment 1 with either the holistic (EFIT-V) or feature-based (E-FIT; N = 385), but creators constructed up to three composites with the EFIT-V in Experiment 2 (N = 237). Holistic facial composite creation increased eyewitness accuracy over both controls and operators. There was not a significant difference in accuracy between the EFIT-V and the E-FIT creators.

Davis, J. P., Valentine, T., Memon, A., & Roberts, A. J. (2015). **Identification on the street: A field comparison of police street identifications and video line-ups in England.** *Psychology, Crime & Law, 21*, 9-27. doi: 10.1080/1068316X.2014.915322

The authors examined the prevalence and impact of street identifications on later line-up identifications. In study 1, 696 robberies were identified. Of the offenses where identifications were attempted, the most frequent type was a street identification. In study 2, 59 robberies where a street identification was attempted and made were found to have a very high rate of later identification in a video line-up.

Flowe, H. D., Klatt, T., & Colloff, M. F. (2014). **Selecting fillers on emotional appearance improves lineup identification accuracy.** *Law and Human Behavior, 38*, 509–519. doi: 10.1037/lhb0000101
In Study 1, mock witnesses (n=226) viewed lineups with an angry, happy or neutral suspect, and varied whether fillers matched their expression. Angrier and more criminal-looking suspects were identified more than fillers. This tendency was reduced when fillers matched the emotional appearance of the suspect. In Study 2, participants (n=1,983) took a lineup test in which the emotional appearance of the target and fillers was varied between subjects. Discrimination accuracy was enhanced when fillers matched an angry target's emotional appearance.

Karlén, M. H., Hjelmstätter, E. R., Fahlke, C., Granhag, P. A., Gordh, A. S. (2015). **Alcohol intoxicated eyewitnesses' memory of intimate partner violence.** *Psychology, Crime & Law, 21*, 156-171. doi: 10.1080/1068316X.2014.951644

The authors examined the influence of alcohol on eyewitness memory. Male (n = 44) and female (n = 43) participants received juice or an alcoholic beverage and then viewed a film depicting intimate partner violence. Reports did not differ in completeness or accuracy for male participants. Reports from women under the influence were less complete but as accurate as the sober women.

Melinder, A. & Magnussen, S. (2015). **Psychologists and psychiatrists serving as expert witnesses in court: What do they know about eyewitness memory?.** *Psychology, Crime & Law, 21*, 53-61. doi: 10.1080/1068316X.2014.915324

The authors surveyed psychologists and psychiatrists (n = 117) who reported serving as expert witnesses on issues related to memory and psychologists and psychiatrists (n = 819) who have not served as expert witnesses. Those who reported serving as witnesses did not have more accurate conceptions of human memory and a significant minority held several incorrect conceptions.

Pompedda, F., Zappala, A., & Santtila, P. (2015). **Simulations of child sexual abuse interviews using avatars paired with feedback improves interview quality.** *Psychology, Crime & Law, 21*, 28-52. doi: 10.1080/1068316X.2014.915323

The authors studied the effect of using child avatars and feedback on the questions and conclusions drawn by interviewers. Participants (n = 21) each interviewed four avatars and were randomly assigned to receive feedback or no feedback after each interview. The avatars varied by age, four or six, and whether or not they had an abuse story or a non-abuse story. Those who were given feedback asked more open-ended questions and made more correct conclusions.

Sagana, A., Sauerland, M., & Merckelbach, H. (2014). **'This is the person you selected': Eyewitnesses' blindness for their own facial recognition decisions.** *Applied Cognitive Psychology, 28(5)*, 753-764. DOI: 10.1002/acp.3062.

Five experiments showed participants four mock-crime videos to examine choice blindness—detecting changes to previously made choices—for identification choices. Participants' facial recognition choices were either evaluative (Experiment 1; N = 34) or absolute in nature (Experiment 2a, N = 18; Experiment 2b, N = 19; Experiment 2c, N = 20; Experiment 3, N = 52). For evaluative decisions, most participants were able to concurrently (73%) or retrospectively (79%) detect a manipulation to their choice. For absolute decisions, rates of choice blindness were lower for immediate exposure (concurrent 32%-35%, retrospective 0-6%) than after 48 hours' delay (concurrent 68%, retrospective 39%).

Smith, A. M., Bertrand, M., Lindsay, R. C. L., Kalmel, N., Grossman, D., & Provenzano, D. (2014). **The impact of multiple show-ups on eyewitness decision-making and innocence risk.** *Journal of Experimental Psychology: Applied, 20*, 247–259. doi: 10.1037/xap0000018

Study 1 assessed police officers' (N= 284) practices regarding multiple show-ups. Studies 2 (N= 172) and 3 (N= 222) tested identification performance on multiple show-ups and found that eyewitnesses were more likely to choose the first suspect presented. Response bias was more stringent on second show-ups compared to the first, but became no more stringent with additional show-ups. Study 4 (N= 184) tested lineup instructions and found that although unbiased show-up instructions decreased innocent suspect identifications, numbers were still discouraging.

OTHER

Ahern, E. C., Hershkowitz, I., Lamb, M. E., Blasbalg, U., & Winstanley, A. (2014). **Support and reluctance in the pre-substantive phase of alleged child abuse victim investigative interviews: Revised versus standard NICHD protocols.** *Behavioral Sciences & the Law, 32(6)*, 762-774. doi:10.1002/bsl.2149

Forensic interviews of children who alleged maltreatment were reviewed. Half of the interviewers utilized the Revised Protocol (RP) that emphasized rapport-building, while others used the Standard National Institute of Child Health and Human Development Protocol (SP). Interviewers using the RP provided more support than the SP. The authors suggested the findings will inform interviewers for enhancing willingness to participate.

Buck, J. A., Warren, A. R., Bruck, M., & Kuehnle, K. (2014). **How common is 'common knowledge' about child witnesses among legal professionals? Comparing interviewers, public defenders, and forensic psychologists with laypeople.** *Behavioral Sciences & the Law, 32(6)*, 867-883. doi:10.1002/bsl.2150

Knowledge of research on interviewing children was examined in college students, investigative interviewers, forensic psychologists, and public defenders. Interviewers and public defenders exhibited more knowledge than college students, with forensic psychologists showing the most knowledge of the groups. The results suggest that professions need to be better informed of research interviewing strategies with children who witness crimes.

Clow, K. A. & Leach, A. M. (2015). **Stigma and wrongful conviction: All exonerees are not perceived equal.** *Psychology, Crime & Law, 21*, 172-185. doi: 10.1080/1068316X.2014.951645

The authors examined factors related to perceptions of exonerees. Participants (n = 125) did not read or read about an exoneree that varied on whether the false conviction was caused by a false confession, a false eyewitness identification, or a jailhouse informant. Participants who read about a false confession reported that the exoneree was more likely to be guilty, less competent, and less warm. Compared to those who did not read about any exonerees, those

who did expressed more pity for exonerees.

Earhart, B., La Rooy, D. J., Brubacher, S. P., & Lamb, M. E. (2014). **An examination of 'don't know' responses in forensic interviews with children.** *Behavioral Sciences & the Law, 32(6)*, 746-761. doi:10.1002/bsl.2141

The study examined 76 transcripts of forensic interviews with allegedly abused children to examine "don't know" responses from the children. It was found that interviewers rejected "don't know" responses 30% of the time and typically continued to probe about the same topic. After further probing, children often answered the follow-up questions despite previously indicating they did not know the requested information.

Evans, A. D., Stolzenberg, S. N., Lee, K., & Lyon, T. D. (2014). **Young children's difficulty with indirect speech acts: Implications for questioning child witnesses.** *Behavioral Sciences & The Law, 32(6)*, 775-788. doi:10.1002/bsl.2142

The study examined the impact of indirect speech acts on children maltreated and those not maltreated during post-event interviews. Two studies were conducted with a sample of 2- to 7-year old children's post-event interview responses. Results suggested using "Do you know..." questions increased pragmatic failures, especially with younger children and children with low inhibitory control.

Gardner, K. J., Dodsworth, J., & Selby, E. A. (2014). **Borderline Personality Traits, Rumination, and Self-Injurious Behavior: An Empirical Test of the Emotional Cascades Model in Adult Male Offenders.** *Journal of Forensic Psychology Practice, 14(5)*, 398-417. Doi: 10.1080/15228932.2014.962379

This study examined the Emotional Cascade Model in adult male offenders with borderline personality traits. The results support the application of the model to this population, suggesting that emotional cascades (measured in terms of rumination) may play an important role in non-suicidal self-injury (NSSI) and suicidality in adult male offenders.

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 investigate pretrial needs across genders and examine whether such needs are predictive of pretrial outcomes. Results suggest needs vary across genders and such gender-specific pretrial needs are important in predicting pretrial outcomes. Gender-neutral and gender-specific needs are identified and discussed in the context of increasing pretrial success.

Green, D., Belfi, B., Griswold, H., Schreiber, J. M., Prentky, R., & Kunz, M. (2014). **Factors associated with recommitment of NGRI acquittees to a forensic hospital.** *Behavioral Sciences & The Law, 32(5)*, 608-626. doi:10.1002/bsl.2132

Archival data of 142 individuals found Not Guilty by Reason of Insanity was examined to determine risk factors associated with recommitment from a civil setting to forensic hospital. Overall, 28.2% of individuals were recommitted within 10 years of the transfer. Time period and HCR-20 items were important risk factors, along with several individual factors (e.g. substance use, supervision failure).

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

Authors investigated predictors of institutional infractions and health care utilization in male inmates through a total of 90 studies. Results suggest prior prison misconduct, aggressiveness, impulsiveness, antisocial traits, institutional risk, and young age were the strongest predictors of institutional infractions. Higher infractions were observed in prisons with more gang activity, a greater inmate population, and more maximum security inmates. Health care utilization was

associated with prior mental health problems, old age, and physical symptoms.

Guéguen, N., Dupré, M., Geoget, P., & Sénémeaud, C. (2015). **Commitment, crime, and the responsive bystander: Effect of the commitment form and conformism.** *Psychology, Crime & Law*, 21, 1-8. doi: 10.1080/1068316X.2014.902457

The authors conducted two studies that examined the effect of eliciting help and the presence of bystanders. In study 1 (n = 150), a confederate directly asked one participant to watch his bag, asked all participants, or did not speak to the participant bystanders. Another confederate later attempted to steal the bag. In study 2 (n = 150), there was the inclusion of confederate bystanders who did not intervene. Participants were most likely to intervene when asked directly for help.

Johnson, M. M., Caron, K. M., Mikolajewski, A. J., Shirtcliff, E. A., Eckel, L. A., & Taylor, J. (2014). **Psychopathic traits, empathy, and aggression are differentially related to cortisol awakening response.** *Journal of Psychopathology and Behavioral Assessment*, 36(3), 380-388.

Examined relationship of psychopathic personality traits, empathy, and aggression with cortisol awakening response (CAR; individual index of physiological preparedness for daily challenges) in 57 college students. Machiavellian egocentricity, blame externalization, and carefree nonplanfulness subscales of the Psychopathic Personality Inventory – Short Form were related to blunted CAR. Social potency subscale was significantly related to steeper CAR increase, and affect empathy and reactive physical aggression were related to blunted CAR.

Kim, A. & Tidwell, N. (2014). **Examining the impact of sexism on evaluations of social scientific evidence in discrimination litigation.** *Law and Human Behavior*, 38, 520–530. doi: 10.1037/lhb0000103

Studies investigated whether various types of sexism and other correlated predictors can predict people's evaluations of social science research on sex stereotypes, sexism, and sex discrimination. In Study 1 (N= 232), participants high in hostile sexism, scientific discounting, and/or political conservatism were more critical of scientific studies that provided evidence for sexism than identical studies showing null results. Study 2 (N= 363) showed that participants high in modern sexism, hostile sexism, and political conservatism evaluated social scientific studies more negatively.

LaMotte, A. D., Taft, C. T., Reardon, A. F., & Miller, M. W. (2014). **Agreement between veteran and partner reports of intimate partner aggression.** *Psychological Assessment*, 26(4), 1369-1374. doi: 10.1037/pas0000018

Using a sample of 239 veterans and their partners, the study explored the concordance of relationships satisfaction, posttraumatic stress disorder symptoms, and relationships attributions to reports of intimate partner violence. Low to moderate agreement between the veterans and their partners was found, with relationship satisfaction being associated with lower reported intimate partner violence than the partner reported. Overall, results highlighted the difficulty of obtaining self-reports that are objective in the context of intimate partner violence.

Miller, M., Wood, S. M., & Chomos, J. C. (2014). **Relationships between support for the death penalty and cognitive processing: A comparison of students and community members.** *Criminal Justice and Behavior*, 41(6), 732-750.

Authors examined the relationship between individuals' tendencies to process information rationally or experientially and general death penalty attitude and sentencing verdict. Results suggest rational information processing to be associated with a higher likelihood of death sentence whereas experiential processing to be associated with a higher likelihood of life sentence. However, when state information processing was manipulated, decreased rational processing in community members related to a higher likelihood of a death sentence and support for the death penalty.

Manchak, S. M., Kennealy, P. J., Skeem, J. L., & Loudon, J. E. (2014). **High-fidelity specialty mental health probation improves officer practices, treatment access, and rule compliance.** *Law & Human Behavior, 38*(5), 450-461. doi:10.1037/lhb0000076

The study compared mental health specialty probation agencies to traditional agencies for probation officer practices, treatment access, and rule violations. Results found specialty agencies had better officer practices, more treatment involvement, and lower rule violations compared to traditional probation agencies. The use of sanctions and threats increased the chance of probation violations, while a positive relationship between officer and probationer protected against violations.

Manguno-Mire, G. M., Coffman, K. L., DeLand, S. M., Thompson, J. W., & Myers, L. (2014). **What factors are related to success on conditional release/discharge? Findings from the New Orleans Forensic Aftercare Clinic: 2002-2013.** *Behavioral Sciences & the Law, 32*(5), 641-658. doi:10.1002/bsl.2138

The study examined individuals on conditional release and found that 70% maintained their conditional release. Predictors of success included financial resources, no diagnosed personality disorder, and fewer incidents at the program. It is proposed the data supports successful management of forensic patients on conditional release, though important factors should be considered.

Marshall, D. J., Vitacco, M. J., Read, J. B., & Harway, M. (2014). **Predicting voluntary and involuntary readmissions to forensic hospitals by insanity acquittees in Maryland.** *Behavioral Sciences & the Law, 32*(5), 627-640. doi:10.1002/bsl.2136

The study explored factors associated with readmissions to forensic hospitals for 356 individuals on conditional release who were insanity acquittees. Voluntary readmissions had fewer arrests and instances of non-compliance with treatment compared to those involuntarily recommitted, which were factors associated with readmission. Insanity acquittees who were not readmitted had longer durations in the community prior to readmission and fewer admissions in the community compared to the other two groups.

McWilliams, K., Harris, L. S., & Goodman, G. S. (2014). **Child maltreatment, trauma-related psychopathology, and eyewitness memory in children and adolescents.** *Behavioral Sciences & the Law, 32*(6), 702-717. doi:10.1002/bsl.2143

The study found that children with younger age and higher levels of trauma-related psychopathology was predictive of errors in direct questioning when a positive family interaction was viewed, though not if a family argument was shown. Implications for understanding the impact of child maltreatment on memory are explored.

Novosad, D., Follansbee, J., Banfe, S., & Bloom, J. D. (2014). **Statewide survey of living arrangements for conditionally released insanity acquittees.** *Behavioral Sciences & The Law, 32*(5), 659-665. doi:10.1002/bsl.2139

Insanity acquittees (n=389) on conditional release were surveyed about their current living situation. Findings suggest that the majority of individuals lived in the most highly structured settings. The authors then compared the findings with current placement options and discussed the effect of inpatient psychiatric bed reductions and possible transinstitutionalization.

Petkovsek, M. A., & Boutwell, B. B. (2014). **Childhood intelligence and the emergence of self-control.** *Criminal Justice and Behavior, 41*(10), 1232-1249.

Authors investigate the ability of intelligence to predict self-control in a sample of approximately 5,000 at-risk children. Results suggest higher levels of intelligence predict higher levels of self-control beyond other traditional criminological and sociological variables, such as parenting practices and parental self-control. Results are discussed in the context of human development.

Raaijmakers, E., de Keijser, J. W., Nieubeerta, P., & Dirkzwager, A. J. E. (2015). **Criminal defendants satisfaction with lawyers: Perceptions of procedural fairness and effort of the lawyer.** *Psychology, Crime & Law, 21*, 186-201. doi: 10.1080/1068316X.2014.951646

The authors examined how procedural fairness relates to defendants satisfaction with their attorneys. Participants (n = 1748) were Dutch males who were in pretrial detention. Participants were surveyed about various aspects of their experiences. The majority of participants were satisfied with their legal representation and variation in satisfaction is in part due to procedural fairness.

Sharf, A., Kimonis, E. R., & Howard, A. (2014). **Negative life events and posttraumatic stress disorder among incarcerated boys with callous-unemotional traits.** *Journal of Psychopathology and Behavioral Assessment, 36*(3), 401-414.

Evaluated association between negative life events and related symptoms of PTSD and callous-unemotional traits in 238 incarcerated boys. CU traits were significantly positively related with experience of life events and PTSD symptoms. Boys classified as high-anxious and scoring high on CU traits were significantly more likely to report history of negative life events and PTSD symptoms than lower anxious boys scoring high on CU traits and non-psychopathic participants.

Spruin, E., Canter, D., Youngs, D., & Coulston, B. (2014). **Criminal Narratives of Mentally Disordered Offenders: An Exploratory Study.** *Journal of Forensic Psychology Practice, 14*(5), 438-455. Doi: 10.1080/15228932.2014.965987

The study explored the personal narratives of Mentally Disordered Offenders (MDOs) and the impact various mental disorders had on the structure of the offenders' criminal narratives. Four criminal narrative themes (Victim, Revenger, Hero, Professional) emerged, which indicated clear distinctions in the narrative experience of MDOs. The major differences were found to be related to the vulnerability of the offender's mental disorder.

Rebellon, C. J., Wiesen-Martin, D., Piquero, N. L., Piquero, A. R., & Tibbetts, S. G. (2015). **Gender Differences in Criminal Intent: Examining the Mediating Influence of Anticipated Shaming.** *Deviant Behavior, 36*(1), 17-41. Doi: 10.1080/01639625.2014.903755

Past research finds males to have a higher likelihood of offending than females. Dominant explanations of the gender/crime relationship tend to invoke strain, learning, and control theories, but we propose that part of the relationship is attributable to differences in anticipated shaming. We test this argument using data collected from a sample of 439 young adults. Results suggest that anticipated shaming may actually mediate more of the gender/crime relationship than do variables derived from alternative perspectives.

Ward, J. T., Fox, K. A., Tillyer, M. S., & Lane, J. (2014). **Gender, low self-control, and violent victimization.** *Deviant behavior, 36*(2), 113-129. Doi: 10.1080/01639625.2014.915671

Using a high-risk sample of jail inmates, this study to examines the main and interactive effects of gender and self-control on violent victimization. Results indicate that gender and self-control both exhibit main effects on violent victimization net of control variables and that gender and self-control interact such that the gender gap in violent victimization disappears among men and women with low levels of self-control.



AP-LS Student 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.

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*

Meghan Galloway, *Chair-Elect*

Caitlin Cavanagh, Jaymes Fairfax-Columbo, Erika Fountain, Elizabeth Gale-Bentz, Karen Michell Lane, Krystia Reed

AP-LS Student Committee Officers

STUDENT COMMITTEE UPDATES

Upcoming Student Committee Activities at the 2015 AP-LS Conference

The AP-LS Student Committee is excited to host a variety of useful, informative, and fun events at this year's AP-LS Conference in beautiful San Diego! At the core of our programming will be two hosted panels—one of which was selected by AP-LS student members and curated by the Student Committee, and the second of which was selected to give our members a glimpse of the opportunities offered by the exciting allied field of neuropsychology. See more information about both of these panels below.

We also look forward to seeing our student members participate our annual **Orientation Breakfast** (for first-time AP-LS Conference attendees), **5k Fun Run** ([register here](#)), and **Student Social** (featuring local food and beverages). Finally, be on the lookout for announcements on submitting your AP-LS presentations for our Student Presentation Awards—including awards for student posters (\$100) and paper presentations (\$200), and specialty awards for novel-topic and legal research (\$100). See everyone in the sun!

How to get hired in psychology and law: Insights from academic, policy, and legal insiders

Student members looking to the future are concerned with successfully translating their academic training into a supportive and satisfying career. They are interested in learning what they can do right now in their undergraduate and graduate training to better position themselves for gaining the career of their choice. This interactive panel will feature professional insiders across academia, consultation, and policy to provide insight into attaining a career in the field. **Eve Brank, JD, PhD** (University of Nebraska–Lincoln), and **Jennifer Groscup, JD, PhD** (Scripps College) will give advice on gaining employment within academic research institutions and teaching colleges, respectively; **Joel Dvoskin, PhD, ABPP** (private practice), will discuss establishing

and developing a successful consultation career; and **Heather Kelly, PhD** (APA Science Government Relations Office) will provide insight on applying a psychology degree to policy work. Finally, **Kirk Heilbrun, PhD, ABPP** (Drexel University) will discuss contract negotiation and start-up once you secure a position in psychology and law. The goal of this panel is to prepare student members with knowledge and foresight as they continue to work towards careers in psychology and law.

Making “neuro” work for you: Opportunities for students and professionals in psychology and law

This panel will focus on research and employment opportunities for students and professionals in the rapidly developing fields of neuroscience and neuropsychology. **Casey LaDuke, MS** (Drexel University) will begin the discussion by examining opportunities in training and research for undergraduate and graduate students in forensic psychology, neuropsychology, and neuroscience. Presentations by **Chriscelyn Tussey, PsyD, ABPP** (Metropolitan Forensic and Neuropsychological Consultation and Bellevue Hospital Center/New York University School of Medicine), and **Ekaterina Pivovarova, PhD** (Massachusetts General Hospital and Harvard University Center for Law, Brain, and Behavior), will exemplify how to blend these practices in postdoctoral and early career training and practice in clinical work, research, and policy. **Christopher Slobogin, JD, LL.M.** (Vanderbilt Law School and School of Medicine), will conclude the discussion with an emphasis on legal practice and scholarship, particularly how to ensure students and professionals are carrying out clinical, empirical, and policy work that is relevant for the legal system. By the end of this session, students and professionals will gain a broader understanding of the practices of neuroscience and neuropsychology, and how to capitalize on the opportunities provided by these practices across clinical, research, policy, and legal fields. This practice-oriented panel is co-sponsored by the AP-LS Student Committee and the AP-LS Early Career Professionals Committee.

Campus Representative Program

The AP-LS Campus Representatives (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.

The CR program has grown to include more than 90 students serving as local representatives for their respective programs (for a listing, see [here](#)). If you are interested in becoming a CR for your school, please view the program page on our website [here](#) and e-mail the Campus Representative Coordinator, Elizabeth Gale-Benz, at APLSCampusRep@gmail.com.

AP-LS Student Committee Webinars

We are proud to host monthly [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. Through these webinars our members engage in regular interactive discussions around topics specifically selected to enhance their understanding of clinical, experimental, and legal facets of our field. AP-LS Student Committee members curate webinar topics and invite field leaders to join the conversation by providing experienced advice and insider knowledge. By the end of each discussion, participants are exposed to a critical topic in the field of law and psychology, engage in discussion with peers and field leaders, and develop a deeper understanding of the topic and how it applies to their current and future practice. We believe the

AP-LS Student Committee Webinars enhances each participant's skills in forensic psychology, and serve to strengthen the communities of AP-LS student members and forensic psychology as a whole. Please check the [AP-LS Student Committee Facebook page](#) and Twitter account ([@APLSsc](#)) for more information about our future webinars!

Online Resources from the Student Committee

We encourage students and professionals to utilize all of our electronic and social media resources. Our [official website](#) includes our bylaws; information about our CR program; resources specifically designed for our undergraduate and graduate student members; video and written interviews with professionals; and links to access our past webinars on topics ranging from juvenile justice and the admissibility of neuroscience evidence, to professional development and effective interviewing skills. The [AP-LS Student Committee Facebook page](#) has been liked by nearly 1,600 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. Also, be sure to follow us on Twitter ([@APLSsc](#)) for additional information and advocacy on topics in psychology and law.



AP-LS 2015 CONFERENCE

San Diego, CA

Greetings AP-LS Members!

The 2015 AP-LS Annual Meeting will be held from March 19th to 21st at the Westin Gaslamp Quarter Hotel in beautiful San Diego, California. Please visit the AP-LS webpage for all the details you need to plan your trip (<http://www.apadivisions.org/division-41/news-events/annual-conference.aspx>).

In case you need enticing, here are the top five reasons you should be excited about this conference:

(1) EXCITING PLENARY SPEAKERS!

We have three really different and really interesting plenary talks planned for the conference.

On Thursday, March 19th from 10:30am-12:00pm, Dr. Patty Zapf has arranged for Dr. Lee Goldstein, M.D., Ph.D., Associate Professor of Psychiatry, Neurology, Ophthalmology, Pathology and Laboratory Medicine, and Biomedical Engineering at Boston University to come give our Presidential Plenary Address. Dr. Goldstein received a bachelor's degree in humanities and biology from Columbia University and went on to complete his medical and doctoral training at Yale University. Dr. Goldstein completed an internal medicine internship and residency program in psychiatry at Harvard Medical School. He was previously an Assistant Professor of Psychiatry at Harvard Medical School, as well as the Director of the Molecular Aging & Development Laboratory and Center for Biometals & Metallomics at the Brigham & Women's Hospital, Boston. Dr. Goldstein joined the Boston University School of Medicine, College of Engineering, Photonics Center, and the BU ADC in December 2007. Dr. Goldstein will present a talk focusing on *Chronic Traumatic Encephalopathy in Athletes, Veterans and Those Who Are Involved in the Criminal Justice System*.

On Friday, March 20th from 10:30am-12:00pm, Dr. Itiel Dror will present our 2nd plenary address. Dr. Dror is a cognitive neuroscientist who obtained his Ph.D. at Harvard University. His interests focus on how the brain and cognitive systems perceive and interpret information, and his work focuses on the cognitive architecture that underpins expertise. He researches expert performance in the real world, examining medical surgeons, military fighter pilots, frontline police, and forensic examiners. Dr. Dror's research provides insights into the inherent trade-offs of being an expert. In the forensic domain, he has demonstrated how contextual information can influence the judgments and decision making of experts; he has shown that even fingerprint and DNA experts can reach different conclusions when the same evidence is presented within different extraneous contexts.

Dr. Dror will present a talk entitled: *The Psychology and Impartiality of Forensic Expert Decision Making: When Justice is Not Blind*. Here's a little peek into what his talk will entail: Traditionally psychology & law has focused on many issues in which psychology is relevant and influential. However, experts' decision making has been left alone because they are highly valued and regarded to provide impartial and objective evidence. In this talk, the case will be made



that understanding the way forensic and other experts think and how the brain processes information, offers insights to circumstances in which evidence may be far from objective or being impartial. Research has well established this problem, demonstrating that in real casework, many different types of psychological contaminations affect experts in the criminal justice system, including fingerprinting and DNA forensic laboratory decision making. Research can help identify such weaknesses and provide practical ways to mitigate them.

On Saturday, March 21st from 10:30am-12:00pm, Mr. John Philipsborn, an internationally recognized defense attorney from San Francisco, CA, will present a talk entitled: *We Have Heard Your Jargon, Now Hear Ours: The Takeaway From Recent Rulings on Mental Health Evidence*. For more than 30 years, Mr. Philipsborn has concentrated on defending criminal cases in trial courts and on appeal. He is extensively published, has earned many top honors in the legal arena, and has argued cases at all levels within the justice system. He is highly respected for his professionalism, skills, and ethics and has been awarded an AV® Preeminent™ Peer Review Rating by Martindale-Hubbell®, the highest recognition possible in the legal industry. Here's a summary of what will be covered in his address: This session, presented by an experienced criminal defense lawyer who has litigated capital cases across the US, will review recent court rulings emphasizing those from Federal Courts that have addressed: assessment of intellectual disability; assessment of competence to stand trial; and examination of mental state at the time of the offense. Focus will be placed on courts' application of gateway legal tests for admitting mental health expertise; where and why courts have excluded mental health experts' testimony; as well as on analysis of the strengths and weaknesses of experts' testimony. Several of the cases discussed will be recently litigated capital cases.

(2) FANTASTIC PRE-CONFERENCE CE WORKSHOPS!

If those three plenary talks alone aren't enough to have you booking your flight, check out these pre-conference workshops. We've got an all-star lineup of presenters assembled!

All workshops will take place at the conference hotel on Wednesday, March 18th. Four workshops will last the full day (8:30-4:30, worth 7.5 CEUs) and two workshops will be half-day with one in the morning and one in the afternoon (8:30-12:00, 1-4:30, each worth 3.5 CEUs). Please see the conference website for descriptions of each program and for details on the methods and costs of registering for these workshops.

FULL DAY WORKSHOPS:

Workshop A: Quality Considerations in Conducting Juvenile Forensic Evaluations
Presenter: Kirk Heilbrun, Ph.D.

Workshop B: Expert Testimony
Presenter: Randy Otto, Ph.D.

Workshop C: Evidence-Based Trauma-Specific Services for Youth in the Juvenile Justice System: Bringing the TARGET Model to Youth, Staff, and Key Stakeholders
Presenters: Julian Ford, Ph.D., A.B.P.P. and Judith Ford, M.A.

Workshop D: Advanced Issues in Violence Risk Assessment and Management
Presenter: Stephen Hart, Ph.D.



HALF DAY WORKSHOPS:

Workshop E: Ethics in Forensic Practice
Presenter: Gerald P. Koocher, Ph.D., ABPP

Workshop F: Core Competencies in Suicide Risk Assessment and Management: A Workshop for Psychological Professionals
Presenter: Robert J. Cramer, Ph.D.

(3) TERRIFIC COMMITTEE SESSIONS!

Each year representatives from many of our committees highlight the important work within their areas by planning and sponsoring programs. This year, our committee chairs and members have put together an impressive collection of speakers who will present at various sessions throughout the conference. Here are some of the highlights. (Please see the program as it becomes finalized closer to conference time for the complete listing of dates and times for these sessions.)

*Dr. Patty Zapf will give her Presidential Address focusing on *Broadening Our Scope and Expanding Our Reach: Bringing Psychology and Law to the Masses* in which she will discuss way in which we can continue to move our organization forward. Specifically, she will discuss how we need to think like a business and start incorporating planful, targeted communications to various groups in order to expand the scope and reach of our field.

*The Teaching, Training, Careers Committee has put together a symposium entitled: *Psychology and Law in the Classroom: Innovations in Teaching and Learning* which will provide an overview of two non-traditional approaches to teaching and learning in the area of psychology and law: experiential simulations and prison exchange courses. In addition to providing faculty and student perspectives on these unique classroom experiences, empirical evidence of their effectiveness will be presented and logistical considerations for implementing and/or advocating for such courses at various institutions will be discussed.

*The Corrections Committee will offer a session on *The Past, Present, and Future of Rehabilitation in Corrections* in which speaker Dr. Paul Gendreau, one of North America's most prominent figures in correctional rehabilitation, will discuss the many influences that have informed and transformed the field of correctional rehabilitation during his prestigious career. Over the past several decades, rehabilitation in corrections has witnessed considerable change. This change has been partially influenced by a burgeoning body of empirical research that supports several guiding principles to enhance public safety and improve offenders' outcomes. However, social, political, economic, and cultural factors also play a significant role in shaping how offenders are managed and treated. Dr. Gendreau will discuss these issues in his talk.

*The Legal Scholars Committee has put together a session entitled: *Psychology and the Legal System: The Intersection of Research and Policy* which will include speakers from national organizations that utilize and fund research produced by AP-LS members. Each organization offers insight at a different level - federal, state, and local. These organizations can provide advice into how they use that research, how we might make our work more relevant for them or disseminate it in ways that will increase its reach within this target audience. They can also speak to how one might become more involved in policy work.



*The Student Section in offering a talk sure to appeal to their membership on *How to Get Hired in Psychology and Law: Insights from Academic, Policy, and Legal Insiders*. This panel will offer advice and information around employment in psychology and law. This interactive panel will feature professional insiders across academia, consultation, and policy to provide insight into attaining a career in the field. Eve Brank, JD, PhD (University of Nebraska–Lincoln), and Jennifer Groscup, JD, PhD (Scripps College) will give advice on gaining employment within academic research institutions and teaching colleges, respectively; Joel Dvoskin, PhD, ABPP (private practice), will discuss establishing and developing a successful consultation career; and Heather Kelly, PhD (APA Science Directorate), will provide insight on applying a psychology degree to policy work. Finally, Kirk Heilbrun, PhD, ABPP (Drexel University) will discuss contract negotiation and start-up once you secure a position in psychology and law. The goal of this panel is to prepare student members with knowledge and foresight as they continue to work towards careers in psychology and law

*The Early Career Professionals and Student Section have co-sponsored a session entitled: *Making “Neuro” Work for You: Opportunities for Students and Professionals in Psychology and Law*. This session will address how neuroscience and neuropsychology are changing the way law is practiced in the United States. This panel will focus on research and employment opportunities for students and professionals in these rapidly developing fields. The discussion will begin by examining opportunities in training and research for undergraduate and graduate students in forensic psychology, neuropsychology, and neuroscience. It will continue by exemplifying how to blend these practices in postdoctoral and early career training and practice in clinical work, research, and policy. The discussion will conclude with an emphasis on legal practice and scholarship, particularly how to ensure students and professionals are carrying out clinical, empirical, and policy work that is relevant for the legal system.

*The Professional Development of Women and Early Career Professions Committees will offer a session called: *Can We Have It All? Family Formation, Career Trajectory, and Work-Life Management*. The symposium will focus on the impact of family formation on one’s career trajectory for both women and men. Mary Ann Mason, Ph.D., J.D, from the University of California, Berkeley, School of Law will present her nationally-recognized research on measures to enhance the career-life balance for all faculty. She will be followed by a panel of four AP-LS members sharing work-life management experiences and strategies for self-care, including Drs. Antoinette Cavanaugh, Jodi Viljoen, David DeMatteo, and Daniel Murrie.

*There will be a session to present the next AP-LS Scientific Review Paper - Interviewing Child Witnesses and Victims. In this session, Drs. Jodi Quas and Thomas Lyon will provide an overview of the paper which reviews relevant research and provides specific, research-based guidance on how to conduct effective interviews with children. The authors will briefly summarize the content of the SRP and then invite questions, comments, and suggestions from the AP-LS members in attendance. Because each SRP carries the endorsement of AP-LS, receiving feedback from AP-LS members is a crucial step in the development of an SRP.

*The American Board of Forensic Psychology will present a session on Becoming Board Certified in Forensic Psychology in which Drs. Michael Fogel and Reardon will speak about The American Board of Forensic Psychology (ABFP), which is the specialty board of the American Board of Professional Psychology (ABPP) that is responsible for the certification process in forensic psychology. During the session, members of the ABFP Board of Directors will discuss the value of board certification, the application and examination process, and some of the common pitfalls encountered along the way. Particular attention will be given to what it means to “think like a forensic psychologist.”



*In addition to these committee sponsored talks, we will honor our award winners at sessions where we will hear from the winners of the Saleem Shah Award for Early Career Excellence in Psychology and Law, as well as from the AAFP Distinguished Contributions to Forensic Psychology Award and AP-LS Distinguished Contributions to Psychology and Law awards. Posters will be presented in Friday night's poster session by the winners of this year's Dissertation Awards.

(4) FUN RECEPTIONS AND SPECIAL EVENTS!

Of course, we aren't all business at the conference each year... there are plenty of social and other events to look forward also. Here are a few:

Thursday:

Student Section Welcome Breakfast and Conference Orientation
Student Section Coffee Presentation Session
Welcome Reception

Friday:

Student Section Sponsored 5K Fun Run
Minority Affairs Committee Luncheon (Invitation Only)
Friday Evening Poster Session and Reception

Saturday:

Saturday Evening Poster Session and Reception

There will also be many receptions held by various groups on all three nights of the conference. These are still being scheduled. Please see the program for days and times as they are available.

(5) HELLO...IT'S A TRIP SOMEWHERE SUNNY IN THE MIDDLE OF MARCH!

If all that good stuff isn't enough to already have you booking your flight and reserving your hotel room, how about some info on San Diego to get you moving...

Average Annual Temperature: 70 degrees
Months of the year you can walk/swim/surf at the beaches: 12
Months of the year you need a winter coat: 0
Average inches of snow and/or ice: 0

Here are a couple websites with tourism information for you to check out:

<http://www.sandiego.org/>

<http://www.sandiego.gov/directories/visiting.shtml>

<http://gocalifornia.about.com/od/casdmnu/ss/things-to-do-in-san-diego.htm>

And here are some of my (NRP) favorite things to do: San Diego Zoo and Safari Park (there's a new baby rhino and a baby gorilla!), Sea World, Balboa Park, La Jolla Cove and town, Point Loma, Torrey Pines State Natural Reserve and golf course, the USS Midway and accompanying Museum, Maritime Museum, San Diego Air and Space Museum, whale watching tours, and this doesn't even include the beaches!

So now that you've read all the amazing things that will be going on in and around the conference, go book your flight, book your room, register, and start packing your bags! The conference website has all the details you need to get there.

See you in sunny San Diego!

Your conference co-chairs,
Nancy Panza and Chris Finello



Corrections Committee News

The AP-LS Corrections committee will be sponsoring two noteworthy events at our upcoming conference in San Diego. First, we are pleased to announce that Dr. Paul Gendreau will be delivering an invited address on "The Past, Present, and Future of Rehabilitation in Corrections". This is sure to be an informative talk and offer some important insight to all those interested in correctional rehabilitation.

Additionally, the committee will be hosting a "Careers in Corrections" informational session in the AP-LS hospitality suite. Early career professionals in research and practice will be sharing their insights and advice. Professionals from a number of correctional agencies will also be in attendance for a meet-and-greet, and to answer any questions about the hiring process and a career in this field. This is an absolute "must do" for any students interested in working in a correctional setting or with criminal populations. We encourage you to check the conference program for location and times for both events. We look forward to seeing you there!



Law and Human Behavior Update

Margaret Bull Kovera, Editor-in-Chief

Law and Human Behavior (LHB) had another record year of submissions in 2014, receiving 245 new submissions. This submission rate represents a 20% increase in submissions over 2013 (N=205) and a very, very slight increase over our previous record year in 2012. The editorial team thanks all of the reviewers for their uncompensated but much appreciated efforts in submitting excellent and timely reviews this year.

All indices suggest that the journal is very healthy. *Law and Human Behavior* is the highest impact psychology and law journal with a 2013 impact factor of 2.15. In comparison, the next highest impact journal is the APA-owned *Psychology, Public Policy and Law*, with an impact of 1.72. *Law and Human Behavior* also ranks first among psychology and law journals in terms of its citations in Google Scholar.

What can you do to help keep *LHB* the premier outlet for psychology and law research? First, help us identify new reviewers for the journal. We are especially interested in increasing the ranks of our reviewers from underrepresented groups. You can nominate someone to be a reviewer by sending an email to me at mkovera@jjay.cuny.edu with the nominee's curriculum vitae and areas of expertise. We also welcome self-nominations. Second, I encourage you to submit your best work to *LHB*. We provide authors with timely decisions, publication lags are short, and the impact of the journal is high. We are able to publish more high-quality research within the pages of *LHB*, but we need you to send us that research. Please consider sending your next manuscript to *LHB*!

What's on the Horizon at LHB?

We have been following developments, some of them very troubling, that raise questions about the reliability of scientific findings and the appropriateness of the research methods used to produce them. Recently, there have been well-publicized examples of scientific fraud. Investigations have documented massive data fabrication in some cases and in other cases statistical analyses of the data suggest that the patterns of data were highly unlikely to occur without some type of inappropriate data manipulation. These discoveries resulted in the retraction of dozens of published papers and the resignations of some professors. Search the internet for "scientific fraud psychology resignation" and you will be able to read about the particulars of these cases.

Although these cases of extreme fraud are not likely to be common, other research practices that appear relatively common may similarly produce a distorted picture of the state of the science. Because positive (i.e., statistically significant) results are more likely to be published, researchers may make choices in the collection and analysis of their data that will increase the likelihood that false positive results will be obtained. Practices that increase the likelihood of false positive results

include failing to report unsuccessful manipulations of dependent variables, post-hoc use of a covariate in an analysis, stopping data collection when the desired effect has been obtained, and restarting data collection if analyses of the initially intended sample size produces null results (Simmons, Nelson, & Simonsohn, 2011). With the use of some of these techniques, Simmons and his colleagues were able to show that people became younger (*actually* younger) if they were randomly assigned to listen to “When I’m Sixty-Four” by the Beatles rather than to an instrumental song that had nothing to do with age. Obviously, these results were false but they were produced with relatively common research practices. These researchers are referring to this set of practices (among others) as p-hacking as they are choices that researcher make to “hack” away at their p-values until they reach the magic $p < .05$.

There also have been concerns raised about the failure to replicate well-known psychological findings or at least their declining effect sizes. One example of an effect decreasing over time comes from our own field. Studies are showing that the effect of verbal overshadowing, the tendency for people to be less likely to be able to identify a face after having given a verbal description of that face, is becoming smaller over time.

These developments raise questions about the standards we want to adopt at *LHB*. Should we:

- consider a policy for encouraging high-quality replications of important findings as the editors of *Journal of Personality and Social Psychology* have done? Any such policy would have to be very explicit about which types of findings are worth replicating and the rigor with which the replication attempts will need to be conducted so that the editorial team and the reviewers are not overwhelmed with low-quality replication attempts.
- require authors to submit their datasets at the time that they submit their manuscripts so that reviewers can examine the data underlying the claims made by the authors? Should authors be required to submit copies of all stimulus materials as supplemental materials along with their manuscript so that those materials can be available to those wanting to attempt replications (as is now required by *Personality and Social Psychology Bulletin*)?
- adopt policies that discourage practices associated with p-hacking as have *Psychological Science*, the *Journal of Experimental Social Psychology*, and the journals published by the Psychonomic Society?

These are thorny issues but important ones to contemplate if we are to protect the integrity of the science that we publish in our society’s journal. I have been discussing them with APLS President (and Associate Editor of *LHB*) Patricia Zapf, among others. Based on those discussions, we will be proposing to the Executive Committee at the APLS meeting in March that a task force be constituted to consider these issues and recommend policies for adoption by the journal team. Although the editorial team has the rights and responsibilities to set policy for the journal during its term, we believe it is important to avail ourselves of the expertise and wisdom of our colleagues regarding these trends in the scientific community before adopting policies that could substantially change the way we do business at the journal.

If you are aware of policies that other journals have already developed to deal with these or other peer review issues, please forward them to me. And if you would like to be considered for membership on the task force, please send me an email with your c.v. and a brief statement on your qualifications for and interest in serving on the task force.

References

Simmons, J. P., Nelson, L. D., & Simonsohn, U. (2011). False-positive psychology: Undisclosed flexibility in data collection and analysis allows presenting anything as significant. *Psychological Science*, *22*, 1359-1366.
DOI: 10.1177/0956797611417632



Richard Rogers, PhD, ABPP

Eminent Faculty Award

Richard Rogers, Regents Professor of Psychology at the University of North Texas, received the Eminent Faculty Award at black-tie awards ceremony on September 26, 2014. This award is one of the university's highest faculty honors recognizing one distinguished professor annually for outstanding and sustained contributions. In presenting the Eminent Faculty Award, Dr. Rogers was cited for his nationally recognized contributions to forensic psychology and psychiatry. He received the title of Eminent Faculty, an engraved university medallion, and \$15,000.



Richard Rogers (Photo by Michael Clements)

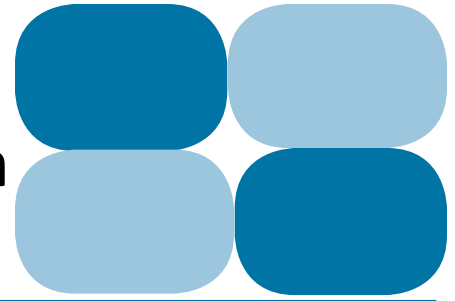




Announcement: Buros Center for Testing's Clinical Assessment Webinar Series

The Buros Center for Testing is working to advance its long standing educative mission in testing and assessment by offering continuing education opportunities for psychologists. For over 75 years, the Buros Center has provided independent reviews of commercially available tests through authoritative reference materials – most notably *The Mental Measurements Yearbook series*. Starting in January 2015 through July 2015, Buros will host a series of one-hour webinars that focus on the myriad ways in which assessment contributes to evidence-based mental health interventions. APA Continuing Education credit is available for each webinar (1 CE credit per webinar). The series was developed for practitioners and academics in clinical, school, and counseling psychology, as well as neuropsychology. For more information about the series, go to buros.org/clinical-assessment-webinar-series. To register for one or more webinars, visit buros.org/webinar-registration. For questions, contact Dr. Jessica Jonson at jjonson@buros.org.

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



A committee of AAFP fellows reviews applications and grants of up to \$1500 will be awarded based on the following criteria

- Potential contribution of the dissertation to applied law-psychology
- Methodological soundness/experimental design
- Budgetary needs, review of applicant's personal statement

Students in the process of developing a dissertation proposal and those collecting dissertation data as of March 31 are eligible for the grants for the coming year.*

To apply, students must submit electronic copies or a CD containing the following no later than March 31 (incomplete applications will not be considered):

- A letter from the applicant including:
 - A summary of his/her interest and career goals in the area of law and psychology
 - The proposed research and its time line
 - The dissertation budget, award amount requested, and how the award will be used
 - Current status of approval from the relevant committees and IRB (funds cannot be awarded until IRB approval is complete, if necessary).
- A current CV
- A letter (no longer than one page) from the applicant's dissertation chair/supervisor offering his/her support of the applicant, confirming that the dissertation proposal has been or is expected to be approved and will be conducted as detailed in the applicant's letter.

Submissions should be e-mailed (or postmarked if sending a CD) no later than March 31 to the President-Elect of AAFP. Applicants should receive a confirmation of receipt within five business days from the deadline. Questions or inquiries regarding the award competition or receipt of application should be directed to the President-Elect of AAFP. Contact information appears below.

*Please note that this is a grant for original research, rather than an award for research that has been completed.

Robert Cochrane, Psy.D., ABPP
President-Elect, AAFP
Federal Medical Center
Old Oxford Highway NC 75
Butner, NC 27509
info@drrobertcochrane.com

Call for Nominations - AP-LS Officers

The American Psychology-Law Society/APA Division 41 has two important positions open for election this spring. Both positions begin August, 2015. We seek nominations of qualified individuals for the following positions:

President-Elect. This individual serves on the Executive Committee for three years, assuming the position of President in the second year and Immediate Past President in third year. The successful candidate will provide leadership to our association, make committee appointments and assignments, and represent the association to APA and other constituencies.

Member-at-Large. This person serves as a member of the Executive Committee for a three-year term. The Member-at-Large is one of three representatives of the members of APLS in all discussions and decisions. Self-nominations are welcome and should include a brief statement of interest and a current CV. Nominations of others should include a brief statement of endorsement and the nominee's current CV. If nominating a colleague, please make sure she or he is willing to stand for election. Please send all nomination information to Kathy Gaskey at APLS@ec.rr.com by **February 6, 2015**.



ATTENTION DOCTORAL STUDENTS AND RECENT Ph.D. GRADUATES

Are you interested in researching the processes that generate guilty pleas? Are you currently studying guilty pleas or plea bargaining (e.g., criminal sentencing outcomes)? The Research Coordination Network (RCN) on Understanding Guilty Pleas is hosting a research workshop **June 2-3, 2015**, at the University at Albany, in Albany NY. We are seeking doctoral-level graduate students and recent Ph.D. graduates from any discipline interested in participating. This is an excellent opportunity to network with an interdisciplinary group of well-known scholar keenly focused on making groundbreaking progress in this important but under-researched area.

The RCN, funded by the National Science Foundation and led by Professor Shawn Bushway, was created to invigorate interdisciplinary research on guilty pleas and related decision-making processes. The RCN includes three cores focused on prosecutorial, defense, and courtroom workgroup decision-making. More about the RCN and its members can be found at <http://www.albany.edu/understanding-guilty-pleas/index.php>.

The conference will host approximately 40 scholars interested in the empirical study of guilty pleas, representing the fields of economics, criminology/criminal justice, psychology, sociology, law, public policy, political science, etc. There will be plenary presentations of current or recent research on the cutting edge of guilty plea research, a group-networking dinner, and a poster session.

Funding is available for up to 10 doctoral students and individuals who have received their doctorate within the past three years (2012 or later). Funding includes travel to and from the conference, lodging, and a per diem. The workshop is open to both individuals who are interested in getting more involved in this important area of research and to individuals who are actively conducting research in the area of guilty pleas. Applications from minorities are strongly encouraged.

1) For Individuals Interested in Plea Research. To apply, email the following materials by March 1, 2015 to PleaResearch@albany.edu:

- A one-to two-page (single-spaced, 12-point font) essay explaining your interest in guilty plea research. Applicants who are able to integrate their past or current research endeavors to plea-relevant research will have a higher chance of success. Applicants with viable research questions/ideas will also have a higher chance of success
- Curriculum vitae
- Name and contact information (email, phone number) of your graduate advisor or main reference

2) For Individuals Already Conducting Plea Research. To apply, email the following materials by **March 1, 2015** to PleaResearch@albany.edu:

- A 750-word abstract of a current plea-related project. The project does not need to be finished and can be on any element that affects the process that generates guilty pleas. If selected, you will present your research as a poster at the workshop poster session
- Curriculum vitae
- Name and contact information (email, phone number) of your graduate advisor or main reference

For questions, please contact Professor Allison Redlich, aredlich@albany.edu, 518-442-4217.

Announcement: Post-Doctoral Research Position

The Department of Psychiatry at the University of Massachusetts Medical School expects to have funding for a one-year research-oriented postdoctoral training position commencing in late Summer/early Fall of 2015. We seek a PhD researcher with training in Psychology, Criminology, Criminal Justice, Sociology or a related discipline to complete. The postdoctoral training will be completed within the Law and Psychiatry Program's Center of Excellence for Specialty Courts, which will provide research/evaluation, training, and technical assistance to the Commonwealth of Massachusetts for Drug, Mental Health, and Veterans Courts. The year of postdoctoral training will include access to regular seminars and didactics related to Law and Psychiatry, mental health law and landmark cases, addiction, and statistical methods. In addition, the trainee will gain experience in working with the courts, conducting applied research in legal and justice settings in general, and gaining experience in grant writing to secure extramural funding. The postdoctoral trainee will receive mentorship from several research faculty within the Law and Psychiatry Program. The Department of Psychiatry is closely linked to several UMass Medical School departments including, Quantitative Health Services, Family Medicine, and Pediatrics.

UMass Medical School is committed to being an equal opportunity and affirmative action employer and recognizes the power of a diverse community. We encourage applications from protected veterans, individuals with disabilities and those with varied experiences, perspectives and backgrounds to consider UMass Medical School as their employer of choice.

Please send a letter of interest and curriculum vitae to Amy Thornton at Amy.Thornton@umassmed.edu by February 28th, 2015. Questions can be directed to Gina Vincent, PhD, Co-Director of the Law and Psychiatry Program at gina.vincent@umassmed.edu



New M.Sc. and Ph.D. programs in Forensic Psychology

The University of Ontario Institute of Technology's Faculty of Social Science and Humanities and Office of Graduate Studies are pleased to announce the new M.Sc. and Ph.D. programs in Forensic Psychology

Graduate students in these programs will have the opportunity to engage in cutting-edge research and coursework on the application of psychology to the justice system.

Specifically, they will be able to study topics, such as:

- the antisocial personality and psychopathy
- domestic violence
- eyewitness identifications
- geographic profiling
- investigative interviewing
- juvenile offenders
- lie detection
- sex offenders
- wrongful conviction

The M.Sc. and Ph.D. programs in Forensic Psychology are unique. These programs are situated in an interdisciplinary Faculty and at a university that emphasizes applied, interdisciplinary, collaborative research. Students, therefore, have the opportunity to learn from scholars from a variety of disciplines, such as criminology, legal studies, other social sciences, forensic science, and neuroscience. Students will also learn alongside, and make connections with, graduate students in the Faculty's highly successful M.A. program in Criminology. Exceptional applicants will have the exclusive option to be admitted directly into the five-year Ph.D. program without first having to complete a master's degree. The program offers a strong orientation in the social and biological sciences and is a good fit for students interested in academic and applied (non-clinical) psychological careers.

The programs are situated in UOIT's downtown Oshawa location (Oshawa, Ontario, greater Toronto area). Classrooms and laboratory facilities are new and spacious. Police departments, mental health facilities, hospitals, addiction centres, and a courthouse are all in close proximity to the campus. Students will be well-positioned to conduct research with these institutions and organizations, and gain practical skills that will facilitate employment upon graduation.

The application deadline for Fall 2015 is March 1, 2015. Interested students are invited to contact gradstudies@uoit.ca for additional information.

Call for Nominations: Master Lecturers and Distinguished Scientist Lecturers

The American Psychological Association's (APA) Board of Scientific Affairs (BSA) and Science Directorate are soliciting nominations for speakers for the 2016 Master Lecture Program and the 2016 Distinguished Scientist Lecture Program.

The **Master Lecture Program** supports up to five psychological scientists to speak at the APA Annual Convention. A list of previously selected speakers can be found [online](#). BSA has organized the lectures into ten core areas that reflect the range of research in the field. Each year, five of these areas are addressed by Master Lecturers. Speakers for the 2016 Convention, to be held in Denver, CO, Aug. 4-7, 2016, will be chosen to have expertise in the following areas:

- developmental psychology
- learning, behavior, and action
- methodology
- psychopathology and treatment
- social and cultural psychology

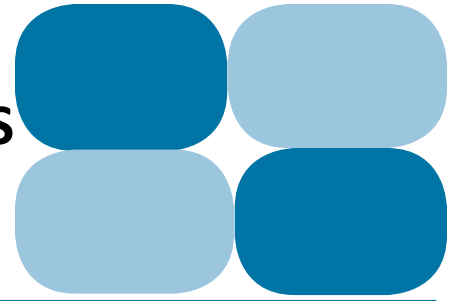
The **Distinguished Scientist Lecture Program** supports up to three psychological scientists to speak at Regional Psychological Association meetings to be held in 2016. Speakers must be actively engaged in research, with expertise in any area. A list of previously selected speakers can be found [online](#).

All nominees should be excellent public speakers. BSA will review all nominations at its 2015 spring meeting and then begin to contact potential speakers for these programs. Nominations may be for either the Master Lecture Program or Distinguished Scientist Lecture Program or both. Selected speakers receive an honorarium of \$500 and reimbursement for travel expenses, up to \$1,000.

Nominations should include name, institution, and research area of the nominee as well as a nomination letter and CV. Please send this information by [email](#) to Rachel Martin, APA Science Directorate (telephone: 202-336-5918). **Nominations must be received by February 20, 2015.**

2016 DISTINGUISHED PROFESSIONAL CONTRIBUTIONS AND STUDENT AWARDS CALL FOR NOMINATIONS

Deadline: June 1, 2015



APA's Board of Professional Affairs (BPA) seeks nominations for its Distinguished Professional Contributions awards. All nominees must have excellent overall personal and professional reputations. 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.

Winners receive an honorarium of \$1,000; the opportunity to present an invited address at APA's 2016 Annual Convention in Denver, Colorado August 4-7, 2016; a waiver of 2016 convention registration fees; and reimbursement of up to \$1,500 in expenses related to attendance at the 2016 convention.

For each award, nominators should provide a detailed narrative statement of no more than 300 words on the nature of the contributions and focus of the nomination and an up-to-date resume and bibliography. Endorsements from other individuals or groups are encouraged. Also, nominators of award winners will be responsible for preparing a 100-word award citation.

Note: Additional requirements for APA/APAGS Award for Distinguished Graduate Student in Professional Psychology

Please send nomination materials for all categories to Sheila Kerr at the APA address. You may also reach her by phone at (202) 336-5878 or email at skerr@apa.org.

The APA Award for Distinguished Professional Contributions to Applied Research 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 an area of psychological practice, including but not limited to assessment, consultation, instruction, or intervention (either direct or indirect). Research involving the original development of procedures, methodologies, or technical skills that significantly improve the application of psychological knowledge and provide direct and immediate solutions to practical problem areas will be considered, as will research that has informed psychologists on how better to observe, define, predict, or control behavior. Original integration

of existing theories or knowledge is also eligible for consideration.

For additional information please visit: <http://www.apa.org/about/awards/applied-research.aspx>

The APA Award for Distinguished Professional Contributions to Independent Practice. The award is intended to recognize outstanding independent practitioners in psychology. Nominations will be considered for psychologists working in any area of clinical specialization, health services provision, or consulting, and services provided to any patient population or professional clientele in an independent setting. Services provided to diverse client groups or patient populations, including but not limited to children/adolescents/adults/older adults; urban/rural/frontier populations; minority populations; and persons with serious mental illness will be considered. 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 including advancement of the profession.

For additional information please visit: <http://www.apa.org/about/awards/private-sector.aspx>

The APA Award for Distinguished Professional Contributions to Institutional Practice. The award is intended to recognize outstanding practitioners in psychology. Nominations will be considered for psychologists working in a wide variety of institutional practice settings (e.g. schools, military, state hospital, Department of Veterans Affairs, etc.). Services provided to diverse client groups or patient populations, including but not limited to children/adolescents/adults/older adults; urban/rural/frontier populations; minority populations; and, persons with serious mental illness will be considered. 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 including improvement of institutional service delivery systems or development of psychologically informed public policy.

For additional information please visit: <http://www.apa.org/about/awards/institutional-practice.aspx>

APA/APAGS Award for Distinguished Graduate Student in Professional Psychology is awarded on an annual basis by BPA and the American Psychological Association of Graduate Students (APAGS) to a graduate student who has demonstrated outstanding practice and application of psychology. A qualified candidate must demonstrate exemplary performance in working with an underserved population in an applied setting or have developed an innovative method for delivering health services to an underserved population. Nominees may have received their doctoral degree at the time of nomination provided that accomplishments for the award were achieved while a graduate student. Eligible candidates are encouraged to apply from all psychology sub-specialties (e.g., clinical, counseling, organization, school, health) and can be self-nominated or nominated by an APA member. However, all self-nominations must be endorsed by an APA member who serves the function of a nominator.

Each applicant must submit a summary of no more than 1,000 words regarding their work with an underserved population that must include a description of the student's work with this population, the status of the underserved population and number served, nature of psychological services/work done and its impact on addressing the needs of the identified population. In addition, nominees are expected to identify why the group they have worked with is considered underserved. Applicants must also submit a curriculum vitae, a letter of support from a member of APA and, in the instance of a self-nomination, verification that the endorser will serve the role and complete the functions of a nominator.

For additional information, including details regarding nomination material please visit: <http://www.apa.org/about/awards/grad-profpsyc.aspx>

Attention Nominators:

The nominator/endorser will be expected to prepare the text for the award citation, attend the APA Annual Convention (at his or her own expense), serve as chair of the winner's award address, introduce the award recipient and prepare the written introduction for any APA publications wishing to publicize the award.

REQUEST FOR PROPOSALS

VISIONARY GRANTS



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 Grants

The Visionary Grants support innovative research, education, and intervention efforts that advance psychological knowledge and application in

- ▶ Understanding the connection between behavior and health.
- ▶ Reducing stigma and prejudice
- ▶ Understanding and preventing all forms of violence
- ▶ Addressing long-term psychological needs in the aftermath of disaster

Preference will be given to early career psychologists (ten years or less postdoctoral), and pilot projects that, if successful, would be strong candidates for support from major federal and foundation funding agencies, and “demonstration projects” that promise to generalize broadly to similar settings in other geographical areas and/or to other settings.

Amount

Visionary Grants range from \$5,000-20,000

APF does not allow institutional indirect costs or overhead costs. Applicants may use grant monies for direct administrative costs of their proposed project.

Eligibility Requirements

Applicants must:

- ▶ Be affiliated with 501(c)(3) nonprofit organizations. APF will NOT consider the following requests for grants to support:
 - political or lobbying purposes
 - entertainment or fundraising expenses
 - anyone the Internal Revenue Service would regard as a disqualified group or individual
 - localized direct service
 - conference/workshop expenses
- ▶ Have demonstrated competence and capacity to execute the proposed work

IRB approval must be received from host institution before funding can be awarded if human participants are involved

Evaluation Criteria

Proposals will be evaluated on:

- Innovative and potential impact qualities (*introduction of proven interventions in a similar setting, minor extensions of established theory, or work that has little chance of replication or use beyond the proposed setting do not qualify as innovative or impactful*)
- Quality, viability, and promise of proposed work
- Criticality of proposed funding for proposed work (*mere contributions to larger funded efforts, or "add-ons" that could/should be carried out under that funding are discouraged*)
- Clear and comprehensive methodology

Proposal Requirements

Please include the following sections in your proposal (no more than 7 pages; 1 inch margins, no smaller than 11 point font):

- **Goals and Objectives.** Describe the primary purpose and specific goals of the project or program, including the issues/challenges that it will address, and an explanation of which APF priority(ies) the work falls within.
- **Workplan and Timeline.** Describe the action plan and schedule by which the project or program as a whole is to be carried out. When appropriate, indicate where in that time frame the APF funding will be applied.
- **Program Evaluation/Outcomes Measures.** Describe, using appropriate quantitative and qualitative measures, how the results of the effort will be evaluated and reported. If a time-limited project, indicate how success or impact will be determined; if a continuing program, indicate both "milestone indicators" and annualized plans for the future; if a current ongoing program, also provide any current evaluation data.
- **Personnel.** Please list the project personnel and their specific functions. Please attach the CVs of all major personnel.
- **Budget.** Please indicate the amount of funding requested from APF and justify it on the basis of the specific role this contribution will play toward attaining the project's or program's goals ("seed money" justification is acceptable). In cases where major funding from other sources has been received or is anticipated, please include the following: total budget; amount in hand and committed; and amount from other sources. Justify the specific need for APF's contribution.
- Please attach your organization's IRS determination letter.

Submission Process and Deadline

Please submit a completed application on line by **April 1, 2015**.

<http://www.apa.org/apf/funding/visionary.aspx>

Please contact Samantha Edington, Program Officer, at sedington@apa.org with questions.

REQUEST FOR PROPOSALS

David H. and Beverly A. Barlow Grant



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 Grant

The Barlow Grant supports innovative research, education, and intervention efforts that advance psychological knowledge and application in understanding and fostering the connection between behavior and health.

Preference will be given to early career psychologists (ten years or less postdoctoral), and pilot projects that, if successful, would be strong candidates for support from major federal and foundation funding agencies, and "demonstration projects" that promise to generalize broadly to similar settings in other geographical areas and/or to other settings.

Amount

One annual grant of up to \$9,000

APF does not allow institutional indirect costs or overhead costs. Applicants may use grant monies for direct administrative costs of their proposed project.

Eligibility Requirements

Applicants must:

- ▶ Be affiliated with 501(c)(3) nonprofit organizations. APF will NOT consider the following requests for grants to support:
 - political or lobbying purposes
 - entertainment or fundraising expenses
 - anyone the Internal Revenue Service would regard as a disqualified group or individual
 - localized direct service
 - conference/workshop expenses
- ▶ Have demonstrated competence and capacity to execute the proposed work

IRB approval must be received from host institution before funding can be awarded if human participants are involved

Evaluation Criteria

Proposals will be evaluated on:

- Innovative and potential impact qualities (*introduction of proven interventions in a similar setting, minor extensions of established theory, or work that has little chance of replication or use beyond the proposed setting do not qualify as innovative or impactful*)
- Quality, viability, and promise of proposed work
- Criticality of proposed funding for proposed work (*mere contributions to larger funded efforts, or "add-ons" that could/should be carried out under that funding are discouraged*)
- Clear and comprehensive methodology

Proposal Requirements

Please include the following sections in your proposal (no more than 7 pages; 1 inch margins, no smaller than 11 point font):

- **Goals and Objectives.** Describe the primary purpose and specific goals of the project or program, including the issues/challenges that it will address, and an explanation of which APF priority(ies) the work falls within.
- **Workplan and Timeline.** Describe the action plan and schedule by which the project or program as a whole is to be carried out. When appropriate, indicate where in that time frame the APF funding will be applied.
- **Program Evaluation/Outcomes Measures.** Describe, using appropriate quantitative and qualitative measures, how the results of the effort will be evaluated and reported. If a time-limited project, indicate how success or impact will be determined; if a continuing program, indicate both "milestone indicators" and annualized plans for the future; if a current ongoing program, also provide any current evaluation data.
- **Personnel.** Please list the project personnel and their specific functions. Please attach the CVs of all major personnel.
- **Budget.** Please indicate the amount of funding requested from APF and justify it on the basis of the specific role this contribution will play toward attaining the project's or program's goals ("seed money" justification is acceptable). In cases where major funding from other sources has been received or is anticipated, please include the following: total budget; amount in hand and committed; and amount from other sources. Justify the specific need for APF's contribution.
- Please attach your organization's IRS determination letter.

Submission Process and Deadline

Please submit a completed application on line by **April 1, 2015**.

<http://www.apa.org/apf/funding/barlow.aspx>

Please contact Samantha Edington, Program Officer, at sedington@apa.org with questions.

REQUEST FOR PROPOSALS

The Drs. Rosalee G. and Raymond A. Weiss Research and Program Innovation Grants



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 Grants

The Drs. Raymond A. and Rosalee G. Weiss Program and Innovation Grant supports innovative research, education, and intervention efforts that advance psychological knowledge and application in

- Understanding the connection between behavior and health.
- Reducing stigma and prejudice
- Understanding and preventing all forms of violence
- Addressing long-term psychological needs in the aftermath of disaster

Preference will be given to early career psychologists (ten years or less postdoctoral), and pilot projects that, if successful, would be strong candidates for support from major federal and foundation funding agencies, and "demonstration projects" that promise to generalize broadly to similar settings in other geographical areas and/or to other settings.

Amount

Drs. Raymond A. and Rosalee G. Weiss Program and Innovation Grant: up to \$1,000

APF does not allow institutional indirect costs or overhead costs. Applicants may use grant monies for direct administrative costs of their proposed project.

Eligibility Requirements

Applicants must:

- Be affiliated with 501(c)(3) nonprofit organizations. APF will NOT consider the following requests for grants to support:
 - political or lobbying purposes
 - entertainment or fundraising expenses
 - anyone the Internal Revenue Service would regard as a disqualified group or individual
 - localized direct service
 - conference/workshop expenses

IRB approval must be received from host institution before funding can be awarded if human participants are involved

Evaluation Criteria

Proposals will be evaluated on:

- Innovative and potential impact qualities (*introduction of proven interventions in a similar setting, minor extensions of established theory, or work that has little chance of replication or use beyond the proposed setting do not qualify as innovative or impactful*)
- Quality, viability, and promise of proposed work
- Criticality of proposed funding for proposed work (*mere contributions to larger funded efforts, or "add-ons" that could/should be carried out under that funding are discouraged*)
- Clear and comprehensive methodology

Proposal Requirements

Please include the following sections in your proposal (no more than 7 pages; 1 inch margins, no smaller than 11 point font):

- **Goals and Objectives.** Describe the primary purpose and specific goals of the project or program, including the issues/challenges that it will address, and an explanation of which APF priority(ies) the work falls within.
- **Workplan and Timeline.** Describe the action plan and schedule by which the project or program as a whole is to be carried out. When appropriate, indicate where in that time frame the APF funding will be applied.
- **Program Evaluation/Outcomes Measures.** Describe, using appropriate quantitative and qualitative measures, how the results of the effort will be evaluated and reported. If a time-limited project, indicate how success or impact will be determined; if a continuing program, indicate both "milestone indicators" and annualized plans for the future; if a current ongoing program, also provide any current evaluation data.
- **Personnel.** Please list the project personnel and their specific functions. Please attach the CVs of all major personnel.
- **Budget.** Please indicate the amount of funding requested from APF and justify it on the basis of the specific role this contribution will play toward attaining the project's or program's goals ("seed money" justification is acceptable). In cases where major funding from other sources has been received or is anticipated, please include the following: total budget; amount in hand and committed; and amount from other sources. Justify the specific need for APF's contribution.
- Please attach your organization's IRS determination letter.

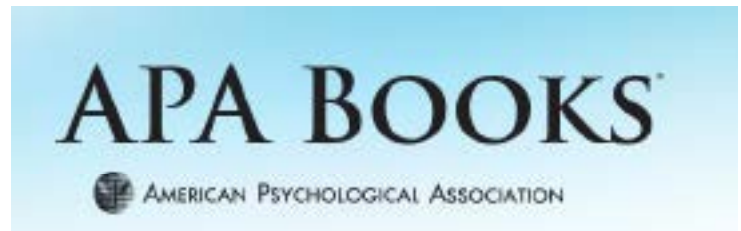
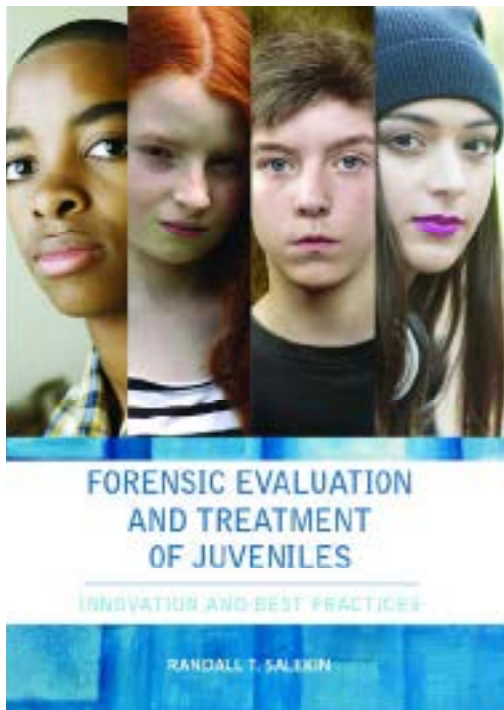
Submission Process and Deadline

Please submit a completed application on line by **April 1, 2015**.

<http://www.apa.org/apf/funding/weiss.aspx>

Please be advised that APF does not provide feedback to applicants on their proposals.

Please contact Samantha Edington, Program Officer, at sedington@apa.org with questions.



Forensic Evaluation and Treatment of Juveniles Innovation and Best Practice

Randall T. Salekin

Psychologists have always played a key role in determining how the juvenile justice system assesses and treats young offenders. Recent neuropsychological findings shows that there are important developmental differences between juvenile offenders, such as varying levels of maturity, risk potential, and amenability to treatment, not to mention individualized personality traits and possible mental disorders. Psychologists must therefore strive for targeted rehabilitation services to avoid unfair treatment and redirect youth to healthier life choices.

This book is a practical guide that will help psychologists answer important psycho-legal questions to properly assess and treat juvenile offenders. These guidelines primarily focus on disposition evaluations, which describe adolescent offenders and paths to rehabilitation, and transfer evaluations, which determine whether juveniles should be moved to adult courts. Psychological assessments can greatly influence a judge's decision, so this book will help forensic clinicians consider important external factors, such as local laws and the political climate, and present assessment data to judges in a thorough, understandable manner.

This book will also be valuable for attorneys, judges, criminologists, and legal scholars who want to understand the psychological science behind juvenile assessment. 2015. *Hardcover*.

List: \$69.95 APA Member/Affiliate: \$49.95

ISBN 978-1-4338-1934-6 Item # 4317364

About the Author

Randy Salekin, PhD, is a professor and Director of the Disruptive Behavior Clinic (DBC) at the University of Alabama. He also serves as the Associate Director of the Center for the Prevention on Youth Behavior Problems. Dr. Salekin is an expert in the assessment and treatment of young people with disruptive behavior disorders who are referred from the community or the juvenile court. He provides assessment, treatment, and general consultation recommendations. Dr. Salekin is the author of the RSTI, one of the primary measures for assessing youth who have come into contact with the law. His research focuses on understanding of the causes and correlates of disruptive behavior in children including youth with interpersonal callousness (Limited Prosocial Emotion). In addition, his research and practice focus on the treatment of conduct problem young

people with callous unemotional traits. Dr. Salekin's assessment and treatment efforts have been found to be both innovative and effective for youth with Oppositional Defiant Disorders, Conduct Disorders, and Limited Prosocial Emotion. Dr. Salekin is the author of numerous research publications, the *Handbook of Child and Adolescent Psychopathy*, and has received both national and international recognition for his work.

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Chapter 8. Report Writing and Testimony

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Chapter 10. Conclusion and Future Directions

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The Society for General Psychology American Psychological Association

APA Division 1 Call for Nominations for Awards for Year 2015

Deadline: February 15, 2015

The Society for General Psychology, Division One of the American Psychological Association is conducting its Year 2015 awards competition, including the **William James Book Award** for a recent book that serves to integrate material across psychological subfields or to provide coherence to the diverse subject matter of psychology, the **Ernest R. Hilgard Award** for a Lifetime Career Contribution to General Psychology, the **George A. Miller Award** for an Outstanding Recent Article on General Psychology, and the **Arthur W. Staats Lecture for Unifying Psychology**, which is an American Psychological Foundation Award managed by the Society for General Psychology.

In addition, there are two student awards: **The Raymond Corsini Student Poster Award** for the best student poster presented in the Division One poster session, and **The Anne Anastasi General Psychology Graduate Student Award**, based on the student's past performance and proposed research.

All nominations and supporting materials for each award must be received on or before **February 15, 2015**.

More Information:

There are no restrictions on nominees, and self-nominations as well as nominations by others are encouraged for these awards. The Society for General Psychology encourages the integration of knowledge across the subfields of psychology and the incorporation of contributions from other disciplines. The Society is looking for creative synthesis, the building of novel conceptual approaches, and a reach for new, integrated wholes. A match between the goals of the Society and the nominated work or person will be an important evaluation criterion. Consequently, for all of these awards, the focus is on the quality of the contribution and the linkages made between diverse fields of psychological theory and research. Winners of the William James Book Award, the Ernest R. Hilgard Award, and the George A. Miller Award will be announced at 2015 American Psychological Association. They will be expected to give an invited presentation at the 2016 APA convention and also to provide a copy of the award presentation for inclusion in the newsletter of the Society (*The General Psychologist*). They will receive a certificate and a cash prize of \$1500 to help defray travel expenses for that convention.

I. For the **William James Book Award**, nominations materials should include: a) three copies of the book (dated post-2009 and available in print; b) the vitae of the author(s); and c) a one-page statement that explains the strengths of the submission as an integrative work and how it meets criteria established by the Society. Specific criteria can be found on the Society's website: <http://www.apadivisions.org/division-1/awards/james.aspx>. Textbooks, analytic reviews, biographies, and examples of applications are generally discouraged. For information on submission of nomination letters and supporting materials, please contact Nancy Baker, PhD. (nbak-er@fielding.edu). Books can be mailed to Dr. Nancy Baker 80-Q North Cabrillo Hwy, #316 Half Moon Bay, CA 94019 USA.

II. For the **Ernest R. Hilgard Award**, nominations packets should include the candidate's vitae along with a detailed statement indicating why the nominee is a worthy candidate for the award and supporting letters from others who endorse the nomination. Nomination letters and supporting materials should be sent electronically to Janet Sigal, PhD, (Janet2822@aol.com). More information on the Hilgard award can be found at: <http://www.apadivisions.org/division-1/awards/hilgard.aspx>.

III. For the **George A. Miller Award**, nominations packets should include four copies of: a) the article being considered (which can be of any length but must be in print and have a post-2009 publication date); b) the curriculum vitae of the author(s); and c) a statement detailing the strength of the candidate article as an outstanding contribution to General Psychology. They should be sent electronically to Joan Chrisler, PhD, (jcchr@conncoll.edu). More information on the Miller award can be found at: <http://www.apadivisions.org/division-1/awards/miller.aspx>.

IV. The **2016 Arthur W. Staats Lecture for Unifying Psychology** is to be announced in 2015 and given at APA's 2016 Annual convention. Nominations materials should include the nominee's curriculum vitae along with a detailed statement indicating why the nominee is a worthy candidate for the award including evidence that the nominee would give a good lecture. Nomination letters and supporting materials should be sent electronically to Wade Pickren, PhD (wadepickren@gmail.com). More information on the Staats award can be found at: <http://www.apadivisions.org/division-1/awards/staats.aspx>.

V. Nomination for The **Raymond Corsini Student Poster Award** (previously named Anne Anastasi Student Poster Award) nominations should be submitted for the Division One Posters upon call for the APA Convention Programs. More information on the Corsini (previously Anastasi) poster award can be found at <http://www.apadivisions.org/division-1/awards/poster.aspx>.

VI. The **Anne Anastasi Graduate Student Research Award Nomination** must be submitted electronically to the 2015 Chair of the committee, Carrol S. Perrino, PhD (carrol.perrino@morgan.edu). Please send the following materials:

I. The Following Cover Sheet

Candidates for the Anne Anastasi General Psychology Graduate Student Award should submit the following:

1. There are 2 levels of the Anastasi Award: Students with 2 years or less of graduate study and those with more than 2 years of graduate study. Circle the one that best applies to you:
 - a. Two years or less of study beyond the baccalaureate.
 - b. More than two years beyond the baccalaureate.
2. I completed my masters' degree in year: _____. Did not complete a masters' degree _____.
3. Include:
 - a. Name + email:
 - b. Institution:
 - c. A mentor + email:
 - d. Focus of research, title:

II. Send the next three as attachments:

1. Research statement on your past/present/future work (2-3 pages, with limited number of important citations)
2. Your Curriculum Vitae
3. Supporting letter from one mentor, either attached or sent separately

More information on the Anne Anastasi General Psychology Graduate Student Award award can be found at <http://www.apadivisions.org/division-1/awards/research.aspx>

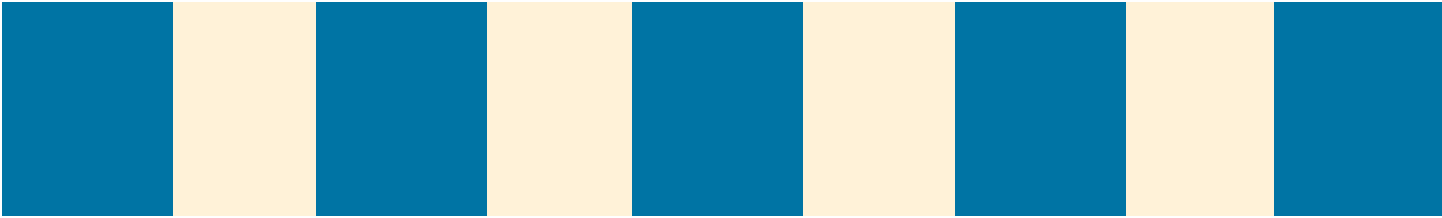
General Comments on all of the awards may be made to Dr. Jocelyn Turner-Musa, Awards Coordinator, Jocelyn.turnermusa@morgan.edu

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 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>



Call for Psychology and Law Syllabi

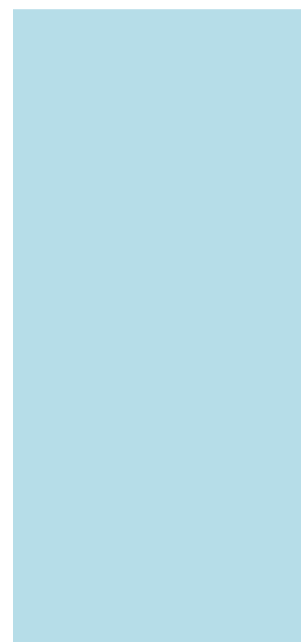
The AP-LS Teaching, Training, and Careers Committee (TTC) is continuing its efforts to collect syllabi for courses in Psychology and Law or closely related topics. There are already a number of syllabi that have been collected over the years on the AP-LS website (<http://ap-ls.org/education/Teaching.php>). However, we would like to routinely post new syllabi. We would appreciate your assistance in providing us with a copy of your syllabi. If you have not already provided one, please do so in the following way: Send a copy of your syllabi to Matthew Huss (mhuss@creighton.edu). Soft copies may be submitted as e-mail attachments (Word Perfect, Word, or ASCII files are preferred)





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Submit pictures by emailing them to 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



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

National Institute of Mental Health

Various

Submission deadline:
Various

For information on NIMH funding for research on mental health see 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

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

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

