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Expert Opinion

Editors: Matthew Huss & Eric Elbogen

Tearing Down the Gender Paradigm in Favour of Families

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Despite our preoccupation with ‘stranger danger’ (e.g., child abductions, stranger-rapes) it is a well-established fact that we are more likely to be assaulted or killed by a family member than by anyone else. Following from their 1975 and 1985 National Family Violence Surveys in the United States, Richard Gelles and Murray Straus concluded, “With the exception of the police and the military, the family is perhaps the most violent social group, and the home the most violent social setting, in our society. A person is more likely to be hit or killed in his or her home by another family member than anywhere else or by anyone else” (1985, p. 88). In short, abuse in families and intimate relationships is ubiquitous (Mills, 2003). According to Dutton (2006), Canadian and American data reveal similar rates of violence against women: around 1 in 5 women have ever experienced IPV, 2%-4% of women suffered severe violence in the past year, and 1.5%-2.5% of women suffered repeated severe violence in the past year. The lifetime incidence rate for any form of domestic violence (including relatively innocuous acts like pushing or shoving) is approximately 19%. The lifetime incidence for severe or injurious domestic violence is about 8%.

Owing largely to the success of the women’s movement, national campaigns to educate the public about the burden of domestic violence, as well as the introduction of the topic of family violence in many university courses, the preponderance of abuse perpetrated within families and intimate relationships likely is of little surprise to most readers. As my colleagues and I have discussed elsewhere (Dutton & Nicholls, 2005; Hamel & Nicholls, 2007), what is not widely-recognized is that the most common form of partner abuse is bi-directional; meaning that both partners perpetrate aggression against their partner and also are the victims of their partner’s aggression. To date, evidence from more than 150 empirical studies demonstrate gender symmetry or higher rates of assaults by women against their partners (Straus, 2006).

The Prevalence, Incidence, and Mutuality of Intimate Partner Violence

Brief reference to a few important studies in the field will help to illustrate the problem of IPV and the extent to which aggression between partners is predominantly reciprocal. Researchers with the National Center for Injury Prevention and Control recently analyzed data from the 2001 National Longitudinal Study of Adolescent Health for young US adults (18-28 years). They were interested in the extent to which IPV is reciprocal and to what degree reciprocity is associated with frequency and injury. Using data from 11, 370 respondents involved in 18, 761 heterosexual relationships, Whitaker and colleagues (2007) concluded that almost 24% of all relationships involved some physical violence and that half (49.7%) of that violence was reciprocal. In non-reciprocally violent relationships, women were the perpetrators 70% of the time. Although women were somewhat more likely to be injured than men, the authors reported that men in relationships with reciprocal violence were injured more often (25.2%) than were women in relationships with nonreciprocal violence (20.0%) (Whitaker et al., 2007).

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Presidential Column

An Editorial by Margaret Kovera, Div. 41 President

I want to take this last opportunity to address the membership to review some major changes for our organization and alert you to some potential changes on the horizon. Overall, the organization remains strong. We continue to be financially stable and in the past few months we have made changes to our organizational structure and signed a new contract for our journal, *Law and Human Behavior*, which should serve to further strengthen AP-LS.

One of the most important changes for the day-to-day operation of the society is our hiring of a new administrative officer, Kathy Gaskey. Kathy comes to us after a long career at the University of North Carolina at Charlotte where she served as an administrator for the Dean of Arts and Sciences and more recently as the Office Manager for the Psychology Department, under the supervision of our own Brian Cutler. Kathy comes to us highly recommended by Brian and with skills that will help us grow as an organization. She is excited to begin working with us and is currently setting up new office and email addresses for the AP-LS office as well as phone and fax lines. As soon as this information is available, we will have it posted to the website (<http://www.ap-ls.org>). Indeed, by the time you read this column, I hope that the information is already available but if not, check back. Kathy will be joining us at the Division 41 APA meeting in Boston so if you are in the area, be sure to stop by the business meeting and social hours to meet Kathy and welcome her to the organization.

At the spring meeting, the Executive Committee voted to create the position of Web Editor as a non-voting member of the Executive Committee and a member of the Publications Committee. Previously, duties for maintaining the website and the AP-LS email list were duties handled by the Newsletter Editor. As our web presence has grown since Barry Rosenfeld first supervised the creation of our website almost five years ago, so have the duties associated with its maintenance and revision. The Executive Committee decided that it was time to have an officer

dedicated solely to raising our profile on the internet and the new position was created. I am pleased to report that Kevin O'Neil has agreed to serve as our first Web Editor and that Jennifer Groscup has agreed to serve a second term as Newsletter editor. Please send them any suggestions you may have for these publications.

Shortly after the APLS meeting in Jacksonville, I signed a new five-year contract with Springer for the publication of our journal, *Law and Human Behavior*. The terms of the new contract, which is retroactive to January 2007, are significantly better for us than the previous contract. In the old contract we paid for member subscriptions to the journal but those subscriptions are now free in the new contract, which saves us close to \$80,000 in expenses a year. Our royalty rate has increased substantially, with over \$360,000 in royalties received for 2007 (as compared to \$58,000 in 2006) and \$300,000 guaranteed for 2008. Over the life of the contract we are guaranteed one million dollars in revenue and it is likely that our actual revenue will be greater than this guarantee. So although previously we were barely breaking even on the journal, this new contract has turned the journal into a significant revenue stream for the division. We owe a debt of gratitude to Brian Cutler, current editor of *LHB*, and Jesse Raben, Associate Counsel at APA, for leading the negotiations with Springer that resulted in a much improved contract.

The new revenue stream provided by our new contract with Springer gives us the opportunity to consider new initiatives for the society. One such initiative is to improve our programming for Early Career Psychologists (ECPs). Our society is seen as a model by other APA divisions for fostering a strong student section and offering many programs that serve that constituency. I do not think the same can be said about our programming for ECPs, which until this year, was relatively nonexistent. As I look back over my year as President, I am pleased with the progress that we have made on the presidential initiative to increase programming for our ECPs. We have appointed a liaison to

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Law and Human Behavior Updates: Revise and Resubmit (Now!)

Brian L. Cutler, Editor-in-Chief

Science moves along at a sluggish pace. As scientists, we face numerous obstacles that result in the delay of our work. It takes NSF, for example, about five months to review proposals for research funding. Data collection in behavioral research can be laborious and time-consuming for all sorts of reasons. In short, we have many good excuses for the long time it takes from project origination to publication.

There is one aspect of this process that I would like to see sped up, and that is the time from original manuscript submission to publication. By the time a manuscript is submitted, the data are collected and analyzed. Delays in the publication process typically reside with the authors, reviewers, and editors. The LHB review process has been streamlined. In most cases authors receive editorial decisions within 40-60 days of submission. The publication process has also been streamlined. The time between acceptance and online publication is typically two months or less. The purpose of this column is to motivate authors to do their part to speed up the publication process.

What can you as author do to reduce the time between completing and publishing a study or set of studies? The answer is two-fold: make the time to write and do it well. Making the time to write is a time-management issue. If you are having trouble making the time to write or would like advice on how to improve your writing, invest \$15 and purchase Paul Silvia's *How to Write a Lot: A Practical Guide to Productive Academic Writing* (APA Press). Silvia's book is filled with useful advice, and it's a fun read! If you follow Silvia's advice, you will write more, more quickly, and more effectively.

As Editor, I have little information about how long it takes between study completion and manuscript submission, but I do know more about the time between major revision and resubmission. Roughly speaking, of every ten authors who submit manuscripts to LHB, six will receive rejection letters, and four will receive major revise and resubmit (MRR) letters. Of the fortunate four, two will eventually receive acceptance letters, and the other two rejection letters. Almost all published manuscripts begin with a MRR decision. Currently, I have 24 manuscripts in MRR status. The amount of time for which these manuscripts have been in MRR status can be summarized as follows:

Less than one month:	3
One to two months:	4
Two to three months:	3
Three to six months:	2
Six to twenty-eight months:	12

Depending on the extent of the revisions requested, one to two months seems reasonable (we tend not to use the MRR decision and instead invite new submissions when additional data collection is necessary). Taking more than one or two months has several repercussions. First, one of the factors that we consider in deciding whether to publish a manuscript is its importance. If you put the revision on your back burner, you are sending a message to reviewers and editors that the manuscript is not high on

your priority list. If it is not very important to you, how important is it to the LHB audience? Second, when we choose to send revisions out for review, we often rely on some or all of the original reviewers. It is helpful to the reviewers if they have some memory of the original manuscript. It is in your interest as author to facilitate the work of reviewers. Third, the novelty of your findings may wear off quickly. A substantial delay could turn your manuscript from a report of novel and unique findings to a conceptual replication of another published study (you've been scooped!), and that will not improve the chance of an acceptance letter. Clearly, stuff happens that requires putting a manuscript on the back burner. Health issues, promotion and tenure applications, and relocations are good reasons for setting work aside for some time, but absent really good excuses such as these, get back to work on the revision!

Delays in the MRR to acceptance link (or breaks in the link) are influenced by the quality of the revision and accompanying letter describing the revisions. When revising your manuscript, pay particular attention to the direction provided by the action editor. Our action letters should provide guidance regarding the most important changes to make and how to address conflicting recommendations of reviewers. Sometimes our action letters ask you to address all of the suggestions made by one or more reviewers, and other times we ask you to consider all of the recommendations but pay particular attention to certain points. Editors and reviewers sometimes make mistakes. If you think a suggested revision is a bad idea, decline the suggestion and explain in your letter why you think the revision is not needed. If you are not sure whether or how to address a suggested revision, consult the action editor. Last, a well-written letter to the editor describing the changes made (and the changes suggested but not made) can facilitate the review process for both reviewer and editor and sometimes may avert the need for additional peer review. A well-written letter is one that concisely explains the changes made in response to the suggestions by the editor and reviewers. Kirk Heilbrun (Associate Editor) suggests the use of a table to summarize revisions. The table would include columns for the suggested revision, author's response, and, if revised, page number where the revision can be found.

We experience a lot of guilt from sending so many rejection letters. We do not feel the need to bring more guilt upon ourselves by enforcing arbitrary deadlines for revisions (though we begin sending reminders after a month). Thus, we leave these deadlines to you as authors, and we strongly encourage you to move quickly. Treat the MRR letter like a narrow window of opportunity that closes more as time passes. And, if your study is really important, your colleagues will want to see it in published form sooner rather than later. Last, if the reason for which your manuscript has been in MRR status for a long time is that you have withdrawn it from consideration without telling us, please either formally withdraw the manuscript through the editorial manager system or just send us a note and we'll do it for you.

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



Expert Opinion, Continued from p. 1

International data and meta-analytic work provides further evidence of the extent to which female and male perpetrated IPV is a problem. Straus (2008) recently evaluated the prevalence and mutuality of physical violence across 24 countries. With rare exceptions (e.g., Iran, Greece, and Brazil) the data demonstrated that even outside of North America, mutual physical violence is the norm. To demonstrate, among all countries the median prevalence was 31.2%; 9.9% male only, and 21.4% female only; with 68.6% reporting both partners were violent. When the data were restricted to include only severe violence the prevalence of assault dropped to 10.8% but the predominance of female-only perpetrators remained consistent (29.4% vs. 15.7% of male-only) and the mutually abusive couple remained the norm. Archer's (2000) meta-analysis of sex differences in physical aggression similarly found that women were more likely than men to use one or more acts of physical aggression and to use such acts more frequently.

How do we Reconcile Survey Data with Criminal Justice Statistics?

Gender symmetry in partner abuse is not inconsistent with official data. Criminal justice statistics naturally reflect the characteristics of the types of cases in which the police become involved; for example, the police are more likely to be called if the aggression results in an injury. Because assaults by males are more likely to result in an injury, the police are also more likely to be involved in male perpetrated assault than in female-perpetrated assault. Straus (2006) noted that police data refer to an important subset of partner assault cases; however, they exclude at least 90% of partner assaults. I would caution that crime surveys and police data likely underestimate the prevalence of male IPV victimization in much the same way that official data underestimate violence in its many forms. For instance, in the Canadian Social Survey 15% of men compared to 37% of women reported abuse to police although as noted above, the rates of abuse were nearly identical (Dutton, 2006). Some of the factors that prevent men from reporting their partners are abusive to them are likely similar to the variables that prevent female victims from reporting abuse (e.g., shame, embarrassment, protecting their partner) and some are potentially unique to male victims in heterosexual relationships (e.g., less fear of their partner than female victims, bravado, machismo).

Johnson (2006) asserted that there are essentially two forms of IPV "common couple aggression" (i.e., low level aggression frequently seen in the general population and reflecting gender-symmetry) and "intimate terrorists" (i.e., severe, repetitive violence, almost exclusively male perpetrators and female victims). The argument is that the terrorizing violence experienced by (non-abusive) female victims is unlikely to be replicated among female perpetrators. The results of his research (Johnson, 2006) are consistent with his hypotheses; however, as Straus (2006) noted, his findings are based entirely on data from women. Moreover, other scholars find about the same percentage of intimate terrorists are male and female (Dutton & Nicholls, 2005; Straus, 2006).

The Self-Defence Debate and Common Motives

Critics of a gender-inclusive examination of IPV assert that women only perpetrate violence against assaultive partners in self-defence. In fact, women report initiating violence as often as men and self-defence is not the predominant motive. Women, much

like their male counterparts, report abusing their partners to gain their attention, to punish or control them, or because they did not anticipate that their abuse would result in harm, because they are jealous or frustrated. In short, both women and men likely engage in aggression in response to abusive behaviours by their partners but self-defence explains only a small proportion of women's (and men's) abuse. Contrary to patriarchal explanations for IPV, both genders report using aggression to gain control and power in their relationships. In direct contrast to the predominant traditional perspective that IPV reflects patriarchy and male privilege, what motivates men and women to abuse their partners is surprisingly similar (Hamel & Nicholls, 2007; LaRoche 2005).

Both Men and Women are Harmed by IPV – Severity and Injury

A further critique of the gender inclusive perspective counters that men are not harmed by female aggression. Nearly three decades have passed since Lenore Walker described the negative effects of male partner aggression and since then the impact of partner aggression against women has been empirically documented in scores of studies. Specifically, partner aggression is associated with a variety of negative physical and psychological consequences including major depressive episodes, anxiety, and PTSD, substance abuse and injury; importantly these findings hold for both men and women. Both women and men are injured by their aggressive partners, but women's injury rates are higher in representative and marital clinic samples. Archer's recent meta-analysis (2000) of 82 studies ($N = 65,000$) found further support for a gender-inclusive perspective, demonstrating that women were slightly more violent than men. The data also demonstrated less difference in injuries than predicted by the feminist patriarchal perspective, although, as would be expected (due to men's larger size and strength, on average) women were slightly more likely than men to be injured ($d' = .08$). Archer found that 62% of all injured persons were female and 38% of injured persons were male.

Aggression against intimate partners has adverse effects on individuals, relationships, families, and society. Ultimately, our focus should be on protecting victims, and reducing the inevitable ripple effects regardless of the perpetrator's or victim's gender. The psychological and physical health consequences for the victims, child witnesses, the risk of the intergenerational transmission of aggression, health care and criminal justice system expenditures, etc. are too great to allow unfounded assumptions and stereotypes to override good professional judgment. Although not a focus of this column the implications for children of failing to intervene in abusive families are wide-ranging and this no less so when the perpetrator is the maternal role model (see Hamel & Nicholls, 2007, p. 165; 191).

Intimate Partner Violence is not [solely] a Gendered Problem

Despite the preponderance of evidence demonstrating that IPV is perpetrated and suffered both by men and women, the most influential theoretical perspective in the domestic violence field remains the feminist theory, or more specifically a patriarchal theory. According to this view, men resort to domestic violence as a mechanism to maintain power, control, and privilege in a patriarchal society. Feminist theory views the underlying root cause of IPV as the unequal distribution of power between men and women in a patriarchal society. Scholars who embrace this perspective assert that IPV is not 'abnormal' but rather that "...men who assault

their wives are actually living up to cultural prescriptions that are cherished in Western society – aggressiveness, male dominance, and female subordination – and they are using physical force as a means to enforce that dominance” (Dobash & Dobash, 1980, p. 24).

There can be little doubt that patriarchy and misogyny are essential variables to consider in any examination of IPV. For instance, the lowest level of violence against wives has been noted to be among couples who follow egalitarian patterns of decision-making. However, the research evidence contradicts a *purely* patriarchal explanation for IPV. As we have already seen, women are no less likely to assault their partners, and in fact they are just as likely as men to instigate aggression, even against non-abusive partners. In addition, the rate of abuse is highest in lesbian relationships and is also high among gay males, clearly contradicting the notion that abuse in relationships is solely or even primarily a reflection of men’s domination over women. Third, men who cling to patriarchal beliefs are less likely, not more likely to abuse their partners. Fourth, most men are not physically abusive nor do they engage in controlling behaviors. Moreover, the majority of men do not condone violence against women. Research demonstrates little normative acceptance of wife assault. In fact, contrary to the claim that men are all potential abusers just 2.1% of men agree that it is acceptable for a man to strike a woman to “keep her in line”. Finally, equalitarian relationships are the norm (for a discussion of these issues and original citations, see Dutton & Nicholls, 2005). Although the patriarchal perspective is certainly relevant to any discussion of IPV, it is insufficient to consider only a single societal level explanation as an appropriate means of understanding and treating all IPV. Violence against one’s partner does not simply reflect sex role beliefs but a much broader array of risk factors including personality disturbance and behavioural features that lead to assortative mating and dysfunctional interactions, for instance.

Dismal Evidence for the Efficacy of Current Intervention Strategies and Recommendations for a New Model

Contrary to the notion that left unchecked IPV will spiral further and further out of control; without state interventions, most violent marriages de-escalate. In fact, the benefits of mandatory arrest, for instance, are highly dependent on the population to which those policies are applied (e.g., the perpetrator’s stake in conformity). Furthermore, the effect size reflecting improvement from IPV treatment ranges from zero to small. Despite decades of data demonstrating psychological risk factors for IPV, many US states and Canadian provinces remain rigidly and inexplicably devoted to therapeutic interventions that ignore the lack of data to support their use and the availability of more sophisticated, evidence-based interventions with demonstrated therapeutic value. Increasingly, however, critics of the *status quo* are recommending that gender-inclusive perspectives that acknowledge the diversity of the causes and etiologies of IPV and reflect multi-dimensional interventions are more likely to meet with success (Dutton & Corvo, 2006; Hamel & Nicholls, 2007). Efforts must be made to improve our capacity to effectively treat abusive men and women as well as male and female victims. Contrary to understandable fears, there is no evidence to suggest that expanding services to under-served groups will negatively impact on the safety of battered women and children; often modifications to existing services can be made with minimal expense (Hamel & Nicholls, 2007, p. 616).

Conclusion

Rather than applying a one-size-fits all approach to domestic violence we must urgently improve our ability to assist couples who are entangled in abusive relationships using whatever treatment modalities suit the case, once a thorough assessment of the individual, couple and circumstances (including safety above all else) has been undertaken. We need to be willing to listen to the preferences of the family members and support recovery for families who choose to remain intact. This is likely to require an exploration of the relevance and appropriateness of individual, couple, and family counselling, restorative justice, as well as anger management, medication, and substance abuse treatment, as well as more traditional criminal justice interventions and psychoeducational programs that challenge patriarchy. There are no simple answers; we have to be willing to recognize the diversity of violence in order to treat it effectively.

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Legal Update

Looking for something to do? “Where do you get your ideas?”

By Editor and Author: **Jeremy Blumenthal, J.D., Ph.D.**
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This is, of course, the perennial question thrown at successful fiction authors. When an answer can be given—when there is more than simply a shrug or look of bafflement—it ranges, as might be expected, from serious to thoughtful to funny to sarcastic to flippant to downright rude.

The question is both easier and more difficult for psycholegal scholars to answer. On the one hand, as some have noted for decades, every aspect of the law is amenable to psychological study (e.g., Cairns, 1935; Ogloff, 2000; Saks, 1986). In that sense, research topics and ideas of areas in the legal system to investigate are consistently and constantly available, ripe for the picking. Further, to the extent graduate students build from and develop advisors’ existing research programs, they have such topics more or less ready-made; early career scholars, similarly, can build upon dissertation and other work as they develop their own academic careers.

On the other hand, such opportunities may run the danger of unduly narrowing the overall field of psycholegal inquiry—another point that has been long noted. The easy availability of many research questions can lead to their refinement, expansion, and development, but at the potential expense of other areas being investigated—those many other, “ripe for the picking” areas.

Again, this is a point that has been made often before, with some suggestions about broadening the scope of psycholegal research. Such suggestions occasionally take the form of specific new areas of research, as in earlier Legal Update columns, but I also would like to highlight general sources of research possibilities—that is, taking a less academic perspective to focus on examples of where those interested in additional fields of inquiry might turn.

Some such sources are obvious, and have been noted before. Collaboration with legal academics is one of the best opportunities to develop new ideas for research; such scholars are familiar with legal topics outside the traditional scope of psycholegal research and, equally important, are showing an increased receptivity to empirical work. Currently, legal academics tend to use existing data sets, conducting regression analysis, rather than to design and conduct experimental research. Psychologists interested in legal research thus have important collaborative contributions to make not only in substantive areas, but also in methodological ones. That is, collaborating with legal academics on experimental research can help introduce them to a relatively underused approach. Similarly, methodologies such as factor analysis, multidimensional scaling, cluster analysis, meta-analysis, contrast analysis, and others can help inform legal academics’ empirical analyses, supporting and strengthening the legal academy’s current move toward “empirical legal studies.”

For graduate students and early career scholars in particular, but also for other psycholegal scholars not closely connected to the legal academic world, there are a number of ways to find such collaborators; these approaches also, of course, help identify general research areas as well as specific research questions to investigate further. Increasingly, law schools are sponsoring small conferences focused on particular topics—for instance, corporate law, property law, intellectual property, labor law, disability law, legal education, race and gender, and others. The conferences often focus on “works-in-progress,” rather than finished poster or paper presentations; as such, they are excellent opportunities to see what is going on in legal academia in a particular area. Most such work does not directly involve psychological study; however, learning about topics of current interest can provide connections with emerging legal scholars who may be receptive to exploring psychology’s relevance to their work, or similar opportunities for empirical study. Other conferences—the Conference on Empirical Legal Studies, Law and Society, or the Association for Law, Culture, and Humanities—are more focused on primary empirical work, and thus also present potential prospects. Many such conferences are identified online at <http://legalscholarshipblog.com/>. (This and the other web citations below are not endorsements, simply examples.)

These examples primarily foster connections with academics; however, developing relationships with practitioners, attorneys, judges, and policymakers is an equally useful approach. First, such legal actors often have an excellent sense of what research is actually helpful to them in practice. Second, judges and policymakers in particular profess disappointment with what they know of empirical psychological study, and often publicly request either data from such research or, at least, information about where to find it. Judges speaking at two recent conferences—the University of Connecticut Law School’s Symposium on Unconscious Discrimination and the American Association of Law Schools mid-year meeting on Constitutional Law—explicitly asked for empirical research that might help them in making their rulings. Third, practitioners may, subject to the ethical guidelines applicable both to them and to empirical researchers, be resources for actual data for psycholegal research. Thus, academics are not the only ones with whom to foster relationships. Local bar association meetings, court-houses, or CLE conferences and workshops are excellent resources.

How else to find out about legal topics amenable to empirical study? At some universities, particularly those with joint degree programs, courses are available directly addressing the juncture of law and psychology, and law courses often incorporate psychological insight. But for those interested in exploring additional legal areas, taking doctrinal courses in the law, especially—but not limited to—first-year introductory courses, can serve as exposure to under-studied subdisciplines. Another important

approach is exposure to law reviews and other legal periodicals. Focused journals such as *Judicature* and *Court Review* are directed at judges and can lend insight into what judges may be interested in and what sort of research or other information they may be seeking. Far more broadly, of course, the hundreds of journals put out by the various law schools—publishing doctrinal and, increasingly, empirical work—will give a sense of topics that, again, are of interest to the legal community and that are open to psycholegal study.

Finally, for those who—like many legal academics themselves—find it difficult to wade through the prolixity of law review articles, shorthand tools exist to find similar information. First, scholars can sign up for various useful table of contents summaries to be emailed. For instance, SmartClip (<http://lib.law.washington.edu/cilp/scilp.html>) provides a weekly summary of law review contents, based on a user's selections (the service is fee-based but many universities have licenses). Second, the proliferation of law-related blogs can give good ideas of topical discussions and debates in legal academia, often ones that might profit from contributions (informal or formal) by psycholegal scholars. A site at amlaw.com has a list of what it called the top 100 law-related blogs (or “blawgs”). Third, some blogs maintain current lists of scholarship, speakers, conferences, and calls for papers; <http://legalscholarshipblog.com/>, noted above, is one of the most recent and comprehensive. Fourth, certain blogs are excellent sources of data: existing databases on judges, juries, opinion polls, or aspects of the court system. Links to such databases that might be used by psycholegal scholars are at <http://legalscholarshipblog.com/empirical-legal-resources/> or <http://www.elsblog.org/>. Last, although psychologists do not use them as often, repositories of working papers are becoming more common among legal academics and other social scientists. Psychologists' tendency not to do so is likely related to issues of defining “publication” for APA and similar purposes; however, resources such as SSRN (Social Science Research Network, www.ssrn.com) or Bepress (Berkeley Electronic Press, <http://law.bepress.com/repository/>) make vast numbers of working papers available for comment and review; psycholegal scholars could equally make use of these repositories as guides for what is being studied and by whom. SSRN in particular provides email subscription services to a wide range of papers, providing titles, abstracts, and often links to full papers. Subscribers can thus learn about current scholarship and working papers that often open up research questions either through explicit calls for data or research, that implicitly raise the need for such research, or that highlight assumptions that the particular legal scholars are working with, assumptions amenable to psychological challenge or support. Subscribers can select specific topics to about which to be notified—law and psychology, for instance; but also law and economics, experimental and empirical work, behavioral and experimental economics, family law, corporate law, criminal law, constitutional law, and many others—all of which can provide exposure to specific topics and articles of interest, as well as prompt connections with legal scholars.

Psycholegal scholars are increasingly being challenged to focus on a wider range of research topics, and such challenges have begun to be met—note the increased variety of published articles in *Law and Human Behavior*, diverse panels at APLS conferences, and an increase in psychologists publishing in law journals. Such

broader focus is not always easy, however; perhaps this column can help as a prompt to help find such opportunities.

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Presidential Column Continued from p. 2

APA's ECP Network, Lora Levett. Thanks to our APLS conference co-chairs, Eve Brank, Dave DeMatteo, and Kevin O'Neil, we offered reduced registration rates for ECPs at our March conference. Lora organized a grant workshop for ECPs at AP-LS, which was a great success. Susan Haire (the current director of the Law and Social Science Program at the National Science Foundation) spoke about successful grant writing, and several established AP-LS scholars also spoke about their experiences in securing funding. Many thanks to Steve Clark, Larry Heuer, Dan Krauss, Jodi Quas, and Barry Rosenfeld for sharing their expertise with our new scholars. Over 150 attended the workshop, and many participants raved about the helpfulness of the workshop. Given the positive response, Lora is planning another ECP workshop on starting a private practice in forensic psychology for our San Antonio meetings.

After the workshop, about 50 ECPs stayed for the lunch to share their thoughts on how AP-LS could better assist members at the beginning of their careers. The assembled group generated many ideas, including a small grant program for ECPs or for collaborative projects between early career member and more senior members who could serve as mentors, creating a webpage for new scholar networking, reducing dues for ECPs, expanding the services offered by our mentorship committee to include ECPs, and creating more socializing opportunities for ECPs at society meetings. We will be asking APLS members to complete a survey evaluating the desirability of these suggestions later this summer and will translate the findings into proposals for new programming that the Executive Committee will consider at its August meeting.

Finally, it is time to announce the results of the AP-LS election of new Executive Committee members. I am delighted that we will have an impressive group of new officers to guide this organization: Edward Mulvey, President-Elect; Eve Brank, Secretary; Natacha Blain, Member-at-Large; and William Footer, APA Council Representative. Member participation in the elections was very low, with fewer than 15% of the membership voting. One of the contests was decided by a single vote; so every vote really does count in these elections. I encourage all of you to exercise your voting rights in future elections. AP-LS is a wonderful organization because of the active participation of its members.

It has been a great honor to serve as your President this year. I will be forever grateful for the opportunity.



AP-LS Teaching Techniques

“Who’s Your Daddy (or Mommy)?”: Teaching Psychology and Law Through Biography

Maureen O’Connor & Jennifer Groscup
John Jay College of Criminal Justice, CUNY¹

As part of our jointly-taught “Experimental Psychology and Law” doctoral seminar last fall, we asked each student to prepare a presentation about one scholar whose work we were reading and analyzing that week. The assignment proved remarkably versatile and had, in our view, so many unintended beneficial teaching and learning outcomes that we decided to share the experience with our AP-LS colleagues. In this article, we will focus on the pedagogical objectives for the assignment, describe the students’ response to it, and delineate the intended and unintended consequences of this relatively simple, revealing assignment for our entering forensic psychology doctoral students and for us as their instructors as well.

Brief Description of the Experimental Psychology & Law Course

All entering forensic psychology doctoral students are required to take a two semester sequence of core Psychology and Law courses, one focused on Experimental and Social Psychology topics, and one focused on Clinical Psychology topics. The Experimental Psychology and Law graduate seminar is designed to expose students to classic and contemporary issues in psychology and law.² Over the course of the semester, we examined research in a variety of areas in which non-clinical psychology intersects with the legal system, including procedural justice, eyewitness identification, pretrial publicity, jury decision making, expert evidence, discrimination, and sentencing issues. The course focused on both basic and applied issues raised by the readings. How has the research advanced relevant psychological theory and what are the implications for future research? To what extent does or should the research inform public policy? In the context of our analyses, we discussed basic psychological theory, relevant case law, and methodological issues associated with conducting research in psychology and law. The course is, perhaps obviously, a seminar in which active class participation is expected, and in which the specific content of the course was determined, in part, by student interests.

The main goal of the course is to broaden and deepen the students’ understanding of the interaction between experimental psychology and the law. At the conclusion of the course, students should have in-depth knowledge of a number of key topics in the field, and of the most current research in those areas. We expect students to spend considerable time learning to link the psychological theories being tested and the assumptions made by the legal system about social behavior, and to be able to create testable research questions through that synthesis. Of course, we hoped that through critical analysis of the select topics in the course that students would enhance and refine their abilities to read articles in areas we have not covered and have the skills to critically evaluate that research.

The “Researcher Presentation” Assignment

The primary assignments in the course were weekly reaction papers and the preparation of a grant proposal on a topic of interest to the student that fit within the broad parameters of the course. In addition, students had to present at least one article in a formal presentation to the class and had to actively participate in class discussion. Our focus here, however, is one additional component to the required assignments – a “Researcher” presentation assignment which we will also refer to as the biography assignment. Each week, one person in the class was assigned to present biographical information about a scholar in the area covered by that week’s assigned articles. The following was the information provided in the syllabus about the assignment:

Each week, one person in the class will sign up to present information about a prominent researcher in the area pertaining to the assigned articles. The assignment is to present information about this person as a researcher and a professional in the field of psychology and law. The presentation should be in power point. It should be no more than 10 minutes long. This assignment will be worth 25 points, or 5% of your final grade.

We had modest goals for the assignment: to introduce important scholars in psychology and law to the students; to link the research and its findings reflected in the articles with the people responsible for the work; and, by adding some formality to provide the students with a relatively low-stress opportunity for developing their oral presentation skills. We were amazed at the quality and content of the assignments, and especially at the intended and unintended benefits that derived from them.

A Sampling of Content from the Student Presentations

We purposely did not provide too much in the way of guidance on the content of the presentations in the syllabus. We wanted to give the students enough information to get them started on the assignment, but we did not want the students to feel limited or to complete the assignment according to some formula of content that we set. We considered doing sample presentations on each other as a way to introduce ourselves to the class and to give the students an idea of what we were expecting for their presentations. Ultimately, we felt that sample presentations would have limited them too, so we did not do them. After the first of the student presentations, we were happy with this decision because they each included unexpected things that they may not have included if we gave them a template.

Overall, the presentations exceeded our expectations in many ways. The general content of the presentations was very high in quality and quite comprehensive. All of the presentations covered the

scholar's educational history, current employment, publication record, and professional activities. Depending on the information available online, the various presentations included additional and often surprising tidbits. Many times we learned about employment histories, awards, honors, and non-traditional career paths. Some of this was expected, but often we learned something new about the person or about the field. Among the more obscure details uncovered were information about scholars' grandparents, their heritage, hobbies, and good deeds, such as volunteer work unrelated to their careers. Anytime some of the basic or the more entertaining information was absent from the presentation, the student presenter invariably commented that they searched far and wide on the internet and came up wanting because the scholar did not maintain his or her own website. Let this be a lesson to you as a member of the field: get yourself a good website! People are watching, and they will find it!

Beneficial Teaching Outcomes

From our perspective, we saw many anticipated and some unanticipated but highly beneficial outcomes from the researcher biography exercise, both pedagogically and with respect to professional development. We will discuss these benefits in terms of our own impressions and in terms of the students' reactions. To get more information about student reactions, we surveyed the students to solicit their reactions to the assignments, and in particular to inquire whether they were aware of any of the side benefits we had witnessed after the class was completed.³ The open-ended questions on the survey asked student to describe their overall impressions of the assignment, to describe what they liked most about it, to describe what they liked least about it, to discuss anything they learned about conducting internet research, to discuss the effect of the assignment on their experience at any conferences they attended, to describe any new research interests they developed, and to provide any suggestions for improving the assignment. The survey ended with a question giving them the opportunity to provide any additional feedback. We also asked several closed-ended questions. We asked students if they read any of their scholar's articles that were not assigned in the course (yes/no). To determine if the assignment was doable and useful for developing presentation confidence, we asked how manageable the assignment was as a presentation and how valuable the assignment was to build confidence in presentation skills on a six point scale of "not at all" to "very." We also wanted some objective information about the types of knowledge students gained from the assignment. On a six point scale of "completely disagree" to "completely agree," we asked if they gained knowledge of the history of the field, the people in the field, professional organizations, conferences, professional activities, research outside the focus of the course, research topics that were part of the course, and interconnections between scholars, their mentors, and their students. On the same six point rating scale, we also asked if they gained increased interest in going to conferences, appreciation for collaboration between scholars, and appreciations for scholars outside of the student's own area of interest within psychology and law. Eight of the nine students responded.

Achieving the main goals of the assignment

Overall reactions to the assignment

The stated goals of the assignment were to familiarize students with scholars in the field and to give them experience with present-

tations. Students' overall reactions to the assignment were positive. In response to open-ended questions about their overall reaction to the assignment and what they liked best about it, the benefits of these goals were spontaneously mentioned, including the opportunity to put "faces" to names and get to know these scholars, learning about their career pathways, and making the AP-LS conference more "exciting by providing background info on many of the big names in the field." One student saw "[t]hese professionals [as] role models to grad students- reviewing their accomplishments gives us something to strive for." Others remarked "I thought it was fun to learn more about the different scholars and enjoyed the public speaking practice" and "I liked the creativity of the assignment and the opportunity to put a genuine 'human' face to these prolific researchers who we otherwise knew only by their work and prestige in the field. It was also interesting to see the many paths researchers have taken to forensic psychology and to achieving their status in the field."

Experience with presentations

Overall, it was a fun, doable assignment, allowing students to gain confidence in the class. Students were surveyed about whether the assignment was manageable as an oral presentation. On a scale of 1 through 6, with 6 being very manageable, the mean response was 5.80. When asked how valuable the assignment was in building their confidence for oral presentations, the students' mean response was a somewhat disappointing 3.4. However, from our perspective students showed real confidence in their presentations because of the natural interest in the material. They pored over web pages, googled and read interesting information about their selected scholar. Again folks, it pays to have a good website. It put students at ease and allowed us to see their creative side. We were treated to musical accompaniment, graphics, pictures, and some very innovative animation, for example. These opportunities for expansion beyond the readings could entice entering students to realize they need to know more than what is said and discussed in class based on the assigned readings, e.g., the readings are a window into the field, which was highlighted by linking those readings to actual people.

Familiarity with scholars

Although we were interested in expanding students' presentation skills, learning more about the scholars in the field was the main goal of the assignment. We believe this goal was achieved. When asked to list their favorite things about the assignment, students responded with statements such as "familiarization with scholars who I would have otherwise not known about or known much less about" and "learning the more obscure information about these scholars." These positive comments were supported by the other more objective data. When we asked students on the survey if they gained knowledge about people in the field, the mean answer was 5.6 (out of 6) – the highest mean for any type of knowledge we surveyed. Taken together, all of this information indicates that the main goal of our assignment was met – introducing these students beginning their doctoral training to our exciting field. If this was the only benefit, in addition to the benefits to presentation skill development, we would consider the assignment a success. However, we observed many additional benefits that flowed from this assignment that we hope set a good tone for the course and with any luck for the careers of our students.



Additional benefits

Exposure to more history of the field

In addition to putting the spotlight on prominent scholars in the field, these biography presentations provided us with an opportunity to highlight key historical moments in the field. When we discussed sex discrimination, for example, one of the students focused on Susan Fiske's biography. While this opened up conversations about the role of feminism and activism, which were important, it also allowed us to discuss the creation of APA's Committee on Legal Issues, the role of APA (and Don Bersoff, among others) in the formulation of amicus briefs and the *Price Waterhouse v. Hopkins* brief in particular, as a critical juncture in the history of psychology and law. We came back to this point when discussing eyewitness testimony issues, and the scholarly debate that formed around early efforts to introduce the research into the court system. When asked if the assignment increased their knowledge of the history of the field, the majority of students (80%) responded "somewhat agree," resulting in a mean rating of 3.6. Although we would like this number to be higher, it is possible that the students did not realize what portions of our discussion of history was unplanned and flowed naturally as a direct result of the day's biography presentation.

More research!

It is every professor's lament that they cannot cover all of the interesting aspects of any given course topic during the semester, especially in a field as diverse and interesting as psychology and law. Some truly cool stuff just has to be left off of the syllabus. Aside from assigning a big research paper that students might write on a related but uncovered topic, it is difficult to provide opportunities in any course for students to explore these interesting but excised topics. We found that the biography assignment unexpectedly provided just such an opportunity. It will not likely lead to an expansion of the topics covered in the class every time you use this assignment, but here was our experience.

We anticipated that the biography assignment would encourage students to delve further into the course topics (or their selected scholar's work) than the assigned readings, at least on the week of their presentation. We think the assignment was marginally successful at encouraging students to further investigate the course topics. Sixty percent of the students surveyed responded that they read work by their scholar that was outside of the course readings because of the assignment. Students' mean response on the survey to whether the assignment increased their knowledge of research that was part of the class was an encouraging 4.6 (out of six).

We hoped that some students might be inspired to delve into readings on topics outside the scope of the course as a result of exposure to these topics during the presentations. With any luck, these additional topics would make their way into our class discussions. The biographies did indeed open up windows into areas of research not formally covering on the syllabus. One biography grew out of a unit on trial consulting, but additionally generated substantial discussion about pretrial publicity research. This discussion of pre-trial publicity, which would not have otherwise occurred, led at least one student to focus their research paper in that area. Although it was our experience that some novel topics were successfully introduced into the course via the

biography assignment, the students' mean response on the survey to whether the assignment increased their knowledge of research outside the scope of the class was a slightly less encouraging 4.0 (out of six).

We also hoped that the assignment would serve as a springboard to new areas of research interests outside of the course for the students. Since many of our students enter with fairly specific areas of interest, and since we mix experimental track and clinical track students in this first-year course, the biography exercise helped us to take many of the students out of their comfort zone, substantively. It helped expand the frame of reference and personalized whole areas of research that had heretofore been words on a page. We observed this assignment pique students' interest in the various research areas we covered. Talking about the additional research a scholar conducted on the topic area for the day sometimes provided the link the students' needed to see the relevance of the day's topic to their own areas of research interest. Unfortunately, none of the students reported developing a new area of research interest as a result of the assignment. When surveyed about gaining an appreciation for scholars outside of their own individual areas of research interest, the students' mean agreement was 4.2, indicating that they at least received some benefit in terms of familiarity with the scholars even if they were not inspired with new research ideas. We hope there may be benefits from this assignment in developing research interests that were not identifiable with the assignment or that possibly have yet to occur.

Professional development

In terms of professional development, the focus on people and personalities, biographies and career trajectories opened up numerous avenues for discussion. On a basic level, these conversations provided opportunities to talk about the value of professional organizations and professional activities, such as journal editing, manuscript reviewing, and leadership positions. Most of the scholars we discussed had made significant contributions in these areas, and we could talk about balancing these activities with other obligations. It also allowed us to discuss the scope and personality of various organizations, the reality of journal editing, and service, etc. without sounding too preachy or pedantic. When discussing one of the scholars, for example, the Law & Society Association came up, which none of the students had heard about. A lively discussion ensued about strategies for selecting where to put professional energy as your career develops. Students surveyed reported only modest agreement with the assignment increasing their knowledge of professional organizations (mean = 3.8), of conferences (mean = 3.0), and of professional activities (mean = 3.6). From our perspective, the discussions of professional activities and organizations were very beneficial. It is possible that the students did not experience as much benefit in these areas because they enter the doctoral program with an already high level of understanding about this aspect of professional development. Or maybe we just thought those discussions were more fun than they were!

Second, the conversations resulting from the assignment demonstrated many and varied connections between people in our field. It's a small world after all! – an important thing for any new scholar in the field to know. Presentations included information about or led to discussion of people who went to school together, who

have worked together, and who share mentors. Interestingly, students spontaneously began including a slide in their presentation showing linkages between the scholar in question and our faculty. This highlighted the deep connections between our own faculty and other leading scholars in the field and demonstrated the depth of our faculty's research interests and experiences. The focus on individual biography unexpectedly highlighted the value of collaboration and mentorship. Many of the scholars we discussed during these presentations have continued working with their mentors, their mentors' other students, and with their own students across their careers. This demonstrated that "generations" of scholars often continue their mentoring and collaborative relationships. When surveyed if the assignment increased appreciation for collaboration in the field, the mean agreement was 4.8 (out of six). Students' mean response to the assignment increasing appreciation of the connection between mentors and their students was 4.6. We believe the assignment highlighted that collaborations can be highly productive, long-standing, and multi-sited, serving as encouragement to our students to seek out like-minded scholars wherever they might find them, and cultivate strong working relationships – collaborate don't compete!

Third, it modeled productive scholarly careers, as evidenced by our one student's overall reaction to the assignment that it provided something to "strive for" discussed earlier. However, the assignment also modeled productivity obtained along different pathways – at undergraduate institutions, at Research I institutions, and through consulting. Even if you are the only psychology and law scholar in a Psychology Department, for example, you can continue to have productive collaborations with colleagues from all over the country and world. The presentations also gave the students a window into different research approaches across a career – from scholars who focused on one topic exclusively over an entire career to more peripatetic scholars who have made an impact in multiple areas. It introduced concepts of pedigree, thinking about how and why people become psychologists, or particular types of researchers, then seeing how their students carry the work in multiple directions.

Finally, and perhaps most importantly for these entering students, this exercise put the research we were studying in the context of someone's whole career. This enhances understanding of the actual process of doing research on the ground over the course of a career, and de-emphasizes the significance of each individual study. For beginning doctoral students, the pressure they feel to design the perfect dissertation is strong. Hopefully, remembering what a small part (beyond, obviously, the ticket punch or a "hoop" successfully jumped through) that the dissertation played in each of the careers we examined could help students take a longer view of the work in which they are engaged.

Let's go to a conference!

"Getting to know" these scholars demonstrated to students the value of attending professional conferences where they could actually meet the people whose work and career they have gotten to know quite well. All of us probably have memories of the first time we got to meet people we considered our "academic celebrities," and the presentations hit on many people who would qualify in this category. The anticipation of these encounters often makes

going to conferences more exciting. On our survey, students mean response on the assignment increasing interest in attending conferences was 4.6 (out of six). We think their responses to the open-ended questions were even more revealing about the effect of the biography assignment in this regard. On the survey, students were asked what effect the assignment had on them at a professional conference if they were able to attend one. Students' responses indicated that they felt they benefited from the assignment at the AP-LS Conference. Students' comments included: "Scholars seemed more approachable" and "I knew a little bit more about presenters, their primary research areas, and possibly how they got to where they are." When asked about the overall impression of the assignment, one student specifically mentioned the positive impact of it on his or her AP-LS Conference experience, stating "Initially, I did not believe it would be as useful or interesting as it was. The assignment did make the APLS convention more exciting by providing background info on many of the big names in the field." Even if the assignment only gave them a small boost of interest to attend a talk at the AP-LS Conference, we would consider it a success.

Other benefits to the class

In terms of pedagogy, on a basic level, it simply generated more general discussion about the field, the individual topics, and our profession than we had anticipated. From an instructor's perspective, there was always something discussed during the presentation that could be used as a thread to start discussion about the course readings for the day. One student on the survey commented that "it provided a nice way to transition the class into the discussion" It also provided a nice connection between the class meetings across the weeks of the semester. Because the presentations had common elements, it was fairly easy to relate them to each other, demonstrating interconnections through the topics that were addressed in the course.

Finally, and perhaps more selfishly, this exercise was educational for the students, but also for us. We learned a great deal about scholars we've known for many years, and came away with renewed respect and admiration for our colleagues. Every week brought some new and interesting tidbit of information and a guaranteed giggle for the whole class. Frankly, it was just fun. Both of us plan to use this assignment again in future courses, and we would encourage you to try it as well based on our experience.

Improvements to the assignment

Although response to the assignment was relatively positive, the students had a number of suggestions for improving the biography assignment. The most common suggestion for improvement was to make the presentations available as handouts during class or on Blackboard (or some similar web-based instructional system). Students responded that they often forgot the content of the presentations and even the names of the researchers who were presented. Handouts would allow students to refer back to the presentations throughout the class. Some students commented that handouts from the presentation would have been helpful as a reference prior to attending the AP-LS Conference in March 2008 (since the course was taught in the fall of 2007).



We used this assignment in a first-year doctoral level class for a doctoral program in psychology and law. However, this assignment could be just as effective in an undergraduate or masters psychology and law course. Indeed, this type of assignment could be used effectively in any psychology course. If you use the assignment in a course for students with less exposure to the field of psychology and law (or whatever the course topic is), you might consider providing the students with more information about the content you expect to see in the presentations. As we discussed earlier, we did not provide much information in the way of content for the students on the syllabus in favor of letting them have more control over the presentations. We also expected that, based on their pre-existing level of training, our students would know where to look and for what to look. If you use this assignment in your courses, you might consider doing a sample presentation yourself or providing the students with a sample Power Point, especially if this might be the first presentations your students have ever done. You might also consider listing the general areas of content for the students in your syllabus, in lieu of or in addition to providing a sample presentation.

Another suggestion for improvement of the assignment from our survey was to require or encourage students to select researchers outside of their own area of research interest to further expand their knowledge of the field. If you are using the assignment in a class representing the students' first exposure to psychology and law, such as an undergraduate survey course, this would not likely be necessary. On the other hand, it is an excellent suggestion for a doctoral level class for students who have already developed specific interests in the field.

Interestingly, for at least some students, the assignment took up too much class time, detracting from the time to discuss the assigned readings, which led to negative feelings about the assignment. We suspected that adding this assignment to the class would require a trade-off in discussion time. We felt that the unintended opportunities that arose, as discussed above, would have more long-term benefit for students than more in-depth discussion of a particular article. However, this does highlight that the presentations should be kept to their assigned time. It would be very easy (and was for us) to unintentionally spend a half an hour discussing the presentations and all topics that flowed from them. Certainly in order for this to be an effective assignment, careful monitoring of the time for these conversations is warranted.

If you are not interested in making this trade-off in time during your class time, there are other ways in which you could introduce a biography-type assignment to your students. One student who felt the assignment took up too much class time suggested on his or her survey that the assignment could be made part of a brown bag or colloquium series. Obviously, this suggestion would take the assignment out of the syllabus and out of the class, thus eliminating the benefits for the course that were discussed above. However, it is an interesting suggestion for a department or program to do outside of coursework. If a program has a brown bag research presentation series, this type of format might introduce attendees to new research, personalities, and professional activities.

Conclusion

In a new field such as ours, an historical focus can be informative, but that history is by and large in-the-making by scholars who are still active in the field. Teaching psychology and law through student-produced biography provided numerous unintended benefits, benefits both pedagogical and professional. In future semesters, we will continue to modify the assignment, perhaps using it in the first class to introduce ourselves to the students and have them introduce themselves to us. It would, we believe, make an excellent undergraduate assignment as well, and we plan to introduce it in those classes as well. Obviously, each instructor would need to modify the assignment to fit the structure and purposes of your own course – a doctoral pro-seminar; an MA level survey course; or, a substantive course that relies on original research articles. We would be eager to hear from those of you who use biography in your teaching, and especially those of you who might try this assignment with your own students. Enjoy!

(Endnotes)

¹ Jennifer Groscup will be at Scripps College starting fall 2008.

² This course was originally developed and taught by immediate past-AP-LS President Margaret Kovera, and we are grateful to her for the excellent syllabus and course readings she put together which provided the basis for our iteration of the course.

³ Thank you to Tarika Daftary Kapur for developing the online version of the survey for us.

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

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

Chief Editor: Mark Costanzo, Claremont McKenna College, mark.costanzo@claremontmckenna.edu

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Division 41/American Psychology-Law Society

Executive Committee (EC) Meeting Minutes

Jacksonville, FL March 6, 2008

Attending: Elizabeth Bennett, Eve Brank, Roslyn Caldwell, Andrew Cassens, Mark Costanzo, Keith Cruise, Brian Cutler, Dave DeMatteo, Kevin Douglas, Joel Dvoskin (by phone), Jennifer Groscup, Saul Kassin, Margaret Bull Kovera, Ryann Leonard, Lora Levett, Bradley McAuliff, Jeff Neuschatz, Tonia Nicholls, Kevin O'Neil, Randy Otto, Ira Packer, Steve Penrod, Lynn Peterson, John Pettila, Gianni Pirelli, Alison Redlich, Ronald Roesch, Veronica Stinson, Gina Vincent, Beth Wiggins, Patricia Zapf

Meeting called to order at 7:40 AM by President Margaret Kovera.

I. Executive Committee meeting minutes from August 2007 were approved.

II. Treasurer's Report

Brad McAuliff, Treasurer, reported that we are in good financial shape. As of December 31, 2007 we had \$742,521 in the bank, which is enough for 2 years worth of operating expenses. Our 2007 income was down nearly \$70,000, a result of not having a conference in 2007. The 2007 royalties income is up about \$30,000, largely a result of monies from LHB and the Oxford book series. The final budget for 2007 is attached.

III. Meeting Information

A. Current Meeting, Jacksonville, FL
Eve Brank, Kevin O'Neil, and Dave DeMatteo welcomed everyone to the APLS meeting and reported that a web-based survey will be posted so that members and attendees may provide feedback about the conference. The EC extends its sincere thanks to Eve, Kevin, and Dave for their hard work and the outstanding job they did of organizing this year's conference.

B. August 14-17, 2008 – Boston, MA

Roslyn Caldwell and Veronica Stinson, co-chairs, reported on the progress of conference planning for APA. Division 41's program for APA was structured according to the theme of the convention, with a different theme for each day. Two new topic categories were implemented into this year's program: Corrections, and Diversity in Psychology and Law. Due to the increase in proposal submissions, there was a higher rate of rejection: 20% for symposia, 33% for papers, and 41% for poster proposals. The co-chairs are looking forward to seeing everyone in Boston.

C. March 5-7, 2009 – San Antonio, TX
Keith Cruise, Gina Vincent, and Jeff Neuschatz (co-chairs) reported on the progress of the San Antonio meeting planning, indicating that they have reviewed the hotel contract and have begun their planning. The co-chairs have inserted a couple of questions into the current online conference survey to assist in planning for San Antonio.

D. March 18-20, 2010 – Vancouver, British Columbia
The EC would like to remind everyone that the site of the 2010 conference is British Columbia, Canada. Travel to Canada will require a valid passport so members will want to plan accordingly. The co-chairs for this conference are Jodi Viljoen, Sam Sommers, and Matt Scullin.

E. Site for 2011 Conference
Margaret Kovera asked that the EC consider sites that would allow close proximity to underserved minority populations since one of the Division's biggest efforts is in increasing our diversity. Cities suggested for future sites included Atlanta, New Orleans, and Charlotte.

F. Future Joint Conference
Joel Dvoskin raised the issue of holding a joint AP-LS/EAPL/AANZAPL conference at a North American site. The EC discussed the possible necessity of having to move the date of the conference to the summer to accommodate the academic schedules

of other countries and the concomitant increased cost to the Division of having a mid-winter meeting (as per the bylaws). Margaret Kovera indicated that she would contact the presidents of EAPL and AANZAPL to gauge their level of interest and report back to the EC.

IV. New Business

i. Newsletter Editor

The current term for the Newsletter Editor, Jen Groscup, is up and the bylaws indicate that this person may be re-appointed for an additional term. The nominations committee recommended that Jen be reappointed as Newsletter Editor. Joel Dvoskin made a motion to reappoint Jen as editor for another term; motion seconded by Kevin Douglas; passed unanimously. The EC would like to thank Jen for her service as editor and her willingness to serve out another term.

ii. Website Editor

Margaret Kovera suggested that a new, non-voting EC position be created—Website Editor—since all website-based postings and inquiries had become part of the job of the Newsletter Editor once the newsletter went online and the job had become too large. The Website Editor would be responsible for working with the website developer to overhaul the site and for all the site content. Joel Dvoskin made a motion to create the new position of Website Editor; Margaret seconded the motion; motion passed with 1 opposed, no abstentions. Margaret recommended that the same procedures be followed to nominate this person as for the Newsletter Editor. Saul Kassin recommended that this person's term be staggered with that of the Newsletter Editor.

Since the EC meeting, the Publications Committee solicited nominations and self-nominations for the position and put forward to the EC their recommendations. The EC voted in favor of appointing Kevin O'Neil as Website Editor.



iii. Publication Policies

Jennifer Skeem attended the meeting as a guest to briefly describe to the EC a recent issue she has had with one of the APA journals with respect to publication of an article. Margaret Kovera suggested that the APA Council Representatives, Randy Otto and Beth Wiggins, look at APA's publication policy (if one exists) with respect to this issue and, if appropriate, raise the issue (broadly, not with respect to any one individual author) with APA. Ron Roesch, as book series editor, indicated his agreement that Division 41 needs to be actively involved in looking at APA's response to this issue. The Publications Committee was asked to address this issue in terms of examining the publication policies of other disciplines and developing a policy for *Law and Human Behavior*.

iv. Member-at-Large Replacement

Member-at-Large Mary Connell is unable to attend EC meetings and has asked that she be replaced for the remainder of her term (until August 2009). The EC agreed that they would deal with the issue of appointing her replacement over email.

v. Representative to CAPP

Division 41 has enough members involved in professional practice to be eligible for a representative to the Committee for the Advancement of Professional Practice (CAPP). Randy Otto and Margaret Kovera suggested that the EC solicit interest from the membership of the Division regarding nominations and self-nominations for this position.

V. Reports

i. Book Award

Richard Redding reported that this year's award went to William Foote and Jane Goodman-Delahunty for their 2005 book, *Evaluating sexual harassment: Psychological, social, and legal considerations in forensic examinations*. The authors presented their award address at the 2007 conference in Australia. The committee will consider nominations for the 2007-2008 award at the end of 2008.

ii. Fellows Committee

Edie Greene reported that five individuals were currently being considered by the committee: two of the nominees are APA

Fellows from other divisions of APA and two were nominated to become honorary distinguished members of APLS. One candidate for initial Fellow designation has been approved by the Fellows Committee and will be put forward for approved by APA Council in August.

iii. Forensic Specialty Council

Ira Packer reported that the Forensic Specialty Council completed two important projects in the fall of 2007. The first was the Education and Training Guidelines for Forensic Psychology. These guidelines were endorsed by the Council of Specialties in Professional Psychology (CoS) and sent to APA's Commission on Accreditation. Thus, for the first time, postdoctoral fellowships in Forensic Psychology can apply for accreditation. These guidelines should also be helpful to students interested in obtaining training that will allow them to eventually specialize in Forensic. These guidelines can be accessed at <http://umassmed.edu/forensicpsychology> by clicking on the Education and Training link on the left side.

The second project completed was the Petition for Renewal of Recognition as a Specialty in Professional Psychology. Forensic Psychology was originally recognized as a specialty in 2001 and this process needs to be renewed every 7 years. The petition will be reviewed by APA (CRSPPP) this spring and the committee expects formal renewal to be granted shortly thereafter.

Ira Packer was elected President of CoS for 2008-2009.

iv. Interdisciplinary Grant Committee

Gail Goodman reported that two proposals for interdisciplinary grants were received; however, the committee declined to fund either proposal, as neither was particularly interdisciplinary. Joel Dvoskin suggested that a brief column outlining the criteria for the awards be published in the newsletter. Given the wide variability in the number of proposals received each year, it is likely that breadth in advertising is important.

v. Grants-in-Aid

Elizabeth Bennett reported that the committee reviewed 19 proposals for the fall 2007 funding cycle. All proposals were funded: 15 (79%) of the recipients were

female and 4 (21%) were male. A total of \$10,370.00 was awarded. The committee received more submissions for projects in legal psychology (11) than for projects addressing clinical/forensic issues (8). Since there were fewer applicants than usual last spring (as a result of the new requirement for IRB approval before reviewing proposals), the committee had more money than usual to give out this fall. The committee has 21 proposals for the winter cycle and do not anticipate this same pattern of funding all proposals.

vi. Mentorship Committee

Ryann Leonard reported that the committee sponsored a successful mentorship breakfast at the 2006 conference in St. Petersburg and that they are sponsoring another breakfast at the 2008 Jacksonville conference. In addition, the committee continues to recruit "year-round" mentors from both clinical and non-clinical areas. Anyone interested in being an AP-LS mentor can contact Ryann at ryannl@bigbend.edu. Finally, the mentorship website is up and running and is located at <http://www.ap-ls.org/about/mentorship/html>.

vii. Minority Affairs Committee

Roslyn Caldwell reported that the Ambassador's Program appears to be running successfully, with a number of ambassadors visiting various Historically Black Colleges and Universities (HBCU) and Hispanic Serving Institutions (HSI) in California, Texas, Georgia, Florida, and South Carolina. In addition, the AP-LS Handbook has been updated and sent by the committee to a number of HBCUs, HSIs, and Minority Serving Institutions. Roslyn indicated that the next step forward for the Ambassador's Program will be to begin building pipelines with some of the schools visited, such as creating internships so that these students can get funded summer placements through Government programs such as McNair, Trio, or Upward Bound. The intention is for these pipelines to smooth the path from undergraduate to graduate school for these students. Roslyn and her committee will develop a proposal for developing these pipelines with the assistance of a Government funding partner the next EC meeting.

The MAC presented five travel awards, one in the amount of \$500 and four in the amount of \$250.

Finally, the MAC will be sponsoring two events at the 2008 Jacksonville conference: a social hour open to all conference attendees and an Ambassador's Program Building Bridges Luncheon wherein McNair scholars have been invited from four local HBCUs.

viii. Teaching, Training, and Careers Committee

Mark Costanzo reported that the committee has been involved in a number of activities: a directory of psychology and law graduate programs has been completed and will soon be posted to the AP-LS website; the *Handbook of Teaching Materials* for undergraduate courses in psychology and law has been updated and will be available online; a pre-conference seminar on how to get the most out of attending the conference will be held in Jacksonville; the committee has published five "Teaching Techniques" articles in the AP-LS Newsletter; a PowerPoint presentation to introduce high school students to the field of psychology and law will be developed; the *Predocutorial Internships in Psychology and Law Guide* has been updated and is available online; and the committee continues to collect psychology and law syllabi to post on the website.

A number of excellent nominations were received for the 2007 *AP-LS Award for Outstanding Teaching and Mentoring in the Field of Psychology and Law* and the award was given to Dick Reppucci from the University of Virginia.

ix. Undergraduate Paper Award

Veronica Stinson reported that two submissions were received for this award last year. First prize went to Haley Deveau and the 2nd prize went to Kaitlin Bountress. These students were recognized at a poster session at APA.

The committee noted two problems. First, despite efforts to advertise widely, few submissions have been received. This is most likely due to the fall submission deadline, which requires a student to submit a paper from the previous academic year. The committee has moved the deadline to early summer to facilitate students sub-

mitting papers shortly after the end of the academic year so as to increase the number of submissions. The second problem noted is with respect to the issue of independence and how this is to be weighted (papers are judged on five criteria—originality, quality, contribution, presentation, and independence).

x. APLS Liaison to APA Early Career Psychologist Network

Lora Levett reported that a grant workshop for early career psychologists followed by a lunch wherein a brainstorming session will be held on how best to retain students into early career as members of AP-LS has been organized for Jacksonville. Early Career Psychologists (ECPs), as a group, are more diverse than those who are later on in their careers, thus retention of this group becomes even more important. The APA Committee on ECPs recently conducted a survey of more than 4000 ECPs. The results will be available at the end of March. Lora is working on a database of ECPs within the Division as a means of being better able to serve, support, and provide information to this group. Several means of attracting and retaining this group have been proposed, including a seed grant program and a graduated dues structure. Continued discussion of these possible initiatives is warranted.

xi. Conference Advisory Committee

Tonia Nicholls reported that this committee has been focused on four primary goals: clarifying the criteria used to evaluate student travel awards; obtaining external funding for the student travel awards; identifying the awardees for the 2008 meeting in Jacksonville, and vetting potential chairs for upcoming AP-LS and APA conferences.

The committee has revised the review process so that student travel awards will be merit-based; recognize Division 41's diversity and, therefore, support our commitment to novel and emerging research; and large enough to make a meaningful impact on both student vita's and expenses. A specific number of awards will be allotted to each research area. Once the criteria have been finalized, they will be distributed prior to the submission deadline for the 2009 conference. Recipients of the 20 merit-based travel awards for Jacksonville will be announced at the conference.

The co-chairs for APA 2009 are Veronica Stinson and Nancy Ryba.

xii. Nominations & Elections

Joel Dvoskin reported that the slate of officers for the upcoming elections has been selected. Ed Mulvey and Barry Rosenfeld will run for President-Elect, Eve Brank and Joel Lieberman for Secretary, Bill Fotte and Gerry Koocher for APA Council Representative, and Natacha Blaine and Antoinette Cavanaugh for Member-at-Large. Congratulations to all nominees.

xiii. SGFP Revisions Committee

Randy Otto made a budget request in the amount of \$150 for expenses associated with these revisions (photocopying, etc). Beth made a motion to give him the requested amount; Kevin seconded the motion; motion passed unanimously.

Randy reported that a third draft of the revised guidelines has been completed and posted online and will be presented and discussed in Jacksonville. Anyone who wishes to make a comment about the most recent draft can send comments to sgfpdraft@yahoo.com. The committee hopes that after one quick set of revisions (no later than this summer) the document will be ready to submit to APLS and AAFP for consideration and adoption, after which it would be submitted to APA as proposed guideline, which are subject to the APA review process.

xiv. Law and Human Behavior

Brian Cutler reported that during the period of January 1 through December 31, 2007, LHB received 169 original manuscript submissions, an increase of 5% (8 manuscripts) over the same period in 2006. The 2007 rejection rate was 78%, comparable to previous years. In most cases, authors received feedback on their original submissions in two months or less. At the time of the meeting, there were 30 accepted manuscripts in the publication pipeline, most of which had been published in the Online First section of Springer's web page. There were 25 manuscripts under review, and 30 manuscripts in revise and resubmit or accept with minor revision status. Journal operations continue to run smoothly. The editorial team welcomed five new members to the 2008 Editorial Board and expressed its appreciation to three who left the editorial board.



xv. Newsletter

Jennifer Groscup reported that Dave DeMatteo has completed his term as the Editor and author of the Legal Update column. Starting with the Fall 2007 issue of the Newsletter, Jeremy Blumenthal has taken over Editorship of the column. Jen and the EC would like to thank Dave DeMatteo for his service to AP-LS as outgoing editor and author of Legal Update.

Jen is interested in developing new columns for the Newsletter that would be of interest to the AP-LS membership. Discussion of a Corrections Committee column began in San Francisco and will continue to develop this year. In addition, discussion of a column devoted to Early Career Psychologist issues is proceeding. Finally, anyone interested in organizing a column on diversity issues should contact Jen as she has a strong interest in having a regular column devoted to diversity in psychology and law.

xvi. Book Series Report

Ron Roesch reported that recently published books from the AP-LS book series are on display at the conference, including the latest book in the series by Larry Wrightsman, entitled *Oral Arguments Before the Supreme Court*. Anyone interested in submitting a proposal for a new book to be published as part of the AP-LS book series should contact Ron Roesch.

xvii. Report of APA Council Representatives

Beth Wiggins reported that a summary of APA Council activities will be published in the Newsletter.

VI. Old Business

i. Law and Human Behavior Contract

Brian Cutler, Editor, provided an update on the LHB contract negotiations with Springer. He reported that we were close to coming to an agreement about a contract but that negotiations would continue through the course of the APLS meeting as representatives from Springer were in attendance. Joel Dvoskin made a motion to give the publications committee the authorization to seal the deal with Springer after trying to negotiate further as they deemed necessary; seconded by Randy Otto; passed unanimously. The EC owes a debt of thanks to Jesse Raben, Will

Schweitzer, and Susan Harris from APA for all their help with this contract and these negotiations. The EC also thanks the Publications Committee for all their hard work on these negotiations.

ii. Results of the by-law revision vote

Margaret Kovera reported that the by-laws revisions were voted on by the Division membership and passed successfully.

The next meeting will be held in August 2008 in Boston, Massachusetts at the APA Meeting.

The meeting was adjourned at 11:40am.

Respectfully submitted,
Patricia A. Zapf

Book and Test Reviews

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

2008 AP-LS Budget

INCOME	Final 2007 Budget
Dues & Contributions	\$ 182,333.00
LHB Editorial Expenses	\$ 18,750.00
Interest Income	\$ 19,130.00
Royalties	\$ 89,902.59
AP-LS Conference	\$ 0.00
Advertising	\$ 0.00
Miscellaneous	\$ 498.50
TOTAL INCOME	\$ 310,614.09
EXPENSES	
Meetings & Conferences:	
APA Convention Program	\$ 15,037.89
APA EC Meeting	\$ 3,770.12
APLS EC meeting at APA	\$ 16,924.18
Midwinter EC Meeting	\$ 10,849.29
APLS Conference	\$ 2,639.27
Div. Leadership Conference	\$ 462.88
SUB-TOTAL	\$ 49,683.63
Publications:	
Newsletter Expenses	\$ 0.00
Subscriptions to LHB	\$ 54,676.45
Editor Expenses for LHB	\$ 13,596.29
Web Site Expenses	\$ 1,655.40
SUB-TOTAL	\$ 69,928.14
Administrative Costs:	
General Operating Exp.	\$ 47,510.45
Presidential Expenses	\$ 2,500.00
Treasurer Expenses	\$ 61.73
SUB-TOTAL	\$ 50,072.18
Awards and Committees:	
Awards & Dissertations	\$ 6,117.68
Grants-in-Aid	\$ 17,540.00
Interdisciplinary Grant	\$ 5,000.00
Student Committee	\$ 0.00
Education Outreach Comm.	\$ 0.00
Minority Affairs Comm.	\$ 11,997.85
Careers & Teaching Comm.	\$ 860.00
Rels w/ Other Organizations	\$ 0.00
Mentoring Comm.	\$ 0.00
Specialty Guidelines	\$ 0.00
Corrections Committee	\$ 0.00
SUB-TOTAL	\$ 41,515.53
Other:	
Miscellaneous	\$ 0.00
SUB-TOTAL	\$ 0.00
TOTAL EXPENSES	\$ 211,199.48
PROJECTED NET	\$ 99,414.61

Research Briefs

Editor: Marc Boccaccini, Ph.D.

Ashford, J. B., Wong, K. W. & Sternbach, K. O. (2008). **Generic correctional programming for mentally ill offenders: A pilot study.** *Criminal Justice and Behavior*, 35, 457-473. Mentally disordered inmates who completed a cognitive intervention program ($n=47$) had lower general and violent recidivism rates than those who participated in treatment-as-usual ($n=31$). The cognitive intervention was designed to target criminal thought patterns as well as hostile attributions.

Baum, L.J., Erez, E., & Gregory, C., (2008). **Predictive validity of the MMPI-2 Restructured Clinical (RC) scales in a batterer intervention program.** *Journal of Personality Assessment*, 90, 129-135. In a sample of first time domestic offender males ($N=436$), the MMPI-2 RC9 scale was a significant predictor of treatment outcome and recidivism.

Gunter, T. D., Arndt, S., Wenman, G., Allen, J., Lovell, P., Sieleni, B., & Black, D. W. (2008). **Frequency of mental and addictive disorders among 320 men and women entering the Iowa prison system: Use of the MINI-Plus.** *Journal of the American Academy of Psychiatry and the Law*, 36, 27-34. Adult offenders ($N=320$) were assessed using the Mini-International Neuropsychiatric Interview-Plus (MINI-Plus). Results indicated that many (90%) offenders met criteria for a current or lifetime psychological disorder (e.g. mood disorder, anxiety). The rates of mood, anxiety, and substance use disorders were higher in this sample than in community samples.

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

Hollin, C. R., McGuire, J., Hounscome, J. C., Hatcher, R. M., Bilby, C. A. L. & Palmer, E. J. (2008). **Cognitive skills behavior programs for offenders in the community: Are conviction analysis.** *Criminal Justice and Behavior*, 35, 269-283. There was no overall significant difference in re-conviction rates between offenders assigned to one of three cognitive-behavioral programs ($n=2,186$) and those in a control group ($n=2,749$); however, offenders who completed a program were at less risk for re-conviction (39.77% recidivism) than offenders who began but did not complete a program (75.25%), offenders who were assigned to a program but did not begin (78.04%), and the control group (64.79%).

Hornsveld, R.H., Nijman, H.L.I., & Kraaimaat, F.W., (2008). **Aggression control therapy for violent forensic psychiatric patients: First results.** *Psychology, Crime & Law*, 14, 1-18. Violent offender outpatients ($n=200$) and inpatients ($n=136$) had higher neuroticism scores and lower agreeableness scores than normative samples. Outpatients dropped out of Aggression Control Therapy more frequently than inpatients. Hostility, aggressive behavior, and social anxiety were lower in those who completed treatment.

Ireland, J. L. & Qualter, P. (2008). **Bullying and social and emotional loneliness in a sample of adult male prisoners.** *International Journal of Law and Psychiatry*, 31, 19-29. Adult male inmates ($N=241$) completed a questionnaire about bullying experiences. Almost half (48%) reported at least one instance of being bullied, while less than a third (29%) reported having bullied others. Social and emotional loneliness were positively correlated with bullying victimization.

Kjellin, L., Östman, O. & Östman, M. (2008). **Compulsory psychiatric care in Sweden: Development 1979-2002 and area variation.** *International Journal of Law and Psychiatry*, 31, 51-59. A review of public reports regarding Swedish civil commitment and forensic psychiatric care revealed that while involuntary hospitalization decreased by 80% from 1979 to 2002, the proportion of civilly committed forensic patients increased from 10% to 50% and the overall proportion of forensic patients increased from 3% to 20%.

Letourneau, E. J., Chapman, J. E., & Schoenwald, S. K. (2008). **Treatment outcome and criminal offending by youth with sexual behavior problems.** *Child Maltreatment*, 13, 133-144. In a sample of 1,1881 children with serious behavior problems, those whose care-

takers rated them as having sexual behavior (e.g. inappropriate touching) problems ($n=696$) were found to have more psychopathology post treatment than children with no sexual problems ($n=1,185$). Children in both groups showed equally high rates of both sexual and nonsexual reoffending.

Øhlenschläger, J., Nordentoft, M., Thorup, A., Jeppesen, P., Petersen, L., Christensen, T. Ø., et al. (2008). **Effect of integrated treatment on the use of coercive measures in first-episode schizophrenia-spectrum disorder: A randomized clinical trial.** *International Journal of Law and Psychiatry*, 31, 72-76. Incidents of coercive treatment were identified from the records of schizophrenia patients ($N=328$). The researchers found no differences in coercive treatment between patients in a standard treatment group and those exposed to an integrated treatment model.

O'Keefe, M.L., (2007). **Administrative segregation for mentally ill inmates.** *Mental Health Issues in the Criminal Justice System*, 1, 149-165. In a sample of 17,250 inmates grouped as offenders with mental illness (OMIs) or without mental illness (nonOMIs), OMIs were over-represented in administrative segregation and had the highest LSI-R scores.

O'Keefe, M.L. & Schnell, M.J., (2007). **Offenders with mental illness in the correctional system.** *Mental Health Issues in the Criminal Justice System*, 1, 81-104. In a sample of 26,161 inmates, the admission of offenders with mental illness (OMIs) did not appear to increase dramatically over time,



although there was a slight increase in the last year of a five-year period.

Psarra, V., Sestrini, M., Santa, Z., Petsas, D., Gerontas, A., Garnetas, C. & Kontis, K. (2008). **Greek police officers' attitudes towards the mentally ill.** *International Journal of Law and Psychiatry*, 31, 77-85. Greek police officers who had participated in psychiatric patient transfers ($N = 156$) completed questionnaires designed to assess their perceptions regarding mental disorders; the majority reported a belief that such patients are violent, unpredictable, and should be hospitalized permanently.

Skeem, J. L., Louden, J.E., Polaschek, D., & Camp, J., (2007). **Assessing relationship quality in mandated community treatment: Blending care with control.** *Psychological Assessment*, 19, 397-410. The Dual-Role Relationship Inventory (DRI-R) was developed to assess therapeutic alliance in mandated psychiatric treatment for probationers in 2 studies, ($n = 90$, $n = 322$). Internal consistency was excellent for the measure's total score ($\alpha = .95$). The measure was also a significant predictor of rule compliance and time to noncompliance.

Steiner, B. & Wooldredge, J. (2008). **Inmate versus environmental effects on prison rule violations.** *Criminal Justice and Behavior*, 35, 438-456. An examination of data from the 1991 Survey of Inmates in State Correctional Facilities ($N = 9,828$) and the 1997 Survey of Inmates in State and Federal Correctional Facilities ($N = 10,022$) suggested that age, prior conviction, pre-arrest drug use, and program participation were all significant predictors of inmate misconduct.

Sullivan, C.J., Sacks, S., McKendrick, K., Banks, S., Sacks, J. Y., & Stommel, J., (2007). **Modified therapeutic community treatment for offending with co-occurring disorders: Mental health outcomes.** *Mental Health Issues in the Criminal Justice System*, 1, 227-247. Male inmates with co-occurring disorders ($N = 185$) were randomized into a Modified Therapeutic Community or a Standard Mental Health group. Symptom decrease over a 12 month period was positive for both groups. Substance use prevention appeared more important for prevention of self-reported criminality and re-incarceration than alleviating mental health symptoms.

DELIQUENCY/ ANTISOCIAL BEHAVIOR

Amato, J. M., Cornell, D. G. & Fan, X. (2008). **Adolescent psychopathy: Factor structure and correspondence with the Millon Adolescent Clinical Inventory.** *Criminal Justice and Behavior*, 35, 294-310. A correctional sample of incarcerated male youths ($N = 127$) and a psychiatric sample of hospitalized males and females ($N = 100$) were administered a modified PCL-R (equivalent to the PCL:YV) and the MACI. The Cooke and Michie three-factor model and Hare four-factor model each provided good CFA fit; further analysis showed that factors within these two models positively correlated with similar factors from the MACI.

Barkataki, I., Kumari, V., Das, M., Sumich, A., Taylor, P., & Sharma, T. (2008). **Neural correlates of deficient response inhibition in mentally disordered violent individuals.** *Behavioral Sciences and the Law*, 26, 51-64. The researchers found that impaired volun-

tary inhibition was more common in males with a history of violence and Antisocial Personality disorder than in males with a history of violence and schizophrenia. The authors suggest that caudate dysfunction may be associated with deficient inhibition and violence in schizophrenia.

Barry, T. D., Barry, C. T., Deming, A. M. & Lochman, J. E. (2008). **Stability of psychopathic characteristics in childhood: The influence of social relationships.** *Criminal Justice and Behavior*, 35, 244-262. Parent and teacher reports regarding psychopathic traits in children ($N = 80$) remained stable over a three-year period; social variables, such as peer preference and social competence, however, appeared to moderate the stability of these characteristics.

Bishop, D. & Hare, R.D., (2008). **A multidimensional scaling analysis of the Hare PCL-R: Unfolding the structure of psychopathy.** *Psychology, Crime & Law*, 14, 117-132. A multidimensional analysis of PCL-R scores from male offenders ($N = 4,630$) supported a four-factor structure of psychopathy and suggested that psychopathy is an extreme version of core personality dimensions.

Branson, C. E., & Cornell, D. G. (2008). **Correspondence of the Millon Adolescent Clinical Inventory (MACI) and the Personality Inventory for Youth (PIY) in juvenile offenders.** *Journal of Forensic Psychology Practice*, 7, 65-100. In a sample of 105 incarcerated juvenile offenders who completed the MACI and PIY, 79% of the intercorrelations between the MACI and PIY scales were statistically significant; however most juvenile offenders did not obtain

clinically significant elevations on both MACI and PIY delinquency scales.

De Oliveira-Souza, R., Moll, J., Ignácio, F. A. & Hare, R. D. (2008). **Psychopathy in a civil psychiatric outpatient sample.** *Criminal Justice and Behavior*, 35, 427-437. The PCL:SV was administered to Brazilian outpatients at a civil psychiatric facility ($N = 50$; 19 men, 31 women); overall scores were lower for females than males. 60% of the sample scored 18 or greater on the Affective and Lifestyle factors (79% of males, 48% of females).

DiCataldo, F., & Everett, M. (2008). **Distinguishing juvenile homicide from violent juvenile offending.** *International Journal of Offender Therapy & Comparative Criminology*, 52, 158-174. Compared to juvenile offenders charged with or convicted of violent, nonhomicide offenses ($n = 38$), juveniles charged with or convicted of homicide ($n = 33$) reported greater availability of guns and were more likely to use substances during the crime.

Drerup, L. C., Croysdale, A., & Hoffmann, N. G. (2008). **Patterns of behavioral health conditions among adolescents in a juvenile justice system.** *Professional Psychology: Research and Practice*, 39, 122-128. In a sample of 519 male and 78 female juvenile offenders, most juveniles (92% male and 97% female) met criteria for at least one mental health disorder.

Edens, J.F., Poythress, N.G., Lilienfeld, S.O., Patrick, C.J., & Test, A., (2008). **Further evidence of divergent correlates of the psychopathic personality inventory factors: Predictions of institutional miscon-**

duct among male prisoners. *Psychological Assessment*, 20, 86-91. Male offenders ($N=131$) completed the Psychopathic Personality Inventory (PPI) to examine criterion related validity (predict institutional misconduct) for two dimensions of the PPI: Fearless-Dominance (PPI-I) and Impulsive-Antisociality (PPI-II). Results suggest stronger effects for the PPI-II, with respect to who would engage in misconduct and how quickly.

Ferguson, C. J., Rueda, S. M., Cruz, A. M., Ferguson, D. E., Fritz, S. & Smith, S. M. (2008). **Violent video games and aggression: Causal relationship or byproduct of family violence and intrinsic violence motivation?** *Criminal Justice and Behavior*, 35, 311-332. In Study 1, the trait-level aggressiveness and video game preferences of undergraduates ($N=101$) were assessed before they played either violent or non-violent video games; participants also performed a task designed to measure current levels of aggressiveness. There was no association between video game violence and current aggression levels. Study 2 utilized the same procedures ($N=428$), but found that family violence and trait aggression were better predictors of violent behavior than exposure to violent video games.

Fite, P. J., Greening, L., & Stoppelbein, L. (2008). **Relation between parenting stress and psychopathic traits among children.** *Behavioral Sciences and the Law*, 26, 239-248. In a study of parents whose children were admitted to a child psychiatric inpatient unit ($N=212$), parenting stress was associated with callous/unemotional features in children. Attachment problems were associated with high lev-

els of narcissism and callous/unemotional traits in children.

Ford, J. D., Chapman, J. F., Pearson, G., Borum, R., & Wolpaw, J. M. (2008). **Psychometric status and clinical utility of the MAYSI-2 with girls and boys in juvenile detention.** *Journal of Psychopathology and Behavioral Assessment*, 30, 87-99. A sample of 479 juveniles completed the MAYSI-2 to examine the internal consistency and validity of the modified subscales. Results suggest the MAYSI-2 is a valid instrument for identifying juveniles at risk for mental health disorders and substance abuse problems.

Guy, L.S., Poythress, N.G., Douglas, K.S., Skeem, J.L., & Edens, J.F. (2008). **Correspondence between self-report and interview-based assessments of antisocial personality disorder.** *Psychological Assessment*, 20, 47-54. In a sample of 1,345 offenders, self-report measures of ASPD from the Personality Diagnostic Questionnaire-4 and PAI were moderately to strongly correlated with APSD symptoms as measures by the SCID-IV Axis-II. However, agreement between the self-report measures for classifying participants as meeting APSD criteria was limited.

Hensley, C., & Tallichet, S. E. (2008). **The effect of inmates' self-reported childhood and adolescent animal cruelty: Motivations on the number of convictions for adult violent interpersonal crimes.** *International Journal of Offender Therapy & Comparative Criminology*, 52, 175-184. Interviews with 261 prison inmates revealed that an increase in the number of motives for animal cruelty led to an increase in the number of violent crime convictions. The most common motive for abus-

ing animals was anger; however, animal cruelty motivated by a desire for fun was significantly predictive of adult interpersonal violence.

Hoeve, M., Blokland, A., Dubas, J. C., Loeber, R., Gerris, J. R. M., & van der Laan, P. H. (2008). **Trajectories of delinquency and parenting styles.** *Journal of Abnormal Child Psychology*, 36, 223-235. A cohort of boys ($N=503$) and their families completed questionnaires to assess parenting style and level of delinquency biannually from ages 6 to 20. Results indicated five unique trajectories for juvenile behavior: nondelinquent, minor persisting, moderate desisting, serious persisting, and serious desisting.

Kenney, D.T., Lennings, C.J., & Nelson, P.K., (2007). **The mental health of young offenders serving orders in the community: Implications of rehabilitation.** *Mental Health Issues in the Criminal Justice System*, 1, 123-148. In a sample of 800 juvenile offenders: 40% reported severe externalizing disorder symptoms, 25% reported high levels of psychological distress, 9% reported previous suicide attempts, and 33% reported treatment or diagnosis from a professional.

Laird, R. D., Criss, M. M., Pettit, G. S., Dodge, K. A., & Bates, J. E. (2008). **Parents monitoring knowledge attenuates the link between antisocial friends and adolescent delinquent behavior.** *Journal of Abnormal Child Psychology*, 36, 299-310. Adolescents ($N=504$) were followed from age 12 to age 16. During this time, both children and parents completed reports on the juveniles, delinquent behavior. Additionally, parents completed questionnaires about their knowledge of their child's life and the adolescents com-

pleted questionnaires about their perceptions of their friend's antisociality. Results indicated two trajectories of parental knowledge, with the group with lower parental knowledge reporting higher rates of delinquent behaviors.

Larsson, H., Viding, E. & Plomin, R. (2008). **Callous-unemotional traits and antisocial behavior: Genetic, environmental, and early parenting characteristics.** *Criminal Justice and Behavior*, 35, 197-211. Ratings of CU trait levels, antisocial behavior, and parenting style were extracted from the Twins Early Development Study. Children who had received negative discipline and emotions from their caregivers were more likely to exhibit antisocial behavior and callous unemotional traits; however, early parenting characteristics were no longer associated with these outcomes once early childhood behavior was considered.

Leistico, A. M. R., Salekin, R. T., DeCoster, J., & Rogers, R. (2008). **A large-scale meta-analysis relating the Hare measures of psychopathy to antisocial conduct.** *Law and Human Behavior*, 32, 28-45. In a meta-analysis of 95 studies ($N=15,826$), the mean weighted effect sizes for the relation between PCL measures and antisocial behavior were .55 for PCL-Total, .38 for PCL-F1, and .60 for PCL-F2. Type of offenses and age were not significant moderators of the overall effects. Country of study, race, gender, length of follow-up, type of setting, information used to score PCL, and independence of PCL and outcome assessments were statistically significant moderators of the overall effects.



Lynam, D. R., Loeber, R. & Stouthamer-Loeber, M. (2008). **The stability of psychopathy from adolescence into adulthood: The search for moderators.** *Criminal Justice and Behavior*, 35, 228-243. Males were assessed for psychopathy at age 13 and again at age 24 ($N = 250$). The relationship between the two scores was moderated for some participants by parental punishment style, peer delinquency, and family SES; adolescents with high psychopathy scores tended to have high adult scores regardless of moderator level. Low scoring adolescents who grew up within a lower SES, had delinquent friends, and experienced more physical punishment tended to score higher as adults.

Marcus, D. K., Ruscio, J., Lilienfeld S. O. & Hughes, K. T. (2008). **Converging evidence for the latent structure of Antisocial Personality Disorder: Consistency of taxometric and latent class analyses.** *Criminal Justice and Behavior*, 35, 284-293. Taxometric analyses of data from the Collaborative Study on the Genetics of Alcoholism ($N = 6,795$) suggested that ASPD has a dimensional latent structure; the presence of APSD was determined through an examination of the ASPD section of the Semi-Structured Assessment for the Genetics of Alcoholism.

Modecki, K. L. (2008). **Addressing gaps in the maturity of judgment literature: Age differences and delinquency.** *Law and Human Behavior*, 32, 78-91. Maturity of judgment, antisocial decision making, age, and gender significantly predicted delinquency among community samples of adolescents ($n = 136$), college

students ($n = 255$), young adults ($n = 145$), and adults ($n = 146$). Among separate samples of 61 male adolescents and 91 male juvenile detainees, antisocial decision making, average grades in school, and SES significantly predicted delinquency.

Mouridsen, S. E., Rich, R., Isager, T., & Nedergaard, N. J. (2008). **Pervasive developmental disorders and criminal behaviour.** *International Journal of Offender Therapy & Comparative Criminology*, 52, 196-205. A review of criminal records for 313 former child psychiatric inpatients with pervasive developmental disorders (PDD) indicated that persons with PDD are at a generally low risk for criminal behavior. Those who had committed arson were significantly more likely to have been diagnosed with atypical autistic disorder or Asperger's syndrome than other developmental disorders.

Muller, J. L., Sommer, M., Dohnel, K., Weber, T., Schmidt-Wilcke, T., & Hajak, G. (2008). **Disturbed prefrontal and temporal brain function during emotion and cognition interaction in criminal psychopathy.** *Behavioral Sciences and the Law*, 26, 131-150. Using a sample of 12 healthy controls and 10 persons with high levels of psychopathy, the authors found a correlation between impaired emotion-cognition interaction and changed prefrontal and temporal brain activation in the high psychopathy group. Those high in psychopathy differed from controls in the structure and function of the right superior temporal gyrus.

Muñoz, L. C., Frick, P. J., Kimonis, E. R., & Aucoin, K. J. (2008). **Types of aggression, responsiveness to provocation, and callous-unemotional**

traits in detained adolescents. *Journal of Abnormal Child Psychology*, 36, 15-28. Male adolescents ($N=85$) who were in a juvenile detention center played a video game, which they believed was also being played by a competitor, in one of two conditions: low or high level of provocation from competitor. Youths who were high in both proactive and reactive aggression were most likely to show highly aggressive responses without provocation, endorse higher levels of callous-unemotional traits, and lower levels of physiological reactivity. Participants high in only reactive aggression responded more aggressively to low provocation situations than participants who were high in both reactive and proactive aggression.

Muñoz, L. C., Kerr, M. & Besic, N. (2008). **The peer relationships of youths with psychopathic personality traits: A matter of perspective.** *Criminal Justice and Behavior*, 35, 212-227. Swedish schoolchildren were evaluated using the Youth Psychopathic traits Inventory, as well as a number of instruments designed to determine their opinion regarding relationships with "important" peers ($N = 667$). Children with psychopathic traits tended to choose delinquent peers, were more likely to participate in antisocial activities, and to report greater conflict within their relationships; the peers of these children, however, did not report the same level of conflict.

Pardini, D. A. & Loeber, R. (2008). **Interpersonal callousness trajectories across adolescence: Early social influences and adult outcomes.** *Criminal Justice and Behavior*, 35, 173-196. Initial and follow-up ratings of interpersonal callousness (IC) as well as behavior, parenting style, and

adult outcome were extracted from the 1987-1988 Pittsburgh Youth study ($N = 506$). Behavioral problems and poor parent-child communication difficulties were found to be the best predictors of adolescent IC. In addition, while individual IC trajectories varied among individuals, the overall trajectory for the sample did not substantially change over time.

Sellbom, M., Ben-Porath, Y.S., & Stafford, K.P., (2007). **A comparison of MMPI-2 measures of psychopathic deviance in a forensic setting.** *Psychological Assessment*, 19, 430-436. MMPI-2 psychopathy related scores (Scale 4, RC4, DISC, ASP) were compared to PCL-SV scores and behavioral correlates of psychopathy in two forensic samples ($n = 78$ and $n = 1240$). Overall, RC4 outperformed the other MMPI-2 measures for measuring psychopathic traits.

Silver, E., Felson, R. B., & Vaneseltine, M. (2008). **The relationship between mental health problems and violence among criminal offenders.** *Criminal Justice and Behavior*, 35, 405-426. Mentally disordered inmates were more likely to have been convicted for assaultive and sexually violent crimes than for property or drug crimes, according to the 1997 Survey of Inmates in State and Federal Correctional Facilities ($N = 17,248$).

Silverman, J. R. & Caldwell, R. M. (2008). **Peer relationships and violence among female juvenile offenders: An exploration of differences among four racial/ethnic populations.** *Criminal Justice and Behavior*, 35, 333-343. An investigation of the interaction between peer relationships and violent behavior for female juvenile offenders ($N = 128$)

found that with regard to violent behavior, expectations of extrinsic rewards and heightened social status was the strongest predictors for African American participants; peer attitudes regarding delinquent behavior was the strongest predictor for Hispanic participants; and peer association was the strongest predictor for Caucasian participants.

Sreenivasan, S., Walker, S.C., Weinberger, L.E., Kirkish, P., & Garrik, T., (2008). **Four-facet PCL-R structure and cognitive functioning among high violent criminal offenders.** *Journal of Personality Assessment, 90*, 197-200. In a sample of highly violent inmates ($N = 126$), PCL-R scores were not associated with measures of cognitive ability. Historical level of violence was significantly correlated with Facet 2 of the PCL-R.

Stewart, A., Livingston, M., & Dennison, S. (2008). **Transitions and turning points: Examining the links between child maltreatment and juvenile offending.** *Child Abuse & Neglect, 32*, 51-66. Records of children who were identified by child protective services (CPS) as having been maltreated ($N = 5,849$) were examined to evaluate the number of distinctive trajectories of maltreatment and the relationship between juvenile offending and those trajectories. Researchers identified six different trajectories, with the peak of maltreatment occurring during transitions from either preschool to primary school or from primary to secondary school. Juvenile delinquency was more common in children who experienced maltreatment in adolescence.

Vaughn, M. G., Wallace Jr., J. M., Davis, L. E., Fernandes, G. T., & Howard, M. O. (2008).

Variations in mental health problems, substance use, and delinquency between African American and Caucasian juvenile offenders: Implications for reentry services. *International Journal of Offender Therapy & Comparative Criminology, 52*, 311-329. A sample of 723 incarcerated youth completed multiple measures examining mental health, delinquency and victimization. African American offenders reported lower levels of mental health problems than Caucasians, but higher levels of delinquency. African American offenders reported higher levels of exposure to violence and a higher incidence of being victims of violence.

Woolard, J. L., Harvell, S., & Graham, S. (2008). **Anticipatory injustice among adolescents: Age and racial/ethnic differences in perceived unfairness of the justice system.** *Behavioral Sciences and the Law, 26*, 207-226. Individuals between 11 and 24 years old ($N = 1,393$) completed questionnaires assessing their expectations of fair treatment in the legal system. Ethnic minorities and individuals with more system experience (e.g. spent time in jail or a detention center) expected greater injustice across various legal contexts.

FORENSIC ASSESSMENT

Green, D., Rosenfeld, B., Dole, T., Pivovarova, E., & Zapf, P. A. (2008). **Validation of an abbreviated version of the Structured Interview of Reported Symptoms in outpatient psychiatric and community settings.** *Law and Human Behavior, 32*, 177-186. Internal consistency of the eight scales of the Structured Interview of Reported Symptoms-Abbreviated (SIRS-A) ranged from .77 to .92 among 87 honest psychiatric participants, and 24

psychiatric and 33 community participants instructed to malingering. ROC analyses indicated an AUC of .92 for distinguishing between honest psychiatric participants and community malingerers and an AUC of .76 for differentiating between honest and malingering psychiatric participants.

Jacobs, M. S., Ryba, N. L., & Zapf, P. A. (2008). **Competence-related abilities and psychiatric symptoms: An analysis of the underlying structure and correlates of the MacCAT-A and the BPRS.** *Law and Human Behavior, 32*, 64-77. Confirmatory factor analysis supported both the original and a modified 3-factor model (Understanding, Reasoning, and Appreciation) of the Mac-CAT-A among men remanded to inpatient psychiatric hospital for evaluation of competency to stand trial ($n = 100$), for restoration of competency ($n = 37$), or found not guilty by reason of insanity ($n = 44$). Exploratory factor analysis supported a 5-factor model for the BPRS (Psychoticism, Thought Disturbance, Depression, Withdrawal, and Mania). All BPRS factors except Depression were negatively related to Mac-CAT-A.

Kucharski, L. T., & Duncan, S. (2008). **Interpretation of extreme MMPI-2 protocols: Use of the MMPI-2 infrequency psychopathology (Fp) and the infrequency correctional (Fc) scales in the detection of malingering.** *Journal of Forensic Psychology Practice, 7*, 101-110. Archival data from 65 male defendants who had completed the SIRS and MMPI-2 suggest that the Fp and Fs scales are useful for detecting malingering, although there is a risk of misclassifying malingerers if strict cutoff scores are used.

Rutledge, E., Kennedy, M., O'Neill, H. & Kennedy, H. G. (2008). **Functional mental capacity is not independent of the severity of psychosis.** *International Journal of Law and Psychiatry, 31*, 9-18. Irish offenders who had been found incompetent to stand trial due to psychosis ($N = 102$) were administered the MacCAT-T, MacCAT-FP, PANSS and GAF. Participants who were found incompetent to offer a plea or to make choices regarding treatment choice scored significantly lower on both the MacCAT-T and the MacCAT-FP; these functional capacity instruments correlated with one another, and with the PANSS and the GAF.

Vitacco, M. J., Jackson, R. L., Rogers, R., Neumann, C. S., Miller, H. A., & Gabel, J. (2008). **Detection strategies for malingering with the Miller Forensic Assessment of Symptoms Test: A confirmatory factor analysis of its underlying dimensions.** *Assessment, 15*, 97-103. Confirmatory factor analysis (CFA) of data from two separate forensic samples ($N_1 = 244$; $N_2 = 210$) supported a 1-factor model for the M-FAST. The latent factor of the M-FAST was more strongly correlated with the SIRS Spurious Presentation factor ($r = .75$) than the Plausible Presentation factor ($r = .61$).

LAW ENFORCEMENT, CONFESSIONS, & DECEPTION

Bennell, C., Corey, S., Taylor, A., & Ecker, J., (2008). **What skills are required for effective offender profiling? An examination of the relationship between critical thinking ability and profile accuracy.** *Psychology, Crime & Law, 14*, 143-157. Students ($N = 36$)



were assessed on profiling accuracy and critical thinking ability using a single case history of a serial murder and the WGCTA-S. Results suggested that the students had good critical thinking skills, but low levels of accuracy on profiling this particular case.

Bollingmo, G.C., Wessel, E.O., Eilertsen, D.E., & Magnussen, S., (2008). **Credibility of the emotional witness: A study of ratings by police investigators.** *Psychology, Crime & Law, 14*, 29-40. Norwegian police officers ($N=69$) viewed a videotape of an actress portraying a rape victim and giving a statement in which one of three emotional reactions were displayed (congruent, neutral, incongruent). The officers gave the actress the highest credibility ratings when she expressed congruent emotions ($\zeta^2 = .012$).

Detrick, P., & Chibnall, J. T. (2008). **Positive response distortion by police office applicants: Association of Paulhus Deception Scales with MMPI-2 and Inwald Personality Inventory Validity Scales.** *Assessment, 15*, 87-96. In a sample of 219 police office applicants (186 males, 33 females), separate multiple regressions indicated that the Inwald Personality Inventory Guardedness Scale and MMPI-2 L, K, and S scales were more strongly correlated with the Paulhus Deception Scales (PDS)-Moralistic Bias Scale (part correlations of .15 to .54) than with the PDS-Egotistic Bias Scale (part correlations of .06 to .19).

Klaver, J. R., Lee, Z., Rose, V. G. (2008). **Effects of personality, interrogation techniques and plausibility in an experimental false confession paradigm.** *Legal & Criminologi-*

cal Psychology, 13, 71-88. Undergraduate students ($N = 219$) completed measures of compliance, self-esteem, locus of control, and suggestibility to investigate if they were related to the elicitation of false confessions about a typing task. Experimental manipulations included minimization, normalizing an apparent accident, and maximization, the use of intimidation and exaggeration, interrogation techniques, and high and low plausibility of a typing mistake. Increases in false confession were related to higher shift scores on the Gudjonsson Suggestibility Scale, the use of minimization techniques, and the plausibility of the alleged mistake.

Korkman, J., Pekka, S., Drzewiecki, T., & Sandnabba, N.K. (2008). **Failing to keep it simple: Language use in child sexual abuse interviews with 3-8 year-old children.** *Psychology, Crime & Law, 14*, 41-60. Child sexual abuse interviews with children aged 3-8 years ($N=43$) were analyzed for long sentences, compound sentences, multiple questions, extended references, and concepts of touch and time. The researchers found high frequencies of long questions and multiple questions, suggesting lack of employing research-supported interviewing techniques.

Lee, Z., Klaver, J.R., & Hart, S.D., (2008). **Psychopathy and verbal indicators of deception in offenders.** *Psychology, Crime & Law, 14*, 73-84. Male offenders ($N=45$) produced a false narrative of a presented video and a true narrative of a personal past offense. CBCA of the Statement Validity Assessment was coded and individuals scoring $e \geq 30$ and those scoring $d \geq 30$ on the PCL-R were compared. Lying partici-

pants scoring > 30 scored significantly higher on accurate details and spontaneous corrections, but truthful participants scoring > 30 were less likely to be judged credible than those scoring < 30 .

McElvain, J. P. & Kposowa, A. J. (2008). **Police officer characteristics and the likelihood of using deadly force.** *Criminal Justice and Behavior, 35*, 505-521. Gender, race, age, education, rank and number of prior shooting incidents were compared between a group of police officers involved in shootings ($n = 314$) and a control group from the same department ($n = 334$). Male officers were more likely than female officers to use deadly force. Non-Hispanic white officers were more likely to be involved in a shooting than were Hispanic officers. More experienced and college educated officers were less likely to use deadly force, while officers involved in a prior incident were significantly more likely to use such force.

Park, J., Schlesinger, L. B., Pinizzotto, A. J., & Davis, E. F. (2008). **Serial and single-victim rapists: Differences in crime-scene violence, interpersonal involvement, and criminal sophistication.** *Behavioral Sciences and the Law, 26*, 227-237. Serial rapists ($n = 22$) were more likely than single-victim rapists ($n = 22$) to display a higher level of criminal sophistication to avoid apprehension. Single-victim rapists were more likely to exhibit violent behaviors and interpersonal involvement with their victims.

Pickel, K.L., Narter, D.B., Jameson, M.M., & Lenhardt, T.T. (2008). **The weapon focus effect in child eyewitnesses.** *Psychology, Crime & Law, 14*, 61-72. Children 4, 5, 7, and 8 years old ($n = 162$) and college

students ($n = 99$) watched a video of a crime or a noncriminal occurrence. Witnesses to the crime were less accurate in their identifications of the suspect when a weapon was present, regardless of age. Schemas were examined by using a weapon which fit the schema or was out of place. Reports were more accurate when the weapon fit the schema.

Porter, S., Doucette, N., Woodworth, M., Earle, J., & MacNeil, B. (2008). **Half the world knows not how the other half lies: Investigation of verbal and non-verbal signs of deception exhibited by criminal offenders and non-offenders.** *Legal & Criminological Psychology, 13*, 27-38. Offenders ($n = 27$) and university students ($n = 38$) showed similar patterns of deceptive behavior when lying about an emotional autobiographic account. Deceptive accounts by both groups contained fewer details than truthful accounts. Offenders smiled less and showed an increase in self-manipulations when lying, but students did not.

Powell, M. B., Fisher, R. P., Hughes-Scholes, C. H. (2008). **The effect of intra- versus post-interview feedback during simulated practice interviews about child abuse.** *Child Abuse & Neglect, 32*, 213-227. Participants from various police and family services organizations ($N=84$) were assigned to one of 3 feedback conditions (no feedback, inter-interview feedback, and post-interview feedback) and given identical interviewing training in order to examine if type of feedback impacted the level of open-ended questions used during a simulated child abuse interview. Results suggested feedback given during the

training has a significant impact on immediate assessments; however, at a 12 week follow up, there were no differences in number of open ended questions in any of the feedback conditions.

Rogers, R., Hazelwood, L. L., Sewell, K. W., Harrison, K. S., & Shuman, D. W. (2008). **The language of Miranda warnings in American jurisdictions: A replication and vocabulary analysis.** *Law and Human Behavior, 32*, 124-136. Content analysis of 356 unique Miranda warnings/waivers indicated the average sentence was fairly complex and that many legalistic terms required at least a 10th grade education/reading ability.

Sheridan, L., North, A., Maltby, J., & Gillett R., (2007). **Celebrity worship, addiction, and criminality.** *Psychology, Crime and Law, 13*, 559-571. Two internet samples, ($n = 1152$ and $n = 1845$, respectively), were used to examine the relation between criminality, celebrity worship, and addiction. Overall, celebrity worship measured by the Celebrity Attitude Scale was positively correlated with addiction measured by the Eysenck Personality Questionnaire (EPQ-R) Addiction Scale, ($r = .15$) and criminality measured by the EPQ-R Criminality Scale, ($r = .31$).

Walsh, D. W., & Milne, R. (2008). **Keeping the PEACE? A study of investigative interviewing practices in the public sector.** *Legal & Criminological Psychology, 13*, 39-57. Investigators analyzed 99 audiotapes of real-life interviews with suspects to compare the recommended sequence and procedure of interviews conducted by trained and untrained investigators. Trained

investigators were more likely than untrained investigators to use open questions. However, both groups had less than optimal performance in the areas of planning, building rapport, covering points that required proving, exploring the suspect's motive, and not summarizing during the interview.

LEGAL DECISION- MAKING/JURY RESEARCH

Butler, B., (2008). **The role of death qualification in venirepersons' susceptibility to victim impact statements.** *Psychology, Crime & Law, 14*, 133-141. Prospective death-qualified jurors ($N=200$) answered questions about testimony from the guilt and penalty phases of a capital trial (half included victim impact statements). The presence of victim statements was associated with increased empathy toward the victim, compassion for victim's survivors, and feelings that the victim's survivors suffered, but not with sentencing decisions.

Connolly, D. A., Price, H. L., Lavoie, J. A. A., & Gordon, H. M. (2008). **Perceptions and predictors of children's credibility of a unique event and an instance of a repeated event.** *Law and Human Behavior, 32*, 92-112. In Studies 1 (127 undergraduates) and 2 (186 community members), participants watched videotaped interviews of a child (younger or older) who varied in the accuracy of their report of a single or repeated event. Both samples rated older children and single-event children as more cognitively competent and more credible. Report accuracy did not affect ratings in Study 1, but participants in Study 2 rated low-accuracy children as more cognitively competent and more confi-

dent. In Study 3, analyses suggested internal consistency of the report mediated the relationship between child's age/event frequency and credibility ratings.

Ferguson, C. J., Miller-Stratton, H., Heinrich, E., Fritz, S. & Smith, S. (2008). **Judgments of culpability in a filicide scenario.** *International Journal of Law and Psychiatry, 31*, 41-50. Male mock jurors ($n=82$) were more likely to rate a filicide offender as culpable and "immoral" than were female mock jurors ($n=132$). All participants were more concerned that the criminal justice system would treat the offender unfairly if the gender of the victim were opposite than that of the participant.

Fodor, E.M., Wick, D. P., Hartsen, K. M., & Preve, R. M. (2008). **Right-Wing authoritarianism in relation to proposed judicial action, electromyographic response, and affective attitudes toward a schizophrenic mother.** *Journal of Applied Social Psychology, 38*, 215-233. Students ($N = 96$) completed the Right-Wing Authoritarianism (RWA) scale after observing a videotaped interview of a schizophrenic woman who killed her two young children. High RWAs recommended harsher sentencing, expressed less sympathy, and showed more facial electromyographic activity from their frown muscle while observing the interview than did low RWAs.

Gurley, J. & Marcus, D.K. (2008). **The effects of neuroimaging and brain injury on insanity defenses.** *Behavioral Sciences and the Law, 26*, 85-97. In a 2 (psychosis vs. psychopathy) x 2 (presence vs. absence of an MRI indicating a brain lesion) x 2 (presence vs. absence of

testimony describing a car accident that caused injury to the brain) experimental study, mock jurors ($N = 396$) found that NGRI verdicts were more likely with a diagnosis of psychotic disorder, an MRI image of a brain lesion, or history of brain injury.

Jones, S, & Cauffman, E. (2008). **Juvenile psychopathy and judicial decision making: An empirical analysis of an ethical dilemma.** *Behavioral Sciences and the Law, 26*, 151-165. In a hypothetical juvenile case, judges reported that youths who carried a label of psychopathy and were described as having characteristic traits of psychopathy were less amenable to treatment and needed more restrictive placements than youth neither labeled nor described as psychopathic. Psychopathy descriptions did not have a significant effect on placement recommendations after controlling for perceptions of dangerousness.

Le Page, J. A., Iverson, G. L. & Collins, P. (2008). **The impact of judges' perceptions of credibility in fibromyalgia claims.** *International Journal of Law and Psychiatry, 31*, 30-40. Judicial statements regarding fibromyalgia testimony were compared to final damage awards in 194 bench trials; plaintiffs who were perceived as credible by the presiding judge received significantly greater financial awards.

Lindholm, T. (2008). **Validity in judgments of high- and low-accurate witnesses of own and other ethnic groups.** *Legal & Criminological Psychology, 13*, 107-121. The study examined whether the perceived credibility of either Swedish or immigrant witnesses was moderated by the witnesses'



ethnic in-group/out-group status. Participants ($N=120$ Swedish adults) gave low reliability/credibility ratings to out-group witnesses.

McAuliff, B. D. & Kovera, M. B. (2008). **Juror need for cognition and sensitivity to methodological flaws in expert evidence.** *Journal of Applied Social Psychology*, 38, 385–408. Mock jurors ($N = 96$) completed a measure of need for cognition (NC) and were presented with expert testimony from a plaintiff's expert that varied in ecological validity, general acceptance, and internal validity. High NC jurors found in favor of the plaintiff more often when the expert's study was internally valid, as opposed to missing a control group, but low NC jurors did not. Ecological validity and general acceptance did not influence jurors' judgments.

Merlino, M. L., Murray, C. I., & Richardson, J. T. (2008). **Judicial gatekeeping and the social construction of the admissibility of expert testimony.** *Behavioral Sciences and the Law*, 26, 187–206. Results from a content analysis of published opinions of 192 U.S. District Court cases in which the admissibility of expert testimony was at issue revealed that judges tended to consider more expert characteristics than evidence characteristics as months post-*Daubert* increased. More evidence characteristics were considered when the evidence was quantitative versus qualitative. Judges discussed fewer expert characteristics for admissible evidence and more evidence characteristics for inadmissible evidence.

Miller, M. K., & Hayward, R. D. (2008). **Religious characteristics and the death penalty.** *Law and Human Behavior*,

32, 113-123. Among all potential ($n = 870$) and death-qualified only ($n = 735$) community member participants, being female, less evangelical, and basing death penalty (DP) attitudes on religion were associated with lower support for the DP. Being Protestant and more fundamentalist, and supporting the views that God supports/requires DP were associated with greater support for the DP. Religious variables significantly increased the proportion of variance explained by gender and general DP attitudes in strength of preferred verdict in a capital trial.

Neuschatz, J. S., Lawson, D. S., Swanner, J. K., Meissner, C. A., & Neuschatz, J. S. (2008). **The effects of accomplice witnesses and jailhouse informants on jury decision making.** *Law and Human Behavior*, 32, 137-149. In Studies 1 (168 undergraduates and 163 community members) and 2 (248 undergraduates), participants read a capital trial transcript with or without a secondary confession, in which the witness either did or did not receive an incentive to testify. In both studies, a secondary confession was associated with more guilty votes, and there was no main or interaction effect for incentive. Study 2 also revealed that most participants believed the witness testified due to personal rather than situational factors.

Reardon, M.C., O'Neil, K.M., & Levett, L.M., (2007). **Deciding mental retardation and mental illness in capital cases: The effects of procedure, evidence, and attitude.** *Psychology, Crime & Law*, 13, 537-557. Two studies ($N=244$ and $N = 130$, respectively) found that procedural variables had more of an effect on jurors' attitudes and verdicts for capital case defendants with mental illness or mental

retardation than evidentiary variables.

Redlich, A. D., Ghetti, S., & Quas, J.A. (2008). **Perceptions of children during a police interview: A comparison of alleged victims and suspects,** *Journal of Applied Social Psychology*, 38, pp. 705–735. Undergraduates ($N=229$) read a) a created scenario depicting a child as either a victim or a suspect, and b) a transcript of a police officer interview of the child that was identical for the victims and suspect. Higher ratings of perceived police fairness predicted increases in participants' beliefs that the child was involved in the crime, regardless of victim or suspect status.

Vinson, K. V., Costanzo, M. A., & Berger, D. E. (2008). **Predictors of verdict and punitive damages in high-stakes civil litigation.** *Behavioral Sciences and the Law*, 26, 167–186. Surrogate jurors ($N=446$) were provided high-stakes civil case presentations in insurance, tobacco, and pharmaceutical cases. Perception of a litigation crisis emerged as the strongest predictor of verdicts and punitive damages in both the tobacco and pharmaceutical litigation scenarios.

RISK ASSESSMENT

Bengtson, S., (2008). **Is newer better? A cross-validation of the Static-2002 and the Risk Matrix 2000 in a Danish sample of sexual offenders.** *Psychology, Crime & Law*, 14, 85-106. In a sample of 304 Danish sex-offenders, the Risk Matrix 2000 and the Static-2002 were significant predictors of sexual, non-sexual violent, any violent recidivism, and the Risk Matrix 2000 only for general recidivism. No one instru-

ment significantly outperformed the others.

Bechtel, K., Lownkamp, C.T., & Latessa, E., (2007). **Assessing the risk of re-offending for juvenile offenders using the Youth Level of Service/Case Management Inventory.** *Journal of Offender Rehabilitation*, 45, 85-108. Juvenile offenders in a community setting ($n = 1,106$) or institutional settings ($n = 3,376$) were assessed with the Youth Level of Service/Case Management Inventory (YLS/CMI) to examine predictive validity for re-offending. Results indicated that the YLS/CMI had acceptable predictive validity for the both community and institutionally based youth, although effects were limited for female juvenile offenders.

Beyer, K., Mack, S. M. & Shelton, J. L. (2008). **Investigative analysis of neonaticide: An exploratory study.** *Criminal Justice and Behavior*, 35, 522-535. An examination of offender characteristics and history for women who killed their babies within 24 hours after birth ($N = 40$) found that the majority were young and unmarried, with no criminal or psychological history; many hid their pregnancy until they gave birth.

Cunningham, M. D., Reidy, T. J., & Sorensen, J. R. (2008). **Assertions of "future dangerousness" at federal capital sentencing: Rates and correlates of subsequent prison misconduct and violence.** *Law and Human Behavior*, 32, 46-63. Federal capital defendants serving "life without possibility of release" ($N = 145$) were as likely as high-security federal inmates in general population to be involved in disciplinary violations of all levels of seriousness. Logistic regression analyses indicated

age as the only consistent, negative predictor of involvement in different types of disciplinary violations. Allegation of future dangerousness by prosecution during trial was not a significant predictor in any model.

Dolan, M.C. & Rennie, C.E., (2008). **The Structured Assessment of Violence Risk in Youth as a predictor of recidivism in a United Kingdom cohort of adolescent offenders with conduct disorder.** *Psychological Assessment, 20*, 35-46. In a sample of 99 males meeting criteria for conduct disorder, the SAVRY total score was a significant predictor of general recidivism and the PCL:YV Lifestyle factor was a significant predictor of general recidivism.

Endrass, J., Rossegger, A., Frischknecht, A., Noll, T., & Urbaniok, F. (2008). **Using the Violence Risk Appraisal Guide (VRAG) to predict in-prison aggressive behavior in a Swiss offender population.** *International Journal of Offender Therapy & Comparative Criminology, 52*, 81-89. VRAG scores for violent and sexual offenders incarcerated in Switzerland ($N = 106$) were moderately associated with violent infractions during imprisonment, but for sex offenders only. VRAG scores did not predict verbal and physical violence for violent offenders.

Gavazzi, S.M., Yarcheck, C.M., Sullivan, J.M., Jones, S.C., & Khurana, A. (2008). **Global risk factors and the prediction of recidivism rates in a sample of first-time misdemeanant offenders.** *International Journal of Offender Therapy & Comparative Criminology, 52*, 330-345. A sample of 711 juveniles offenders ($n = 433$ males, $n = 278$ females) completed the Global Risk Assess-

ment Device (GRAD). GRAD scores correctly identified high-risk youth in the accountability and educational domains.

Gray, N.S., Fitzgerald, S., Taylor, J., MacCulloch, M.J., & Snowden, R.J., (2007). **Predicting future reconviction in offenders with intellectual disabilities: The predictive efficacy of VRAG, PCL-SV, and the HCR-20.** *Psychological Assessment, 19*, 474-479. In a sample of offenders with ($n = 145$) and without ($n = 996$) intellectual disabilities, the VRAG, PCL-SV and HCR-20 had similar predictive effects for both subgroups of offenders. All three measures were significant predictors of violent and general recidivism for individuals with ID.

Hill, A., Habermann, N., Klusmann, D., Berner, W., & Briken, P. (2008). **Criminal recidivism in sexual homicide perpetrators.** *International Journal of Offender Therapy & Comparative Criminology, 52*, 5-20. In a sample of 166 German sexual homicide offenders, previous sexual and nonsexual delinquency, psychopathic symptoms, and higher scores on risk assessment instruments were predictive of nonsexual violent recidivism. The only factor associated with higher risk for sexual recidivism was young age at the time of the sexual homicide.

Hilton, N.Z., Harris, G.T., Rice, M.E., Houghton, R.E., & Eke, A.W. **An indepth actuarial assessment for wife assault recidivism: The Domestic Violence Risk Appraisal Guide.** *Law and Human Behavior, 32*, 150-163. The Domestic Violence Risk Appraisal Guide (DVRAG) represents a combination of weighed Ontario Domestic Assault Risk Assessment (ODARA) and

the PCL-R total scores. Among men ($N = 649$) with police reports of wife assaults, the DVRAG was significantly more accurate at predicting occurrence, frequency, victim injury, and violence severity of wife assault recidivism than the ODARA.

Jones, E.E., Williams, K.D., & Brewer, N. (2008). **"I had a confidence epiphany!": Obstacles to combating post-identification confidence inflation.** *Law and Human Behavior, 32*, 164-176. In Studies 1 and 2, 208 undergraduates read a scenario in which a woman was as or more confident from lineup to trial in her identification of a perpetrator. Participants who attributed or were informed that confidence inflation in the witness was due to a new understanding or memory of incident rated the witness as credible and accurate as the witness who remained highly confident. They also found the defendant guilty more often than those who made or were told of other attributions for the confidence inflation.

Lindsay, W.R., Hogue, T.E., Taylor, J.L., Steptoe, L., Mooney, P., O'Brien, G., et al. (2008). **Risk assessment in offenders with intellectual disability.** *International Journal of Offender Therapy & Comparative Criminology, 52*, 90-111. Numerous risk assessment measures were compared using a sample of male offenders with intellectual disabilities ($N = 212$) in high-, medium-, and low-security settings. The risk assessment instruments were able to discriminate level of risk based on the different levels of security, with offenders in the low-security setting obtaining lower risk scores and offenders in the high-security setting obtaining the highest risk scores.

Meyers, J.R. & Schmidt, F. (2008). **Predictive validity of the Structured Assessment for Violence Risk in Youth (SAVRY) with juvenile offenders.** *Criminal Justice and Behavior, 35*, 344-355. In a sample of juvenile offenders ($N = 121$), the SAVRY significantly predicted general and violent recidivism during a one- and three-year follow up period. At 1 year, AUC = .75 for general, .66 for violent, and .81 for non-violent recidivism. At 3 years, AUC = .76 for general, .77 for violent, and .68 for non-violent recidivism.

Onifade, E., Davidson, W., Campbell, C., Turke, G., Malinowski, J. & Turner, K. (2008). **Predicting recidivism in probationers with the Youth Level of Service Case Management Inventory (YLS/CMI).** *Criminal Justice and Behavior, 35*, 474-483. Juveniles on probation were administered the YLS/CMI; those identified as high-risk ($n = 79$) were more likely to re-offend within one year (39%) than were moderate risk ($n = 167$; 26%) or low-risk ($n = 82$; 11%) juveniles.

Welsh, J.L., Schmidt, F., McKinnon, L., Chattha, H.K., & Meyers, J.R. (2008). **A comparative study of adolescent risk assessment instruments: Predictive and incremental validity.** *Assessment, 15*, 104-115. Among 105 Canadian youths (67 males, 38 females) with SAVRY, PCL:YV, and YLS/CMI scores, the SAVRY was the best predictor for general (AUC = .77) and violent recidivism (AUC = .81), while the PCL:YV was the best predictor for non-violent recidivism (AUC = .60). The YLS/CMI was the poorest predictor of all three types of recidivism. Logistic regression indicated the SAVRY demonstrated incremental predictive



validity over the other two measures for general and violent recidivism.

Zgoba, K. M., Haugebrook, S. & Jenkins, K. (2008). **The influence of GED obtainment on inmate release outcome.** *Criminal Justice and Behavior*, 35,375-387. In a sample of post-release offenders ($N = 403$), those who had obtained their GED while in prison were significantly less likely to recidivate (51%) than those who did not (64%); if an offender re-offended, however, GED achievement did not significantly predict the number of future offenses.

SEX OFFENDERS

Bader, S. M., Scalora, M. J., Casady, T. K., & Black, S. (2008). **Female sexual abuse and criminal justice intervention: A comparison of child protective service and criminal justice samples.** *Child Abuse & Neglect*, 32, 111-119. Records of female sexual offenders from both Child Protective Services (CPS) ($n=179$) and the criminal justice system ($n=57$) were analyzed to explore possible differences between the populations. CPS perpetrators were more likely to have victims who were under the age of 12, family members, and female.

Bader, S. M., Schoeneman-Morris, K. A., Scalora, M. J., & Casady, T. K. (2008). **Exhibitionism: Findings from a midwestern police contact sample.** *International Journal of Offender Therapy & Comparative Criminology*, 52, 270-279. A review of 202 indecent exposure cases investigated by a Midwestern police department found that approximately 25% of offenders had symptoms of a mental illness and 25% had a history

of substance abuse. Offenders with rape or molestation charges were most likely to have a history of multiple exposure incidents and prior physical assault charges.

Baltieri, D. A., & Guerra de Andrade, A. (2008). **Drug consumption among sexual offenders against females.** *International Journal of Offender Therapy & Comparative Criminology*, 52, 62-80. In a sample of 133 Brazilian male convicts serving sentences for sexual crimes against girls, adolescent females, and women, those who victimized adult women were more likely than other offenders to have problems with drug use and high levels of impulsivity.

Beauregard, E., Stone, M. R., Proulx, J., & Michaud, P. (2008). **Sexual murderers of children: Developmental, precrime, crime, and postcrime factors.** *International Journal of Offender Therapy & Comparative Criminology*, 52, 253-269. Sexual murderers of children ($n = 11$) were found by the research team to be more likely than sexual murderers of adults ($n = 66$) to report frequent childhood sexual abuse and deviant sexual fantasies. Sexual murderers of children were also more likely to engage in serious precrime and postcrime behaviors.

Bogaerts, S., Daalder, A., Vanheule, S., Desmet, M., & Leeuw, F. (2008). **Personality disorders in a sample of paraphilic and nonparaphilic child molesters.** *International Journal of Offender Therapy & Comparative Criminology*, 52, 21-30. Paraphilic child molesters ($n = 36$) had slightly higher scores related to borderline, histrionic, and depressive personality disorders than nonparaphilic child molesters

($n = 34$). Paraphilic child molesters were also significantly more likely to have an obsessive-compulsive personality disorder.

Burchfield, K. B. & Mings, W. (2008). **Not in my neighborhood: Assessing registered sex offenders' experiences with local social capital and social control.** *Criminal Justice and Behavior*, 35,356-374. Paroled sex offenders ($N = 23$) were interviewed to determine their post-release experience; the researchers review the self-imposed, community, structural and formal barriers faced by the offenders.

Burton, D. L. (2008). **An exploratory evaluation of the contribution of personality and childhood sexual victimization to the development of sexually abusive behavior.** *Sex Abuse*, 20, 102-115. A model combining the Sexual Abuse and Physical Neglect scales of the CTQ and the Submissive and Forceful scales on the MACI correctly identified 75.61% of incarcerated juvenile sexual offenders ($n = 74$) and non-sexual offenders ($n = 53$).

Drapeau, M., Beretta, V., De Roten, Y., Koerner, A., & Despland, J. N. (2008). **Defense styles of pedophilic offenders.** *International Journal of Offender Therapy & Comparative Criminology*, 52, 185-195. Defense styles of pedophiles ($n = 20$) were examined using the Defense Mechanisms Rating Scale. When compared with controls ($n = 20$), pedophiles had significantly lower defensive functioning scores. Pedophiles were more likely to use individual defenses, such as denial, and less likely to use intellectualization and rationalization.

Duwe, G., Donnay, W. & Tewksbury, R. (2008). **Does residential proximity matter? A geographic analysis of sex offense recidivism.** *Criminal Justice and Behavior*, 35,484-504. The distance between offender residence, site of new offense, and location of first contact was evaluated for recidivist sex offenders ($N = 224$); 61% of offenses took place inside the offender's residence. Of those offenders who directly approached their victim ($n = 79$), rather than gaining access through family or acquaintances ($n = 145$), more than half ($n = 31$) made first contact more than a mile from their residence.

Harkins, L., & Beech, A. R. (2008). **Examining the impact of mixing child molesters and rapists in group-based cognitive-behavioral treatment for sexual offenders.** *International Journal of Offender Therapy & Comparative Criminology*, 52, 31-45. Group Environment Scale (GES) scores revealed no differences in therapeutic climate for both homogenous sex offender groups and mixed sex offender group, suggesting that group composition does not necessarily act as an obstacle to successful cognitive-behavioral treatment.

Leclerc, B., Beauregard, E., & Proulx, J. (2008). **Modus operandi and situational aspects in adolescent sexual offenses against children: A further examination.** *International Journal of Offender Therapy & Comparative Criminology*, 52, 46-61. Adolescents convicted of a sexual offense against a child ($N = 103$) completed the Modus Operandi Questionnaire (MOQ). Modus operandi strategies were significantly associated with situational factors, particularly the location of the

crime. Strategies for committing the crime were also associated with the presence of deviant sexual fantasies involving the victim.

Levenson, J. S. (2008). **The relationship between victim age and gender crossover among sex offenders.** *Sex Abuse, 20*, 43-60. Psychological evaluations for sexual offenders assessed for civil commitment ($N=362$) were reviewed. Offenders with younger victims were more likely to exhibit gender crossover; those diagnosed with a major mood or psychotic disorder or pedophilia were also more likely to have abused both boys and girls.

Mercado, C. C., Tallon, J. A. & Terry, K. J. (2008). **Persistent sexual abusers in the Catholic Church: An examination of characteristics and offense patterns.** *Criminal Justice and Behavior, 35*, 629-642. Surveys were distributed to Catholic dioceses to examine the frequency and scope of sexual abuse committed by priests on juveniles between 1950 and 2002. A review of abuse allegations ($N=3,674$) revealed that the majority of accused offenders were diocesan clerics serving as pastor or assistant pastor. Those priests having a larger number of victims were more likely to have abused younger children, offended for a longer period of time, and been the subject of a greater number of diocesan interventions.

Miner, M. H. & Center, B. (2008). **Improving the measurement of criminal sexual behavior: The application of randomized responding technique.** *Sex Abuse, 20*, 88-101. Incarcerated sexual offenders ($N=402$) were randomly asked questions regarding either

prior unreported offenses or neutral topics. The use of RRT produced significantly more sexual offense disclosures than did official arrest, conviction, or incarceration reports.

Perillo, A. D., Mercado, C. C. & Terry, K. J. (2008). **Repeat offending, victim gender, and extent of victim relationship in Catholic Church sexual abusers: Implications for risk assessment.** *Criminal Justice and Behavior, 35*, 600-614. Surveys were distributed to Catholic dioceses to examine the frequency and scope of sexual abuse committed by priests on juveniles between 1950 and 2002. A review of abuse allegations ($N=4,170$) suggested that the majority of accused priests (55.2%) had a single victim. With respect to victim gender, most offenders (70.6%) had exclusively male victims. Finally, less than half (43.0%) of the accused priests had a close relationship with their victim.

Piquero, A. R., Piquero, N. L., Terry, K. J., Youstin, T. & Nobles, M. (2008). **Uncollaring the criminal: Understanding criminal careers of criminal clerics.** *Criminal Justice and Behavior, 35*, 583-599. Surveys were distributed to Catholic dioceses to examine the frequency and scope of sexual abuse committed by priests on juveniles between 1950 and 2002. A review of criminal histories showed that chronic offenders received the majority of police attention and only 22.6% of offenses were criminally investigated. The average length of offense duration ranged between 5 to 11 years.

Sheldon, K. & Howitt, D. (2008). **Sexual fantasy in pedophile offenders: Can any model explain satisfactorily new findings from a study of Internet and contact sexual**

offenders? Legal & Criminological Psychology, 13, 137-158. The study examined differences in fantasies between 16 internet-only offenders, 25 contact offenders with no history of internet offending, and 10 mixed contact/internet offenders. The most common sexual fantasies involved consensual adult females. The authors reported that contact offenders appeared to have fewer sexual fantasies related to their offense(s) than did Internet offenders.

Smith, M. L., Rengifo, A. F. & Vollman, B. K. (2008). **Trajectories of abuse and disclosure: Child sexual abuse by Catholic priests.** *Criminal Justice and Behavior, 35*, 570-582. Surveys were distributed to Catholic dioceses to examine the frequency and scope of sexual abuse committed by priests on juveniles between 1950 and 2002. Abuse allegations ($N=4,392$) were evenly distributed across geographic location and diocese size; the majority of victims were male (81%). There was often a delay in the reporting of sexual abuse by clergy, with only 10% occurring within a year of the incident.

Studer, L. H. & Aylwin, A. S. (2008). **Male victims and post treatment risk assessment among adult male sex offenders.** *International Journal of Law and Psychiatry, 31*, 60-65.

Recidivism rates and victim gender were examined for sex offenders enrolled in the Phoenix Program ($N=513$); a positive correlation between recidivism and male victim exclusivity was significant for those individuals who did not finish the program. For offenders who completed treatment, there was no correlation between recidivism and victim gender.

Tallon, J. A. & Terry, K. J. (2008). **Analyzing paraphilic activity, specialization, and generalization in priests whose sexually abused minors.** *Criminal Justice and Behavior, 35*, 615-628. Surveys were distributed to Catholic dioceses to examine the frequency and scope of sexual abuse committed by priests on juveniles between 1950 and 2002. A review of abuse allegations suggested that only a small number of accused priests showed a specific victim preference.

Terry, K. J. (2008). **Stained glass: The nature and scope of child sexual abuse in the Catholic Church.** *Criminal Justice and Behavior, 35*, 549-569. Surveys were distributed to Catholic dioceses to examine the frequency and scope of sexual abuse committed by priests on juveniles between 1950 and 2002. Abuse allegations ($N=4,392$) suggested that 4% of all active priests were involved in the sexual abuse of children. The majority of accused priests had received only one allegation of sexual abuse (55.7%), and many had a history of alcohol abuse (89%).

Terry, K. J. & Ackerman, A. (2008). **Child sexual abuse in the Catholic Church: How situational crime prevention strategies can help create safe environments.** *Criminal Justice and Behavior, 35*, 643-657. Surveys were distributed to Catholic dioceses to examine the frequency and scope of sexual abuse committed by priests on juveniles between 1950 and 2002. A review of abuse allegations ($N=4,392$) revealed the average span between ordination and offense was 11 years, and the average age of onset was 39. Only a small



number of incidents (5.4%) involved multiple cleric offenders. The majority of abusive episodes took place in the cleric's residence (41%).

WITNESS ISSUES

Christianson, S. A., Engleberg, E., & Gustofson, A., (2007). **Recognition of previous eyewitness testimony from an altered interrogation protocol: Potential effects of distortions.** *Psychology, Crime and Law, 13*, 583-589. Participants ($N = 45$) viewed a film, were questioned about the event, and read or listened to their transcribed testimony; all testimonies contained 6 errors inserted by the experimenters. The group which read the testimony spontaneously detected more errors than the group who listened to testimony.

Darling, S., Valentine, T., & Memon, A. (2008). **Selection of lineup foils in operational contexts.** *Applied Cognitive Psychology, 22*, 159-169. Undergraduates ($N=200$) witnessed a staged crime and returned to identify the culprit in a lineup 1-3 weeks later. Conditions of the lineup varied by content of lineup [suspect resemblance (SR) or witness culprit description (CD)], image type (picture or video), and the presence of the culprit in the lineup [culprit present (CP) or culprit absent (CA)]. Results indicated no significant differences in identification of the foil in either SR or CD lineups, or for either CP or CA conditions.

Davies, G.M., Smith, S., & Blincoe, C. (2008). **A "weapon focus" effect in children.** *Psychology, Crime & Law, 14*, 19-28. School children [Years 3 ($n=20$), 4($n=21$), 5($n=20$)] were

shown a group of items for a memory task including a threat object (syringe with red dye), control object, and novelty object, and given a recall task after a series of delays. The threat item appeared to take priority in recall and distract participants from other details, suggesting a weapon focus effect in children.

Garry, M., French, L., Kinzett, T., & Mori, K. (2008). **Eyewitness memory following discussion: Using the MORI technique with a western sample.** *Applied Cognitive Psychology, 22*, 431-439. Undergraduates ($N=40$) were paired and each given a different type of polarized glasses to view a video. The video contained 8 cues which would differ depending on the type of glasses a participant wore. After watching the video, participants were given a filler logic puzzle, then given a survey about details of the video to discuss and complete with their partners; they then completed another filler test, and finally were asked to complete an independent forced choice memory test along and rating of confidence of their answers. Results suggested discussion negatively affected memory of discussed details and confidence of memories about those items.

McAllister, H., Michel, L. L. M., Tarcza, E., V., Fitzmorris, J. M., & Nguyen, K. H. T. (2008). **Presentation procedures in lineups and mug books: A direct comparison.** *Applied Cognitive Psychology, 22*, 193-206. Undergraduates ($N=552$) were asked, after viewing a video of a crime, to identify a suspect from either perpetrator absent (PA) ($n=276$) or perpetrator present (PP) ($n=276$) conditions. Both the type of lineup (mug book vs. lineup) and type of presentation of possible culprits

(groups or one at time) were varied within each of these two conditions. In the PA condition, the one at a time lineup yielded more correct identifications than the group presentation. Mug book presentations resulted in fewer false positive and more correct rejections whereas the lineup condition yielded more correct identifications.

Merklebach, H., Van Reormund, H., & Candel, A., (2007). **Effects of collaborative recall: Denying true information is as powerful as suggesting misinformation.** *Psychology, Crime and Law, 13*, 573-581. Students ($N=90$) viewed pictures of rooms; were instructed to memorize as much as possible, then collaborated with a confederate who gave either only correct answers, included 2 incorrect answers (added group), or denied 2 correct answers (denied group) during collaborative recall. Findings showed that 52% of the added group ($n = 31$) produced an added incorrect item and 72% of denied group ($n = 29$) omitted items denied during individual recall.

Sauer, J. D., Brewer, N., & Wells, G.L. (2008). **Is there a magical time boundary for diagnosing eyewitness identification accuracy in sequential line-ups?** *Legal & Criminological Psychology, 13*, 123-135. Undergraduates ($N=381$) watched a video of a crime simulation and were presented with either a target-present or a target-absent sequential lineup. Results indicated that an optimum time boundary (10-12 seconds) did not reliably differentiate between accurate and inaccurate identifications in either lineup condition.

Sauerland, M., & Sporer, S.L., (2007). **Post-decision confidence, decision time and self-**

reported decision processes as postdictors of identification accuracy. *Psychology, Crime and Law, 13*, 611-625. Students ($N = 192$) viewed a film, completed a filler task, and then gave a description of film events and a perpetrator present in the film. After a week, students were asked to identify the perpetrator from a photo line-up. Correct identification occurred 48.8% of the time, with accurate identifications being made more quickly ($M = 16.5$ seconds) than non-accurate identifications ($M = 22.7$ seconds).

Sporer, S.L., (2007). **Person descriptions as retrieval cues: Do they really help?** *Psychology, Crime and Law, 13*, 591-609. Students ($N = 54$) allowed to read a detailed description they had completed of a filmed crime event were able to correctly identify a perpetrator 51.7% of the time when the perpetrator was present in a line-up a week later, a slight increase over those not re-reading a detailed description. Similar results occurred when the target was not present.

APA Annual Convention 2008 Division 41 Schedule

Boston, MA

August 17 - 20, 2008

Co-Chairs: Roslyn Caldwell & Veronica Stinson

website: forms.apa.org/convention/index.cfm?sortby=day&convention=Division&search=yes&division=41&Start=21

Executive Committee Meeting

Building: Sheraton Boston Hotel
Room Description: Beacon Room D
Room Location: Third Level
Date: 08/13/2008
Time: 4:00PM - 7:50PM

Boston Police Study—Mental Illness in the Criminal Justice System

Session ID: 1026
Session Type: Symposium
Building: Boston Convention and Exhibition Center
Room Description: Meeting Room 253A
Room Location: Meeting Level 2
Date: 08/14/2008
Time: 8:00AM - 9:50AM
Credit Processing Fee: Member—\$30, Nonmember—\$40
CE Credits: 2 hours.

Co-Chairs

Albert J. Grudzinskas, Jr., JD, University of Massachusetts Medical School, Worcester, MA
Jonathan C. Clayfield, MA, University of Massachusetts Medical School, Worcester, MA

Participant/1stAuthor

William H. Fisher, PhD, University of Massachusetts Medical School, Worcester, MA

Title: Arrest in a Mental Health Services Cohort

CoAuthor: Kristen RoyBujnowski, MA, University of Massachusetts Medical School, Worcester, MA

Albert J. Grudzinskas, Jr., JD, University of Massachusetts Medical School, Worcester, MA

Title: Network Integration

CoAuthor: Jonathan C. Clayfield, MA, University of Massachusetts Medical School, Worcester, MA

Jonathan C. Clayfield, MA, University of Massachusetts Medical School, Worcester, MA

Title: Measuring Police Attitudes toward Persons With Mental Illness

CoAuthor: Kenneth E. Fletcher, PhD, University of Massachusetts Medical School, Worcester, MA

Gabriela Szemes, MA, University of Massachusetts Medical School, Worcester, MA

Title: Crisis Intervention Strategies

CoAuthor: Albert J. Grudzinskas, Jr., JD, University of Massachusetts Medical School, Worcester, MA

Nathan Cook, BS, University of Massachusetts Medical School, Worcester, MA

CoAuthor: Albert J. Grudzinskas, Jr., JD, University of Massachusetts Medical School, Worcester, MA

Lorna Simon, MA, University of Massachusetts Medical School, Worcester, MA

Title: Consumer Workgroup

CoAuthor: James E. McDonald, Jr., AA, University of Massachusetts Medical School, Worcester, MA

CoAuthor: Jonathan C. Clayfield, MA, University of Massachusetts Medical School, Worcester, MA

Discussant

Gina Vincent, PhD, University of Massachusetts Medical School, Worcester, MA

Hon. Maurice H. Richardson, JD, University of Massachusetts Medical School, Worcester, MA

Corrections

Session ID: 1090

Session Type: Paper Session

Building: Boston Convention and Exhibition Center

Room Description: Meeting Room 153C

Room Location: Meeting Level 1

Date: 08/14/2008

Time: 10:00AM - 10:50AM

Chair

Roslyn M. Caldwell, PhD, California State University, San Luis Obispo, San Luis Obispo, CA

Participant/1stAuthor

Maira A. Law, PhD, Veritas Research Institute, Rothesay, NB, Canada

Title: Canadian Federal Women Offenders' Escape Behavior: The Women, Escape Characteristics and Risk to Public Safety

Co Author: Shannon M. Sullivan, MS, Veritas Research Institute, Ottawa, ON, Canada

Participant/1stAuthor

Lindsay A. Phillips, MEd, Albright College, Reading, PA

Title: Prison to Society: A Qualitative Analysis of Coping With Reentry

Participant/1stAuthor

Curtis A. Mattson, MA, Neuropsychological Associates of SW MO, Springfield, MO



Title: Examining Institutional Adjustment Among Federally Incarcerated Females Using the PAI

CoAuthor: Christina A. Pietz, PhD, BOP Springfield, Springfield, MO
CoAuthor: Chad Brinkley, PhD, BOP Springfield, Springfield, MO
CoAuthor: Chad Magaletta, PhD, BOP Central Office, Washington, DC
CoAuthor: Christie Nelson, BA, Forest Institute of Professional Psychology, Springfield, MO

Forensic Mental Health

Session ID: 1136

Session Type: Paper Session

Building: Boston Convention and Exhibition Center

Room Description: Meeting Room 260

Room Location: Meeting Level 2

Date: 08/14/2008

Time: 11:00AM - 11:50AM

Chair

Dale McNiel, PhD, Univ of California San Francisco, San Francisco, CA

Participant/1stAuthor

Dale E. McNiel, PhD, University of California San Francisco, San Francisco, CA

Title: Leverage, the Treatment Relationship, and Treatment Participation

CoAuthor: Barbara Gormley, PhD, Counseling Psychology, Georgia State University, Atlanta, GA

CoAuthor: Renee L. Binder, MD, Department of Psychiatry, University of California, San Francisco, San Francisco, CA

CoAuthor: Chantal L. van Reeuyk, BA, Sam Houston State Univ

Title: Examining gender differences in the construct of psychopathy

CoAuthor: Holly A. Miller, PhD, Sam Houston State University

CoAuthor: Craig E. Henderson, PhD, Sam Houston State Univ

Participant/1stAuthor

Melanie A. Taylor, BS, University of Nevada Las Vegas, Las Vegas, NV

Title: Victimization on Social Networking Sites

CoAuthor: Margaret Alexis Kennedy, PhD, JD, University of Nevada Las Vegas, Las Vegas, NV

Forensic Assessment I

Session ID: 1207

Session Type: Paper Session

Building: Boston Convention and Exhibition Center

Room Description: Meeting Room 156C

Room Location: Meeting Level 1

Date: 08/14/2008

Time: 1:00PM - 1:50PM

Chair

Roslyn M. Caldwell, PhD, California State University, San Luis Obispo, San Luis Obispo, CA

Participant/1stAuthor

Emily E. Wakeman, MA, University of Alabama, Tuscaloosa, AL
Title: Putting Diagnostics into Forensic Assessment: A Generalist ? Specialist Perspective

CoAuthor: Bridget M. Doane, MA, University of Alabama, Tuscaloosa, AL

CoAuthor: Karen L. Salekin, PhD, University of Alabama, Tuscaloosa, AL

Participant/1stAuthor

Bridget M. Doane, MA, University of Alabama, Tuscaloosa, AL

Title: Psychometrist Use in Forensic Assessment: An Ethical and Empirical Approach

CoAuthor: Erin L. Gorter, MA, University of Alabama, Tuscaloosa, AL

CoAuthor: Karen L. Salekin, PhD, University of Alabama, Tuscaloosa, AL

Participant/1stAuthor

Jennifer L. Rockett, MA, Sam Houston State University

Title: Gender Differences on the Youth Psychopathic Traits

Inventory: Examining Differential Item Functioning

CoAuthor: Craig E. Henderson, PhD, Sam Houston State University

CoAuthor: Richard Dembo, PhD, University of South Florida, Tampa, FL

CoAuthor: Norman Poythress, PhD, University of South Florida, Tampa, FL

CoAuthor: Nancy Jainchill, PhD, Center for Therapeutic Community Research: National Development & Research Institutes, New York, NY

Forensic Assessment II

Session ID: 1248

Session Type: Paper Session

Building: Boston Convention and Exhibition Center

Room Description: Meeting Room 259B

Room Location: Meeting Level 2

Date: 08/14/2008

Time: 2:00PM - 2:50PM

Chair

Veronica Stinson, PhD, Saint Mary's University, Halifax, NS, Canada

Participant/1stAuthor

Robert J. Cramer, MA, University of Alabama, Tuscaloosa, AL

Title: The Five Factor Model in Criminal Defendants and Civil Litigants

CoAuthor: Jack White, PhD, Independent Practice, Adelaide

Participant/1stAuthor

Daniel C. Murrie, PhD, Institute of Law, Psychiatry, and Public Policy, University of Virginia, Charlottesville, VA

Title: Clinician Variation in Findings of Trial Competence

CoAuthor: Marcus T. Boccaccini, PhD, Sam Houston State Univ

CoAuthor: Patricia Zapf, PhD, City University of New York John Jay College of Criminal Justice

CoAuthor: Janet I. Warren, DSW, Institute of Law, Psychiatry, and Public Policy, Charlottesville, VA

Participant/1stAuthor

Karen L. Hubbard, PhD, South Texas Veterans Healthcare System, San Antonio, TX

Title: The Impact of Psychotic Symptoms on Three Measures of Cognitive Malingering

CoAuthor: Randall Salekin, PhD, University of Alabama, Tuscaloosa, AL

CoAuthor: Clayton Shealy, PhD, Taylor Hardin Secure Medical Facility, Tuscaloosa, AL

Poster Session I

Session ID: 1299

Session Type: Poster Session

Building: Boston Convention and Exhibition Center

Room Description: Exhibit Halls A and B1

Room Location: Exhibit Level

Date: 08/14/2008

Time: 3:00PM - 3:50PM

Participant/1stAuthor

Patrick K. Cook, MA, Auburn University, Auburn, AL

Title: A Measure of Depression for Incarcerated Juvenile Offenders

CoAuthor: Barry R. Burkhart, PhD, Auburn University, Auburn, AL

CoAuthor: Alejandro A. Lazarte, PhD, Auburn University, Auburn, AL

CoAuthor: Rush McQueen, PhD, Alabama Department of Youth Services, Mt. Meigs, AL

Participant/1stAuthor

Kathleen Kemp, MA, Drexel University

Title: Tridimensional Personality Questionnaire With an Adult Probation Population

CoAuthor: Heather Zelle, BA, Drexel University

CoAuthor: Christina L. Riggs Romaine, MS, Drexel University

CoAuthor: Naomi Goldstein, PhD, Drexel University

CoAuthor: Rajita Sinha, PhD, Yale University

Participant/1stAuthor

David K. Marcus, PhD, University of Southern Mississippi

Title: Taxometric Analysis of the Antisocial Features Scale of the PAI

CoAuthor: Daniel C. Murrie, PhD, Institute of Law, Psychiatry, and Public Policy University of Virginia School of Medicine, Charlottesville, VA

CoAuthor: Amber H. Simpler, MS, Department of Psychology, Sam Houston State, Huntsville, TX

CoAuthor: Jeremy Johnson, BA, Department of Psychology, Sam Houston State, Huntsville, TX

CoAuthor: Marcus T. Boccaccini, PhD, Department of Psychology, Sam Houston State, Huntsville, TX

Participant/1stAuthor

Christina L. Riggs Romaine, MS, Drexel University

Title: Juvenile Miranda Rights Comprehension: Comparing Understanding in Two States

CoAuthor: Heather Zelle, BA, Drexel University

CoAuthor: Melinda Wolbransky, MS, Drexel University

CoAuthor: Amanda D. Zelechowski, JD, MS, Drexel University

CoAuthor: Naomi E. Goldstein, PhD, Drexel University

Participant/1stAuthor

Daniel A. Krauss, PhD, JD, Claremont McKenna College

Title: The Impact of Juror Attitudes on SVP Civil Commitment Decisions

CoAuthor: Anna Harrington, Claremont McKenna College

CoAuthor: Dania Gottschalk, Pitzer College, Claremont, CA

CoAuthor: Amanda Sardis, Claremont McKenna College

CoAuthor: Shelly Sheinbein, Claremont McKenna College

CoAuthor: Joel D. Lieberman, PhD, University of Nevada Las Vegas, Las Vegas, NV

Participant/1stAuthor

Claudia Ochoa, University of Texas at El Paso, El Paso, TX

Title: Facial Morphing and the Availability Heuristic in Alibi Evaluations

CoAuthor: Kevin W. Jolly, BS, University of Texas at El Paso, El Paso, TX

CoAuthor: Harmon M. Hosch, PhD, University of Texas at El Paso, El Paso, TX

Participant/1stAuthor

Holly M. Rusinko, BA, University of North Dakota

Title: Female Assertiveness and Attributions of Blame Toward Sexual Assault Victims

CoAuthor: April R. Bradley, PhD, University of North Dakota

CoAuthor: Jennifer McCall, University of North Dakota

CoAuthor: Julie Sauer, University of North Dakota

CoAuthor: Janna Poitra Azure, University of North Dakota

Participant/1stAuthor

Kasey R. Weber, MA, University of Colorado at Colorado Springs, Colorado Springs, CO

Title: Prison Rape and Sexual Misconduct: Victim and Predator Gender Differences

CoAuthor: Mary E. Steers, MA, University of Colorado at Colorado Springs, Colorado Springs, CO

CoAuthor: Maureen L. O'Keefe, MA, Colorado Department of Corrections, Colorado Springs, CO

CoAuthor: Kelli J. Klebe, PhD, University of Colorado at Colorado Springs, Colorado Springs, CO

Participant/1stAuthor

James Ball, University of Texas at El Paso, El Paso, TX

Title: A survey on the attitudes, beliefs, and expectations of alibis

CoAuthor: Kevin W. Jolly, BS, Univ of Texas at El Paso, El Paso, TX

CoAuthor: Harmon M. Hosch, PhD, University of Texas at El Paso, El Paso, TX

Participant/1stAuthor

Cigdem P. Talgar, PhD, Montclair State University

Title: More than what meets the eye: Contextual effects on the ownrace bias

CoAuthor: Kathleen O'Neill, Montclair State University

CoAuthor: Luba Abramsky, Montclair State University

CoAuthor: Tara Califiore, Montclair State University

Participant/1stAuthor

Ashley K. Christiansen, BS, University of Houston, Houston, TX

Title: Assessment of Malingering Among Personal Injury Litigants

CoAuthor: John P. Vincent, PhD, University of Houston, Houston, TX

CoAuthor: Julia M. Parks, BA, University of Houston, Houston, TX

Participant/1stAuthor

Isaac Lopez, MA, Forest Institute of Professional Psychology, Springfield, MO

Title: A Statistical Analysis of Case Law Involving The Batson Objection



CoAuthor: Christina A. Pietz, PhD, Forest Institute of Professional Psychology, Springfield, MO

Participant/1stAuthor

Elizabeth A. Arias, MA, City University of New York John Jay College of Criminal Justice

Title: Police Officers who Commit Suicide by Cop: A Clinical Study With Analysis

CoAuthor: Louis B. Schlesinger, PhD, City University of New York John Jay College of Criminal Justice

CoAuthor: Anthony J. Pinizzotto, PhD, Behavioral Science Unit, FBI Academy, Quantico, VA

CoAuthor: Edward F. Davis, MA, Behavioral Science Unit, FBI Academy, Quantico, VA

CoAuthor: Joanna L. Fava, MA, Fordham University

CoAuthor: Lauren M. Dewey, MA, City University of New York John Jay College of Criminal Justice

Participant/1stAuthor

Matthew W. King, MA, Brandeis University, Waltham, MA

Title: Is There a Neurodevelopmental Profile For Pedophilia? A Taxometric Analysis

CoAuthor: Raymond A. Knight, PhD, Brandeis University, Waltham, MA

Participant/1stAuthor

Wendy P. Heath, PhD, Rider University

Title: Defendant Emotion Level During Testimony: Does Context Affect Jurors' Perceptions?

CoAuthor: Bruce D. Grannemann, MS, University of Texas Southwestern Medical Center, Dallas, NJ

CoAuthor: Amanda R. Grohosky, Rider University

CoAuthor: Joanna L. Harrison-Smith, Rider University

CoAuthor: Baris Yakin, Rider University

Participant/1stAuthor

Tess M.S. Neal, MA, University of Alabama, Tuscaloosa, AL

Title: Are Women More Credible? Expert Witness Eye Contact and Credibility

CoAuthor: Raymond A. Knight, PhD, Brandeis University, Waltham, MA

CoAuthor: Stanley L. Brodsky, PhD, University of Alabama, Tuscaloosa, AL

Participant/1stAuthor

Lindsey E. Wylie, MA, University of Florida

Title: Perceptions of elder care giving: Moral versus legal obligation

CoAuthor: Orli Zapir, BS, University of Florida

CoAuthor: Eve M. Brank, JD, PhD, University of Florida

Participant/1stAuthor

Abigail M. Perelman, MA, University of Alabama, Tuscaloosa, AL

Title: Mindfulness in Prison: Examination of the Influences of Vipassana Meditation

CoAuthor: Sarah L. Miller, MA, University of Alabama, Tuscaloosa, AL

CoAuthor: Amy Rodriguez, BA, University of Alabama, Tuscaloosa, AL

CoAuthor: Kathryn Allen, PhD, Alabama Department of Corrections, Bessemer, AL

CoAuthor: Carl B. Clements, PhD, University of Alabama, Tuscaloosa, AL

Participant/1stAuthor

Dorothy F. Marsil, PhD, Kennesaw State University, Kennesaw, GA

Title: Online Interpersonal Experiences and Unwanted

Contact: Prevalance Rates and Risky Behavior

CoAuthor: Corinne L. McNamara, PhD, MA, Kennesaw State University, Kennesaw, GA

CoAuthor: Kayla Sargent, AA, Kennesaw State University, Kennesaw, GA

Participant/1stAuthor

Heath J. Hodges, MS, Drexel University

Title: Psychopathy as a Predictor of Instrumental Violence Among Civil Psychiatric Patients

CoAuthor: Kirk Heilbrun, PhD, Drexel University

Children, Adolescents, and the Law

Session ID: 2080

Session Type: Paper Session

Building: Boston Convention and Exhibition Center

Room Description: Meeting Room 208

Room Location: Meeting Level 2

Date: 08/15/2008

Time: 9:00AM - 9:50AM

Participant/1stAuthor

David G. Kamen, PhD, Independent Practice, Manchester, NH

Title: Improving the Ecological Validity of Forensic Analogue Child Witness Research

CoAuthor: Kimberly Vellieux, Central High School, Manchester, NH

Participant/1stAuthor

David G. Kamen, PhD, Independent Practice, Manchester, NH

Title: In Support of a Psychologist Guardian ad Litem Custody Evaluator

Participant/1stAuthor

Heather Zelle, BA, Drexel University

Title: Adolescents' Miranda Rights Comprehension: The Impact of Verbal Expressive Abilities

CoAuthor: Christina L. Riggs Romaine, MS, Drexel University

CoAuthor: Jennifer Serico, BS, Drexel University

CoAuthor: Melinda Wolbransky, MS, Drexel University

CoAuthor: Douglas Osman, PhD, Drexel University

CoAuthor: Lindsey Wrazien, Drexel University

CoAuthor: Stephanie Taormina, Drexel University

CoAuthor: Naomi E. Goldstein, PhD, Drexel University

Changing Legal World of the Juvenile Offender— AAFP Symposium

Session ID: 2241

Session Type: Symposium

Building: Boston Convention and Exhibition Center

Room Description: Meeting Room 160C

Room Location: Meeting Level 1
Date: 08/15/2008
Time: 2:00PM - 2:50PM
Chair
Matt C. Zaitchik, PhD, Roger Williams University, Bristol, RI

Participant/1stAuthor
Frank DiCataldo, PhD, Roger Williams University, Bristol, RI
Title: "Civil Death" for the Juvenile Sexual Offender
CoAuthor: Ashley R. Skowrya, BA, Roger Williams University, Bristol, RI

Participant/1stAuthor
Don Whitworth, PhD, Roger Williams University, Bristol, RI
Title: The Pendulum Swings Back: Recent Developments in Juvenile Justice
CoAuthor: Christopher B. Frenier, BA, Roger Williams University, Bristol, RI
CoAuthor: Kyle N. Gamache, BA, Roger Williams University, Bristol, RI

Participant/1stAuthor
Matt C. Zaitchik, PhD, Roger Williams University, Bristol, RI
Title: The Juvenile Offender: Trends and Reversals
CoAuthor: William J. Helmer, BA, Roger Williams University, Bristol, RI

Presidential Address

Session ID: 2304
Session Type: Presidential Address
Building: Sheraton Boston Hotel
Room Description: Independence Ballroom East
Room Location: Second Level
Date: 08/15/2008
Time: 3:00PM - 3:50PM

Business Meeting

Session ID: 2346
Session Type: Business Meeting
Building: Sheraton Boston Hotel
Room Description: Independence Ballroom East
Room Location: Second Level
Date: 08/15/2008
Time: 4:00PM - 4:50PM

Social Hour

Session ID: 2371
Session Type: Social Hour
Building: Sheraton Boston Hotel
Room Description: Independence Ballroom East
Room Location: Second Level
Date: 08/15/2008
Time: 5:00PM - 6:50PM

Jury Decision Making

Session ID: 3011
Session Type: Paper Session
Building: Boston Convention and Exhibition Center
Room Description: Meeting Room 104A

AP-LS NEWS, Summer 2008

Room Location: Meeting Level 1
Date: 08/16/2008
Time: 8:00AM - 8:50AM
Chair
Veronica Stinson, PhD, Saint Mary's University, Halifax, NS, Canada

Participant/1stAuthor
Caroline B. Crocker, BA, City University of New York John Jay College of Criminal Justice
Title: The Effects of Watching Juror Rehabilitation on Juror Judgments
CoAuthor: Margaret B. Kovera, PhD, City University of New York John Jay College of Criminal Justice

Participant/1stAuthor
Dorothy F. Marsil, PhD, Kennesaw State University, Kennesaw, GA
Title: Multiple Hearsay Witnesses: The Influence of Repeated Allegations on Jurors
CoAuthor: Corinne L. McNamara, PhD, MA, Kennesaw State University, Kennesaw, GA
CoAuthor: Kayla Sargent, AA, Kennesaw State University, Kennesaw, GA

Participant/1stAuthor
Sarah M. Greathouse, MS, City University of New York John Jay College of Criminal Justice
Title: The Effects of Voir Dire on Juror Decisions in Juvenile Waiver Cases
CoAuthor: Lora M. Levett, PhD, University of Florida
CoAuthor: Frances C. Sothmann, MA, John Jay College of Criminal Justice, CUNY, New York, NY
CoAuthor: Margaret Bull Kovera, PhD, John Jay College of Criminal Justice, CUNY, New York, NY

Participant/1stAuthor
Joel D. Lieberman, PhD, University of Nevada Las Vegas, Las Vegas, NV
Title: Perceptions of Future Dangerousness Testimony in Sexual Predator Commitment Cases
CoAuthor: Daniel A. Krauss, PhD, JD, Claremont McKenna College

New Norms for Competency to Waive Miranda Rights and Suggestibility

Session ID: 3081
Session Type: Symposium
Building: Boston Convention and Exhibition Center
Room Description: Meeting Room 104A
Room Location: Meeting Level 1
Date: 08/16/2008
Time: 9:00AM - 10:50AM
Chair
Bruce Frumkin, PhD, Independent Practice, South Miami, FL

Participant/1stAuthor
Bruce Frumkin, PhD, Forensic & Clinical Associates, South Miami, FL
Title: New Norms for Gudjonsson Suggestibility Scale and Grisso's Miranda Tests



Participant/1stAuthor

Solomon M. Fulero, PhD, JD, Sinclair College, Dayton, OH
Title: Case Law of Expert Testimony regarding Miranda Competency and Suggestibility

Participant/1stAuthor

Gretchen M. Lamendola, MS, Nova Southeastern University, Fort Lauderdale, FL
Title: Psychosis and Personality Factors affecting Suggestibility and Miranda Right Competency

Death Penalty

Session ID: 3157

Session Type: Paper Session

Building: Boston Convention and Exhibition Center

Room Description: Meeting Room 104A

Room Location: Meeting Level 1

Date: 08/16/2008

Time: 11:00AM - 11:50AM

Chair

Veronica Stinson, PhD, Saint Mary's University, Halifax, NS, Canada

Participant/1stAuthor

Brooke Butler, PhD, University of South Florida Sarasota, Sarasota, FL
Title: "Unmistakably Clear:" Implications for Death Qualification after Uttecht

Participant/1stAuthor

Judith Platania, PhD, Roger Williams University, Bristol, RI
Title: Investigating Legal Safeguards Against Prosecutorial Misconduct in Closing Argument
CoAuthor: Rachel Small, BA, Roger Williams University, Bristol, RI
CoAuthor: Samantha Fusco, BA, Roger Williams University, Bristol, RI
CoAuthor: Mindy Miller, BA, Roger Williams University, Bristol, RI
CoAuthor: Rachael Perrault, BA, Roger Williams University, Bristol, RI

Poster Session II

Session ID: 3199

Session Type: Poster Session

Building: Boston Convention and Exhibition Center

Room Description: Exhibit Halls A and B1

Room Location: Exhibit Level

Date: 08/16/2008

Time: 12:00PM - 12:50PM

Participant/1stAuthor

Steve C. Imber, PhD, Rhode Island College, Providence, RI
Title: Independent Educational Evaluations: It's a Testy Matter (IDEA 2004)
CoAuthor: Steve C. Imber, PhD, Rhode Island College, Providence, RI
CoAuthor: Nancy LoDolce, JD, Independent Practice, Santa Rosa, CA

Participant/1stAuthor

Y. Evie Garcia, PhD, Northern Arizona University
Title: Cultural Considerations re: Tarasoff and the Perception of Duty to Warn
CoAuthor: Sherry Craft, MA, Northern Arizona University

Participant/1stAuthor

Chantal L. van Reeuwijk, BA, Sam Houston State University
Title: The IORNS as a proxy for the PCLR
CoAuthor: Holly A. Miller, PhD, Sam Houston State University

Participant/1stAuthor

Geoffrey L. Thorpe, PhD, University of Maine, Orono, ME
Title: A 14Item Test of Elementary Legal Knowledge for Competency Evaluations
CoAuthor: Lindsay R. Owings, MA, University of Maine, Orono, ME
CoAuthor: Rachel F. Dawson, MA, University of Maine, Orono, ME
CoAuthor: Elaine S. McMillan, MA, University of Maine, Orono, ME

Participant/1stAuthor

W M. Nelson III, PhD, Xavier University, Cincinnati, OH
Title: "Elevated" Parental MMPI2 Profiles in Child Custody Litigation
CoAuthor: Charles Handle, PhD, Independent Practice, Cincinnati, OH
CoAuthor: Meredith A. Nelson, Xavier University, Cincinnati, OH

Participant/1stAuthor

Amber H. Simpler, MS, Sam Houston State University
Title: Anger Abatement Program in a Prison Therapeutic Community: Additive Benefits?
CoAuthor: Leah M. Sanders, MA, Sam Houston State University
CoAuthor: Lisa Kan, MA, Sam Houston State University
CoAuthor: Beth Caillouet, MA, Sam Houston State University

Participant/1stAuthor

Jennifer C. Sturek, MED, University of Virginia
Title: The SCIDII Personality Questionnaire as a Screen for Psychopathy in Female Inmates
CoAuthor: Ann B. Loper, PhD, University of Virginia
Co Author: Janet I. Warren, DSW, Institute of Law, Psychiatry, and Public Policy, Charlottesville, VA

Participant/1stAuthor

Jeffrey J. Haun, PsyD, University of Washington, School of Medicine, Seattle, WA
Title: Risk Opinions in Juvenile Forensic Evaluations
CoAuthor: Brent J. Oneal, PhD, University of Washington, School of Medicine, Seattle, WA
CoAuthor: Ivan Kruh, PhD, Child Study and Treatment Center, Tacoma, WA
CoAuthor: Fran Lexcen, PhD, Child Study and Treatment Center, Tacoma, WA
CoAuthor: Chris Cadle, MA, Western State Hospital, Tacoma, WA

Participant/1stAuthor

Marshall T. Bewley, BA, Texas Tech University, Lubbock, TX
Title: Inmate Characteristics and Mental Health Services
CoAuthor: Lucas Shaw, PhD, Texas Tech University, Lubbock, TX
CoAuthor: Robert D. Morgan, PhD, Texas Tech University, Lubbock, TX
CoAuthor: Marshall T. Bewley, BA, Texas Tech University, Lubbock, TX

Participant/1stAuthor

Nathan Cook, BS, Roger Williams University, Bristol, RI

Title: Gender and psychopathic traits in adolescence: Offense and victim characteristics

CoAuthor: Frank DiCataldo, PhD, Roger Williams University, Bristol, RI
CoAuthor: Trevor H. Barese, BA, Roger Williams University, Bristol, RI

Participant/1stAuthor

Catherine C. Ayoub, EdD, RN, Massachusetts General Hospital, Boston, MA

Title: Factors in Emotional Distress of Children of High Conflict Divorce

CoAuthor: Robin M. Deutsch, PhD, Massachusetts General Hospital, Boston, MA

CoAuthor: Luana M. Miller, PhD, Massachusetts General Hospital, Boston, MA

Participant/1stAuthor

Kathleen J. Hart, PhD, Xavier University, Cincinnati, OH

Title: Cluster Analysis of Juvenile Offenders' MACI Profiles

CoAuthor: Laura Bumberry, MA, Xavier University, Cincinnati, OH

Participant/1stAuthor

Mary E. Steers, MA, University of Colorado at Colorado Springs, Colorado Springs, CO

Title: Attitudes of Correctional Staff towards Prison Rape

CoAuthor: Kasey R. Weber, MA, University of Colorado at Colorado Springs, Colorado Springs, CO

CoAuthor: Maureen L. O'Keefe, MA, Colorado Department of Corrections, Colorado Springs, CO

CoAuthor: Kelli J. Klebe, PhD, University of Colorado at Colorado Springs, Colorado Springs, CO

Participant/1stAuthor

Jeffrey D. Burl, MA, Drexel University

Title: Graduate Training in Forensic Psychology: A Survey of Training Models

CoAuthor: Sanjay Shah, BA, Drexel University

CoAuthor: David S. DeMatteo, JD, PhD, Drexel University

Participant/1stAuthor

Patrick K. Cook, MA, Auburn University, Auburn, AL

Title: A Measure of Conduct Disorder for Incarcerated Juvenile Offenders

CoAuthor: Barry R. Burkhart, PhD, Auburn University, Auburn, AL

CoAuthor: Alejandro A. Lazarte, PhD, Auburn University, Auburn, AL

CoAuthor: David J. Pirtle, BA, Auburn University, Auburn, AL

CoAuthor: Benjamin Carter, BA, Auburn University, Auburn, AL

Participant/1stAuthor

Cynthia J. Najdowski, BA, University of Illinois at Chicago, Chicago, IL

Title: Jurors' Perceptions of Juvenile Defendants in Adult Criminal Court

CoAuthor: Bette L. Bottoms, PhD, University of Illinois at Chicago, Chicago, IL

CoAuthor: Margaret C. Stevenson, MA, University of Illinois at Chicago, Chicago, IL

CoAuthor: Maria Vargas, University of Illinois at Chicago, Chicago, IL

CoAuthor: Saba Khan, University of Illinois at Chicago, Chicago, IL

Participant/1stAuthor

Julie Lavigne, MPH, University of Montreal, Montreal, QC, Canada

Title: Indicators of Deception: The Effects of the Ethnicity of the Suspect

Participant/1stAuthor

Aleha K. Buffaloe, MA, Sam Houston State University

Title: God versus Satan: Juror Perception of Insanity in Texas

CoAuthor: Leah M. Sanders, MA, Sam Houston State University

CoAuthor: Lisa Kan, MA, Sam Houston State University

CoAuthor: Marcus T. Boccaccini, PhD, Sam Houston State University

Participant/1stAuthor

Brett T. Gillcrest, BS, Creighton University, Omaha, NE

Title: An Examination of Expert Testimony in Sexually Violent Predator Commitment Trials

CoAuthor: Matthew T. Huss, PhD, Creighton University, Omaha, NE

Participant/1stAuthor

Shan A. Jumper, PhD, IDHSTDF, Rushville, IL

Title: The Next Generation of Sexual Predator Laws

CoAuthor: Michael Bednarz, MD, Illinois Department of Human Services Treatment and Detention Facility, Rushville, IL

CoAuthor: Raymond Wood, PhD, Illinois Department of Human Services Treatment and Detention Facility, Rushville, IL

Diversity in Psychology and Law

Session ID: 3249

Session Type: Paper Session

Building: Boston Convention and Exhibition Center

Room Description: Meeting Room 157A

Room Location: Meeting Level 1

Date: 08/16/2008

Time: 1:00PM - 1:50PM

Chair

Veronica Stinson, PhD, Saint Mary's University, Halifax, NS, Canada

Participant/1stAuthor

Brenda Russell, PhD, Penn State Berks, Reading, PA

Title: An Examination of Sexual Orientation, Gender, and Battered Person Syndrome

CoAuthor: Laurie L. Ragatz, MA, West Virginia University

CoAuthor: Shane W. Kraus, MA, Castleton State College, Castleton, VT

Participant/1stAuthor

Frances C. Sothmann, MA, City University of New York John Jay College of Criminal Justice

Title: Use of the Legal System by Chinese Americans

CoAuthor: Jonathan Lam, MA, City University of New York John Jay College of Criminal Justice

CoAuthor: Nancy L. Ryba, PhD, City University of New York John Jay College of Criminal Justice

Participant/1stAuthor

Brooke Butler, PhD, University of South Florida Sarasota, Sarasota, FL



Title: Death Qualification and Prejudice: The Effect of Implicit Racism, Sexism, and Homophobia on Capital Defendants' Right to Due Process

Participant/1stAuthor

Julia C. Busso, MA, City University of New York John Jay College of Criminal Justice

Title: Effect of Defendant Race and Age on Verdict Choice

CoAuthor: Margaret B. Kovera, PhD, City University of New York John Jay College of Criminal Justice

Current Issues in Forensic Child Sexual Abuse Evaluations

Session ID: 4074

Session Type: Symposium

Building: Boston Convention and Exhibition Center

Room Description: Meeting Room 203

Room Location: Meeting Level 2

Date: 08/17/2008

Time: 9:00AM - 10:50AM

Credit Processing Fee: Member—\$30, Nonmember—\$40

CE Credits: 2 hours. (Instructions for claiming CE credit for selected sessions are available on page lxxvi.)

Chair

Steve Herman, PhD, University of Hawaii at Hilo, Hilo, HI

Participant/1stAuthor

Kamala London, PhD, University of Toledo

Title: Probative and prejudicial value of expert testimony on child sexual abuse

CoAuthor: Julie Buck, PhD, Weber State College, Ogden, UT

Participant/1stAuthor

Stephanie D. Block, MA, University of CaliforniaDavis, Davis, CA

Title: Can Adults Distinguish between Children's True and False Memories?

CoAuthor: Donna Shestowsky, PhD, JD, University of CaliforniaDavis, Davis, CA

CoAuthor: Daisy Segovia, BA, Univ of CaliforniaDavis, Davis, CA

CoAuthor: Jennifer Schaaf, BA, University of North Carolina at Chapel Hill, Chapel Hill, NC

CoAuthor: Gail Goodman, PhD, Univ of CaliforniaDavis, Davis, CA

Participant/1stAuthor

Steve Herman, PhD, University of Hawaii at Hilo, Hilo, HI

Title: The Accuracy of Forensic Judgments about Allegations of Child Sexual Abuse

Participant/1stAuthor

Kathy Kuehnle, PhD, Independent Practice, Indian Shores, FL

Title: Recommendations to the Court When the Veracity of the Child Sexual Abuse Allegation Is Undetermined

Discussant

Mary Connell, EdD, Independent Practice, Fort Worth, TX

Sex Offending— Assessment, Treatment, and Rehabilitation

Session ID: 4145

Session Type: Paper Session



Building: Boston Convention and Exhibition Center

Room Description: Meeting Room 153B

Room Location: Meeting Level 1

Date: 08/17/2008

Time: 11:00AM - 11:50AM

Chair

Jill D. Stinson, PhD, Fulton State Hospital, Fulton, MO

Participant/1stAuthor

Jill D. Stinson, PhD, Fulton State Hospital, Fulton, MO

Title: MultiModal SelfRegulation Theory: The development of sex offending behaviors

CoAuthor: Bruce D. Sales, JD, PhD, University of Arizona, Tucson, AZ

CoAuthor: Judith V. Becker, PhD, University of Arizona, Tucson, AZ

Participant/1stAuthor

Jisun Park, MA, MS, City University of New York John Jay

College of Criminal Justice

Title: Consistency in the Behavioral Patterns of Serial Rapists

Participant/1stAuthor

Kristine M. Jacquin, PhD, Mississippi State University

Title: Training enhances psychological profile accuracy for sexual homicide

CoAuthor: K. Chandler Yonge, BA, Mississippi State University

CoAuthor: Robyn Richardson, Mississippi State University

DIV 41 CO-LISTING PROGRAM SUMMARY

Women and War: Combat-Related Stressors & Health

Session ID: 1058

Session Type: Symposium

Division(s): 35, 9, 12, 17, 18, 19, 34, 38, 41, 45, 46, 50, 55, 56

Building: Boston Convention and Exhibition Center

Room Description: Meeting Room 211

Room Location: Meeting Level 2

Date: 08/14/2008

Time: 9:00AM - 9:50AM

Responding to Violence Against Women and Girls in Darfur

Session ID: 1088

Session Type: Symposium

Division(s): 35, 9, 13, 17, 19, 34, 41, 45, 46

Building: Boston Convention and Exhibition Center

Room Description: Meeting Room 160A

Room Location: Meeting Level 1

Date: 08/14/2008

Time: 10:00AM - 10:50AM

Stemming the Tide of Violence

Session ID: 1117

Session Type: Symposium

Division(s): 48, 9, 41, Psychologists for Social Responsibility

Building: Boston Convention and Exhibition Center

Room Description: Meeting Room 160B

Room Location: Meeting Level 1

Date: 08/14/2008

Time: 10:00AM - 11:50AM

Women in Violent Relationships: Trauma & HIV Risk

Session ID: 1134
Session Type: Symposium
Division(s): 35, 9, 12, 17, 38, 41, 43, 45, 50, 55, 56, Psi Beta
Building: Boston Convention and Exhibition Center
Room Description: Meeting Room 160A
Room Location: Meeting Level 1
Date: 08/14/2008
Time: 11:00AM - 11:50AM

Advancing Social Justice Through Multicultural Family Psychology Practice

Session ID: 1184
Session Type: Symposium
Division(s): 43, 9, 17, 18, 29, 37, 41, 42, 45, 46, 48, APA Committee on Early Career Psychologists
Building: Boston Convention and Exhibition Center
Room Description: Meeting Room 253C
Room Location: Meeting Level 2
Date: 08/14/2008
Time: 12:00PM - 1:50PM

Do the Rules Still Apply in EBTs with High-Risk Youth?

Session ID: 1268
Session Type: Symposium
Division(s): 43, 17, 29, 37, 41, 42, 50, 53, APA Committee on Early Career Psychologists
Building: Boston Convention and Exhibition Center
Room Description: Meeting Room 258C
Room Location: Meeting Level 2
Date: 08/14/2008
Time: 2:00PM - 3:50PM

Intellectual Disability and the Death Penalty—Current and Future Contributions of Psychologists in Atkins Cases

Session ID: 2038
Session Type: Symposium
Division(s): 33, 18, 41, 42, 46, Psi Beta
Building: Boston Convention and Exhibition Center
Room Description: Meeting Room 254B
Room Location: Meeting Level 2
Date: 08/15/2008
Time: 8:00AM - 9:50AM

Relational Cultural Views of Maternal PTSD—Shame, Guilt, and Beliefs

Session ID: 2075
Session Type: Symposium
Division(s): 35, 9, 17, 19, 41, 43, 45, 55, 56, APA Committee on Early Career Psychologists
Building: Boston Convention and Exhibition Center
Room Description: Meeting Room 160A
Room Location: Meeting Level 1
Date: 08/15/2008
Time: 9:00AM - 9:50AM

Emotional Perspectives on Intergroup Conflict Around the Globe

Session ID: 2246
Session Type: Symposium
Division(s): 48, 8, 9, 13, 19, 41, 45
Building: Boston Convention and Exhibition Center
Room Description: Meeting Room 260
Room Location: Meeting Level 2
Date: 08/15/2008
Time: 2:00PM - 2:50PM

Guidelines for Psychological Practice With Girls and Women— Inspirations and Challenges

Session ID: 2238
Session Type: Symposium
Division(s): 35, 17, 41, 43, 45, 46, 50, 55, Psi Beta
Building: Boston Convention and Exhibition Center
Room Description: Meeting Room 103
Room Location: Meeting Level 1
Date: 08/15/2008
Time: 2:00PM - 2:50PM
Credit Processing Fee: Member—\$15, Nonmember—\$20
CE Credit: 1 hour. (Instructions for claiming CE credit for selected sessions are available on page lxxvi.)

Hate Crimes—Psychological Research, Legislation, and Their Connections

Session ID: 2312
Session Type: Symposium
Division(s): 9, 29, 17, 27, 32, 35, 39, 43, 44, 45, 48, 51, 56 (Divisions for Social Justice), 8, 41, 42, Psi Beta
Building: Boston Convention and Exhibition Center
Room Description: Meeting Room 258B
Room Location: Meeting Level 2
Date: 08/15/2008
Time: 3:00PM - 4:50PM

Address given by Laurence Steinberg

Session ID: 2326
Session Type: Presidential Address
Division(s): 7, 9, 41
Building: Boston Convention and Exhibition Center
Room Description: Meeting Room 252B
Room Location: Meeting Level 2
Date: 08/15/2008
Time: 4:00PM - 4:50PM

Inside the Criminal Mind—Findings From the GMU Inmate Study

Session ID: 3016
Session Type: Symposium
Division(s): 8, 9, 12, 41, 48
Building: Boston Convention and Exhibition Center
Room Description: Meeting Room 203
Room Location: Meeting Level 2
Date: 08/16/2008
Time: 8:00AM - 9:50AM



Division News and Information

APA Program

Continued from p. 37

Panel on Mentoring Nontraditional Students

Session ID: 3205

Session Type: Discussion

Division(s): Psi Chi, 2, 41, 42, 50, Psi Beta

Building: Boston Convention and Exhibition Center

Room Description: Meeting Room 206B

Room Location: Meeting Level 2

Date: 08/16/2008

Time: 12:00PM - 12:50PM

Presidential Program— Violence Against Women: Innovations to Translate Science to Practice

Session ID: 3421

Session Type: Symposium

Division(s): APA Board of Directors, 12, 27, 35, 41, 56

Building: Boston Convention and Exhibition Center

Room Description: Meeting Room 253B

Room Location: Meeting Level 2

Date: 08/16/2008

Time: 5:00PM - 5:50PM

Credit Processing Fee: Member—\$15, Nonmember—\$20

CE Credit: 1 hour. (Instructions for claiming CE credit for selected sessions are available on page lxxvi.)

AP-LS RELATED CE WORKSHOPS AT APA

Current Issues in Forensic Child Sexual Abuse Evaluations
(Sunday, August 15th: 9-10:50)

Boston Police Study—Mental Illness in the Criminal Justice
System (Thursday, August 14th: 8-9:50)

Richard Rogers to Receive Award at APA

APA Award for Distinguished Professional Contributions to Applied Research

Richard Rogers, Ph.D., ABPP

Award Lecture: The Wrongs of Miranda Rights: Advances in Forensic Research and Psychological Expertise

When: Friday, August 15, 2008, 12:00 to 12:50

Where: Boston Convention and Exhibition Center, Meeting Room 257B

The APA/APF Awards ceremony will take place on August 15th, from 4:00pm - 5:50pm in the Grand Ballroom of the Sheraton Boston Hotel.

CAPP Integration Group

by

I. Bruce Frumkin, Ph.D., ABFP

The past two and a half years I have been representing mid and large state psychology associations at the CAPP Integration Group meetings. In that many of the issues discussed impacted the practicing forensic psychologist, I pushed successfully for Division 41 to have representation at these meetings.

CAPP is an APA committee that stands for the “Committee for the Advancement of Professional Practice.” Its mission is to advance, develop, and implement strategies to further the evolving practice agenda, both through the APA Practice Organization (which is funded by practice assessment dues) and through APA as a whole. CAPP is comprised of approximately 12 psychologists selected by the APA Council of Representatives. In that it was an impossible task for CAPP to represent all the diverse interests of practicing psychologists in the various divisions and state and territorial associations, the CAPP Implementation Group for Integrating the Diverse Practice Agenda (CAPP Integration Group or CAPP IG for short) was formed twelve years ago. The mission of CAPP Integration Group was to promote cooperation among divisions and state associations and better represent diverse interests within the practice communities. We provide a report to CAPP and the CAPP IG members attend CAPP meetings as observers and contribute to discussions on issues. Very few practice-oriented divisions and state associations have representative on either CAPP or CAPP IG. Division 41 is fortunate to have such representation.

Please feel free to contact me by email (Bfrumkin@aol.com) or by phone (1-305-666-0068) about any forensic practice issues of concern that you feel APA, through CAPP and CAPP IG, can assist. I know that over 50% of Division 41’s membership pay practice assessment dues. What issues are affecting your forensic psychology practice and what would you like APA to do for you? I have been quite active in this committee for the past several years and I will make the forensic practitioner’s voice heard. I just need to know what issues are affecting all of you.

Announcement from APA’s Committee on International Relations in Psychology

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

Division News and Information

APLS Book Series

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

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

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

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

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

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

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

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

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

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

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

Handbook of Teaching Materials

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

AP-LS NEWS, Summer 2008

Announcement from the Editor of Psychology, Public Policy, & Law

As you may have heard, Steve Penrod has stepped down as editor of Psychology, Public Policy, and Law. PPP&L is an APA journal, and APA will soon initiate a search for a new editor, but in the meantime I have agreed to serve as Acting Editor, through 2009.

I want to enlist your help over the next 18 months on several fronts. One, I encourage you to consider submitting papers to PPP&L, as I would like to see an increase in the number of submissions. Please also encourage your colleagues to do so. Some of you may have submitted papers to this journal in the past, and I am aware that you may have experienced lengthy delays in the review process. I can assure you that the review process will be timely.

Two, if you are not on the board or serving as an ad hoc reviewer, I welcome your help. Please email me directly to let me know you are interested in being involved, and include a few keywords indicating subject areas in which you can review.

Three, I wanted to update you on the publication schedule for 2008. We have not published an issue yet this year, but I have just completed the first issue and we expect that to be available in August. The second issue should be available by late September, and the third by November. I expect to have the final issue for 2008 in the mail by the end of the year, which will put us back on track for 2009.

You can access information about the journal at <http://www.apa.org/journals/law/>

Thanks for your help in this transition.

Ron Roesch

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

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

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



Division News and Information

American Academy of Forensic Psychology Workshop Schedule: 2008

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

The schedule for 2007-2008 can be found at www.abfp.com, along with a listing of the specific topics covered in each workshops. More information also appears in Conference and Workshop planner on page 38 and detailed information about upcoming workshops appears to the left.

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

Report from the Forensic Specialty Council

Ira K. Packer, Ph.D., Chair

The Forensic Specialty Council (which consists of representatives from AP-LS, ABFP, and AAFP) completed 2 important projects in the fall of 2007.

1. Education and Training Guidelines for Forensic Psychology. These guidelines were endorsed by the Council of Specialties in Professional Psychology (CoS) and sent to APA's Commission on Accreditation. Thus, for the first time, postdoctoral fellowships (also referred to as Residencies) in Forensic Psychology can apply for accreditation. These guidelines should also be helpful to students interested in obtaining training that will allow them to eventually specialize in Forensic. These guidelines have been submitted to the constituent organizations to post on their websites. In the meantime, they can be accessed at: <http://umassmed.edu/forensicpsychology> by clicking on the Education and Training link on the left side.
2. The Council completed, and submitted to APA, the Petition for Renewal of Recognition as a Specialty in Professional Psychology. We would like to thank all those who provided information and input to this document. Forensic Psychology was originally recognized as a Specialty by APA in 2001 and this process needs to be renewed every 7 years. The petition will be reviewed by the APA committee (CRSPPP) this coming spring and we expect formal renewal to be granted shortly thereafter.
3. In addition, Ira Packer, the representative from Forensic Psychology, was elected President of CoS for 2008-2009.

2008 American Academy of Forensic Psychology Workshops Schedule

**September 17-21, 2008, Las Vegas, NV, The Riviera
Hotel Casino, \$115**

Ethical Issues for the Forensic Practitioner (Wed., 9/17/08; 8:30 A.M. – 4:30 P.M.)

Donald Bersoff, JD, Ph.D.

Conducting Child Custody Evaluations (Thurs., 9/18/08; 8:30 A.M. – 4:30 P.M.)

Steve Sparta, Ph.D.

Risk Assessment and Management in Probation and Parole Contexts (Thurs., 9/18/08; 8:45 A.M. – 4:45 P.M.)

Jennifer Skeem, Ph.D.

Children's Memory: Interviewing Children to Preserve Accurate Testimony (Fri., 9/19/08; 8:30 A.M. – 4:30 P.M.)

Jodi Quas, Ph.D.

Violence Risk Assessment and Management Using Structured Professional Judgment (Fri., 9/19/08; 8:45 A.M. – 4:45 P.M.)

Kevin Douglas, Ph.D., LL.M.

Forensic Applications of the MMPI-2 (Sat., 9/20/08; 8:30 A.M. – 4:30 P.M.)

Roger Greene, Ph.D.

Overview of the Hare Psychopathy Scales (Sat., 9/20/08; 8:45 A.M. – 4:45 P.M.)

Stephen Hart, Ph.D.

Use of the Personality Assessment Inventory in Forensic & Correctional Settings (Sun., 9/21/08; 8:30 A.M. – 4:30 P.M.)

John Edens, Ph.D.

Call for Psychology and Law Related Syllabi

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

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

EXECUTIVE COMMITTEE AND COMMITTEE CHAIRS

• President	Margaret Bull Kovera	mkovera@jjay.cuny.edu
• Past-President	Joel Dvoskin	JoeltheD@aol.com
• President-Elect	Saul Kassir	skassin@jjay.cuny.edu
• Secretary	Patricia Zapf	pzapf@jjay.cuny.edu
• Treasurer	Brad McAuliff	bdm8475@csun.edu
• Member-at-Large	Kevin Douglas	douglask@sfu.ca
• Member-at-Large	Allison Redlich	aredlich@prainc.com
• Member-at-Large	Eve Brank	ebrank@ufl.edu
• Council Representative	Patty Griffin	pgriffin@navpoint.com
• Council Representative	Beth Wiggins	bwiggins@fjc.gov
• Student Section President	Andrew Cassens	ACassens@thechicagoschool.edu
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• <i>Psychology, Public Policy, & Law</i> Editor	Ron Roesch	roesch@sfu.ca
• Web Site Editor	Kevin O'Neil	oneilk@fiu.edu
• Webpage Administrator	Adam Fried	afried@fordham.edu
• Liaison to APA Science Directorate	Kathy Pezdek	Kathy.Pezdek@cgu.edu
• Liaison to APA Public Interest Directorate	Natacha Blain	natacha.blain@atlahg.org
• Liaison to APA Practice Directorate	Michele Galietta	mgalietta@jjay.cuny.edu
• Teaching, Training, and Careers Committee	Mark Costanzo	Mark.Costanzo@claremontmckenna.edu
• Dissertation Awards	David DeMatteo	dsd25@drexel.edu
• Fellows Committee	Edie Greene	egreene@uccs.edu
• Grants-in-Aid	Beth Bennett	BBennett@washjeff.edu
• Book Award Committee	Richard Redding	redding@law.villanova.edu
• Undergraduate Research Award Committee	Veronica Stinson	Veronica.Stinson@smu.ca
• Interdisciplinary Grant Committee	Gail Goodman	ggoodman@ucdavis.edu
• Committee on Relations with Other Organizations	Michele Galietta	mgalietta@jjay.cuny.edu
• Corrections Committee	Jennifer Skeem	skeem@uci.edu
• Scientific Review Paper Committee	William Thompson	wcthomps@uci.edu
• Minority Affairs Committee	Roslyn Caldwell	rmc523@gmail.com
• Mentorship Committee	Ryann Haw	ryannah@bigbend.edu
• Division Administrative Secretary	Kathy Gaskey	APLS@ec.rr.com
• Conference Advisory Committee	Tonia Nicholls	tnichola@sfu.ca
• 2008 APA Program Chairs	Veronica Stinson	Veronica.Stinson@smu.ca
	Roslyn Caldwell	rcaldwell@jjay.cuny.edu
• 2009 APA Program Chairs	Veronica Stinson	Veronica.Stinson@smu.ca
	Nancy Ryba	nryba@jjay.cuny.edu
• 2009 APLS Conference Chairs	Keith Cruise	cruise@fordham.edu
	Jeffery Neuschatz	neuchaj@uah.edu
	Gina Vincent	Vincent@umannmed.edu
• 2010 APLS Conference Chairs	Jodi Viljoen	viljoenj@sfu.edu
	Sam Sommers	sam.sommers@tufts.edu
	Matt Scullin	mhscullin@utep.edu

New AP-LS Web Site Editor

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

AP-LS Election Results

The winners of the APLS (Division 41) elections are:
 Ed Mulvey, President
 Eve Brank, Secretary
 Natacha Blain, Member at Large
 Bill Foote, APA Council Representative

Congratulations to all those who were elected!



Nominations, Awards, and Announcements

The AP-LS Grants-in-Aid Committee announces the grants awarded in the Winter Cycle:

Erica L. DeGarmo, University of California, Santa Cruz
Title: "Knights Battling Monsters": A Proposed Content Analysis of Television Crime Dramas

Sarah L. Desmarais, Simon Fraser University
Title: Evaluating the Credibility of Intimate Partner Abuse Reports: The Role of Consistency and Social Categorization

Sheri C. Gibson, University of Colorado at Colorado Springs
Title: Using Psychological Evidence to Enhance the Prosecution of Elder Financial Abuse

Suzanne Kaasa, University of California, Irvine
Title: Developmental Differences in Predictors of Suggestibility and Conformity

Andre Kehn and Lisa Hasel, University of Wyoming and Iowa State University
Title: Cross-race face recall: Reducing own-race bias through the creation of facial composites

Kimberly Lynn Kreklewetz, Simon Fraser University
Title: Cognitive and neuropsychological predictors of juvenile adjudicative competency: The role of executive functioning

Sarah Manchak, University of California, Irvine
Title: Examining Change in Civilly Committed Sex Offenders

John G. McCabe, Claremont Graduate University
Title: The Rational Gatekeeper: Does Acknowledging Mock Jurors' Emotional Reactions Lead to Cognitive Processing Changes?

Sarah L. Miller, Abigail M. Perelman, Amy Rodriguez, and Carl B. Clements, The University of Alabama
Title: Mindfulness in Prison: An examination of the Influences of Vipassana Meditation

Erika Penner, Simon Fraser University
Title: Judges' Perceptions of Juvenile Defendants

Anna Rainey, John Jay College of Criminal Justice
Title: Showup Bias: The Effect of Live Versus Photographic Showups on Eyewitness Decision Making.

Dario N. Rodriguez, University of Dayton
Title: Dissonance Reduction in Jurors' Post-Verdict Decisions

AP-LS Award: Best Undergraduate Paper

Description:

The AP-LS Award for Best Undergraduate Paper is awarded to an outstanding undergraduate research paper that is focused on the interdisciplinary study of psychology and law.

Eligibility:

To be eligible for an award, the student must be the major contributor to a project on a topic relevant to psychology and law (i.e., the student had primary responsibility for initiating and conducting the project even though the project will usually be conducted under the supervision of a mentor). At the time that the student submits a paper for this award, the student must be the first author on a submission to the annual AP-LS conference on the same work. Data collection should be complete. Students may submit their work during their first post-undergraduate year as long as the work was conducted during their undergraduate career.

Nominations/Applications: Send one copy of each of the following:

A statement by the student describing their role in initiating, conducting, analyzing and writing the project (150 words or fewer).

APA style manuscript or thesis detailing the research to be considered for an award in less than 20 pages of text.

Letter of support from the student's faculty supervisor; this letter must characterize the nature and extent of the student's contribution to the project.

Submissions:

Submissions must be received either via email (preferred— in .pdf or .doc formats) or postal mail by the committee chair on or before June 30.

Email: Veronica.Stinson@smu.ca

Mail: Veronica Stinson, Chair of the AP-LS Undergraduate Paper Award Committee,
Department of Psychology,
Saint Mary's University, Halifax, Nova Scotia
Canada B3H 3C3

Nomination Deadline: June 30 (annually)

Decision Made By: AP-LS Undergraduate Paper Award Committee. Proposals will be judged based on independence, originality, contribution to field, soundness of design and analyses, and quality of writing.

Awarded:

First, second, and third place winners will be determined. Award recipients will be invited to present their work at the next AP-LS Conference and will be recognized as winners of this Award.

Nominations, Awards, and Announcements

Call for Nominations

American Psychological Foundation Gold Medal Awards

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

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

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

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

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

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

CALL FOR NOMINATIONS

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

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

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

Nominees must demonstrate and will be rated on the following dimensions

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

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

Nomination process: Nominations should include:

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

Deadline: December 1, 2008

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



Nominations, Awards, and Announcements

AP-LS Dissertation Award Program

The American-Psychology Law Society confers Dissertation Awards for scientific research and scholarship that is relevant to the promotion of the interdisciplinary study of psychology and law. Persons who will have completed dissertations in 2008 that are related to basic or applied research in psychology and law, including its application to public policy, are encouraged to submit their dissertations for consideration for the awards. First, second, and third place awards are conferred. Winners will also present their research at the 2009 conference in San Antonio.

To apply for the Dissertation Awards, please attach the following items in an email to aplsdissertations@gmail.com by January 1, 2009: 1) the dissertation as it was turned in to the student's university, 2) the dissertation with all author (and advisor) identifying information removed, and 3) a letter of support from the dissertation advisor. You must be a member of AP-LS in order to receive a dissertation award.

CALL FOR NOMINATIONS: AP-LS Book Award

The American Psychology-Law Society Book Award is given for a scholarly book devoted to psychology and law issues. The award is intended to recognize outstanding scholarship in psychology and law.

Eligibility:

Nominations are open to scholarly books (not textbooks) from all areas of psychology and law published in 2007 or 2008.

Deadline:

The deadline for nominations is September 1, 2008.

Nomination letters should include:

Title and publisher of the book, month and year of publication, and the names and addresses of all authors or editors. Self nominations are strongly encouraged.

Please send electronically to: Richard E. Redding, J.D., Ph.D.
Chair, Book Award Committee
redding@law.villanova.edu

The winner of the award will be presented with a plaque, and invited to give an award address, at the 2009 Meeting of the American Psychology-Law Society.

Congratulations to AP-LS Fellow and Honorary Distinguished Members!

The Fellows Committee approved the Fellowship application of one current APA Fellow, Andrew Benjamin, and six individuals nominated to become Honorary Distinguished Members of AP-LS: Paul Appelbaum, Richard Bonnie, Michael Perlin, Chris Slobogin, David Wexler, and Bruce Winick. Honorary Distinguished Members are those individuals who have made significant contributions to our field but who are not members of AP-LS or APA. Congratulations to all on these well-deserved honors.

Fellow Status in the APA

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

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

Members nominated for Fellow Status through AP-LS must provide evidence of unusual and outstanding contributions in the area of psychology and law. All candidates must be endorsed by at least one current AP-LS Fellow. For further information and application materials, please contact Lynn Peterson, AP-LS Central Office (div41apa@comcast.net)

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

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

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

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

Call for Papers

APLS 2009 Annual Conference

San Antonio, TX – March 5-8th

The 2009 AP-LS Annual Conference will be held March 5 - 9th at the Crown Plaza Hotel Riverwalk in San Antonio, Texas (www.crownplaza.com/sariverwalk). Proposals for symposia, papers, and posters addressing topics in all areas of psychology and law are invited. International submissions are welcome, and papers authored or co-authored by students are also encouraged. We especially welcome proposals that are empirically based and those that involve new and emerging topics within psychology and law.

Proposals will be evaluated through a blind review process focused on the following three criteria: 1) the intellectual merit of the proposal, 2) the innovative nature of the proposal, and 3) the proposal's integration of multiple aspects of the field of psychology and law.

Paper proposals are appropriate for presentations that will focus on an individual research topic or piece of legal scholarship. After acceptance/rejection of proposals has been determined, the conference co-chairs will group paper presentations into sessions consisting of 3-5 presentations. (Each paper session at the conference will be allotted up to 60 minutes. The amount of time allowed for each individual presentation will be determined by the total number of presentations involved).

A symposium proposal is appropriate for a coordinated group of presentations that will focus on one topic. Symposia proposals must include a minimum of four presentations and a discussant. The discussant must be independent of the lab or research projects that are presented in the symposia. In addition, at least one of the papers in the symposia must be presented by a full member of APLS or other professional organization. Each participant and the topics to be discussed should be outlined in the proposal. The participation of each presenter should be secured before submitting the proposal. (Each symposium session at the conference will be allotted up to 80 minutes.)

Poster presentations will be made at one of two poster sessions held Friday and Saturday evenings. Presentations will be made in a written format on display boards (size TBA).

There will be a limit of **TWO** first-author presentation submissions (either individual papers or papers within a symposium) for each submitter. There is no limit on the number of poster submissions or appearances as a discussant or session chair.

Please be aware that we are continuing an ongoing effort to increase the rigor of the review process and the quality of the presentations at the conference. As a result, we are likely to accept fewer paper and symposium presentations and to accept more poster presentations. Please be sure to indicate during submission if you would like your paper or symposium papers to be considered for inclusion as posters if they are not accepted as proposed.

The deadline for submissions is 3:00PM EST on September 19th, 2008.

All proposals should be submitted electronically via the conference website created for APLS by All Academic (<http://convention2.allacademic.com/one/apls/apls09/>). The site is currently scheduled to become active for submissions on 08/15/08. Please check the 2009 APLS conference webpage (<http://www.ap-ls.org/conferences/index.html>) for regular updates regarding the submission process. (If you are unable to submit via the website, please contact Jeffrey Neuschatz (neuschaj@uah.edu) to make alternative arrangements.)

Paper and poster proposals should consist of an abstract that is no longer than 100 words and a summary that is no longer than 1000 words. Symposium proposals should consist of a 100-word abstract and 1000-word summary for each paper, plus an additional 200-word abstract for the symposium. Empirical research submissions that do not include data are discouraged.

If you have any questions or comments regarding the call for papers, or about the conference, please feel free to contact one of the conference co-chairs:

Keith Cruise, PhD, MLS
Department of Psychology
Fordham University
Office phone: 718-817-3883
Email: cruise@fordham.edu

Jeffrey Neuschatz, PhD
Department of Psychology
University of Alabama in Huntsville
Office phone: 256-824-2321
Email: neuschaj@uah.edu

Gina Vincent, PhD
Center for Mental Health Services Research
Department of Psychiatry
University of Massachusetts Medical School
Office phone: 508-856-8727
Email: Gina.Vincent@umassmed.edu

Reviewers needed: Professional and student AP-LS members are needed to review proposal submissions. If you are interested, please contact Jeff Neuschatz (neuschaj@uah.edu).

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



Calls for Conferences and Papers

SAVE THE DATES AP-LS 2009 Annual Conference San Antonio, Texas (March 5th – 9th)

Planning is underway for the 2009 AP-LS conference which will be held March 5th through March 9th at the Crowne Plaza Riverwalk in San Antonio Texas. Check the conferences section of the AP-LS webpage (<http://www.ap-ls.org/conferences/apls/index.html>) for updates regarding the call for papers, registration, conference events, and hotel information. If you have any questions or comments about the upcoming conference, please feel free to contact one of the conference co-chairs.

Keith Cruise, PhD, MLS
Department of Psychology
Fordham University
Office Phone: 718-817-3883
Email: cruise@fordham.edu

Jeffrey Neuschatz
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University of Alabama Huntsville
Office Phone: 256-824-2321
Email: neuschaj@email.uah.edu

Gina Vincent, PhD
Center for Mental Health Services Research
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University of Massachusetts Medical School
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Email: Gina.Vincent@umassmed.edu

Membership in EAPL

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

Perspectives on Psychology and the Law: Celebrating the Contributions of Lawrence S. Wrightsman, Jr.

Location and Dates: The University of Kansas campus in Lawrence, KS, **October 17-18, 2008**. The University of Kansas Department of Psychology is pleased to announce a *festschrift* in honor of Lawrence (Larry) Wrightsman, who retired last year. Dr. Wrightsman's contributions to the field of psychology and law are legendary, and include his popular textbook *Psychology and the Legal System*, as well as 46 other authored, edited, or co-edited books and some 75 articles and chapters over a 48-year career. The conference is being sponsored by the American Psychological Association, the American Psychology-Law Society, and the KU Department of Psychology, and is open to interested faculty, students, practitioners, and the general public.

Speakers include:

Jack Brigham, *Pioneer in Injecting Social Psychological Knowledge Into the Legal System*

Edie Greene, *Recognized Excellent: Wrightsman's Seminal Role in Undergraduate Education in Psychology and Law*

Richard Wiener, *Social Analytic Jurisprudence: Using Psychological Science to Test Legal Assumptions*

Ronald Roesch, *Larry Wrightsman's Perspectives on the United States Supreme Court*

Stanley Brodsky, *Research and Applications on Witness Credibility and Effectiveness*

Sol Fulero, *Expert Testimony on False Confessions, Eyewitness Reliability and Eyewitness Evidence Collection: Tales from the Front*

Gary Wells, *Eyewitness Identification Evidence: Science and Reform*

Saul Kassin, *False Confessions: From Colonial Salem, Through Central Park, and into the 21st Century*

Kay Deaux, *Have We Successfully Gendered the Law? From Price/Waterhouse to the Present*

Margaret Bull Kovera, *Identifying Juror Bias: Moving from Assessment and Prediction to a New Generation of Jury Selection Research*

Brian Bornstein, *Empirical Findings on Religion and Judging, with an Aside on the Value of Multidisciplinary Scholarship*

For more information, please visit the conference website at <http://www.psych.ku.edu/larry/index.shtml>. There is no enrollment fee, but we ask that you indicate your intent to attend by clicking on "registration" at the website. *Organizers:* Monica Biernat (biernat@ku.edu), Christian S. Crandall (crandall@ku.edu), Omri Gillath (ogillath@ku.edu), and Patricia Hawley (phawley@ku.edu)

AP-LS NEWS, Summer 2008

Calls for Conferences and Papers

Call for Papers:

Special Issue of *Sex Roles* on “Issues of Gender in Stalking Research”

Since the advent of anti-stalking legislation, scholarship on stalking has been increasing. As the research grows, so does our understanding of the perceptions, causes and consequences of stalking behavior. Among the issues that have emerged is the relation of gender to stalking. For instance, many point to stalking as a gendered crime best understood in the context of other types of violence against women. Others highlight gender differences in perpetration, victimization and/or perceptions of stalking incidents. Additional research discusses stalking as affected by the norms our society holds about courtship, norms which are laden with gender roles. Accordingly, this special issue has been proposed to highlight the many issues of gender in stalking research. Empirical and theoretical work that addresses a gender issue in stalking research is welcome.

Submissions are due by July 9th, 2008 and may be submitted through the *Sex Roles* Online Submission system (<http://www.editorialmanager.com/sers/>). In their cover letter, submitters should indicate that they would like their manuscript considered for the special issue (e.g., write it is for the “Gender & Stalking” special issue). Queries about the special issue can be submitted to either Dr. Colleen Sinclair (csinclair@psychology.msstate.edu) or Dr. Maureen O’Connor (moconnor@jjay.cuny.edu).

Call for Papers: Terrorism Research

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

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

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

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

Call For Papers

Behavioral Sciences & The Law Special Issue on Miscarriages of Justice in the 21st Century

Behavioral Sciences and the Law announces a forthcoming special issue on The Age of Innocence: Miscarriages of Justice in the 21st Century, to be co-edited by Allison D. Redlich, Ph.D., and John Petrila, J.D., LL.M. The focus of the special issue is on miscarriages of justice relating to Actual Innocence, i.e., persons wrongfully arrested, incarcerated, and/or convicted and the agents/systems that contribute to these injustices. Manuscripts that address the following research areas are particularly welcome: Prevalence of Innocent persons wrongfully accused, imprisoned, and/or convicted; Contributing factors, including, but not limited to, eyewitness misidentification, false confessions, snitch testimony, alibi evidence, fraudulent/faulty forensic science, situational and dispositional risk factors, and racial biases; Juries and their decision-making; Expert testimony; Potential reforms; and the Consequences of miscarriages of justice. Legal reviews and scholarly essays relevant to Actual Innocence and Miscarriages of Justice are also welcome. *Behavioral Sciences and the Law* is a peer-reviewed journal that appeals to a wide audience, including researchers, clinicians, lawyers, and policy makers.

Manuscripts should be 20 to 30 double-spaced typewritten pages and should comply with the editorial and referencing style of the most recent edition of the Publication Manual of the American Psychological Association or the Harvard Law Review’s Association’s The Bluebook: A Uniform System of Citation (but not both).

To expedite processing, submit the manuscript electronically to either aredlich@prainc.com or Petrila@fmhi.usf.edu. Manuscripts should be in MS Word or Word Perfect formats. If using postal mail, submit manuscript in triplicate with two copies prepared for blind review, to either of the special issue editors.

Allison D. Redlich, Ph.D.
Policy Research Associates
345 Delaware Avenue
Delmar, NY 12054
Tel: 518-439-7415, ext. 232
Email: aredlich@prainc.com

John Petrila, J.D., LL.M.
Department Mental Health Law and Policy
Florida Mental Health Institute
University of South Florida
13301 Bruce B. Downs Blvd.
Tampa, FL 33612-3807
Tel: 813-974-9301
Email: Petrila@fmhi.usf.edu

The deadline for submission is July 1, 2008



Fellowships and Positions

University of Alabama: Psychology-Law Position

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

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

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

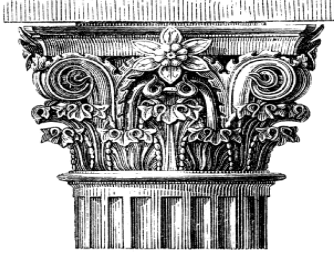
The University of Alabama is an Affirmative Action/Equal Opportunity Employer. Applications from women and minorities are encouraged.

Social Psychology Position: University of Wyoming Department of Psychology

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

Fellowship and Position listings are included in the APLS News at no charge as a service to members and affiliates. All listings should be forwarded, in MS Word or WordPerfect, with minimal formatting included to Jennifer Groscup (jgroscup@fjjay.cuny.edu). Deadlines are January 15, May 15, and September 15, with each issue placed online approximately one month later. Any requests for Fellowship and Position listings should include details regarding which issues of the newsletter the listing should be included (i.e., a one-time listing, for a specified number of issues or period of time, or a listing that should appear on a regular schedule).

Notes From The Student Chair



AP-LS Student Officers E-mail Addresses

Chair, Andrew Cassens
acassens@csopp.edu

Past Chair, Peter Shore
phshore@gmail.com

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

Secretary/Treasurer, David Duke
wddukejr@gmail.com

Web Editor, Shannon Maney
Shannon.Maney@umassmed.edu

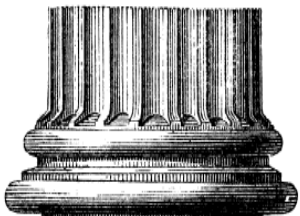
Member-at-Large/Liaisons (Clinical)
Natasha Elkovitch
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Ryan Montes
rmontes@nova.edu

Member-at-Large/Liaisons (Experimental)
Andre Kehn
akehn@uwyo.edu
Sarah Manchak
smanchak@uci.edu

Member-at-Large/Liaison (Law)
Jennifer Hurwitz
Jennifer.Hurwitz@valpo.edu

AP-LS Student Homepage
www.aplsstudentsection.com/

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



Dear AP-LS Student Member:

It's almost time for student elections again, which means we will soon be taking nominations for student section offices for the 2008-2009 year. As students we get many opportunities to learn, but few to lead. We spend most of our time following a curriculum or a syllabus, and have little influence over the content and format of our education, or the direction of our field. However, holding an office in the APLS Student Section can give you such an opportunity. Being a student section officer can also place you in a position to meet prominent professionals that may refine or further influence your interests in psychology and law.

The APLS-Student Section will soon be accepting nominations for student officers. These positions include: Chair/Chair-Elect, Secretary/Treasurer, Web Editor, and three Members-At-Large/Liaison positions (Clinical, Experimental and Law). See APLS-Student Section website (<http://www.unl.edu/ap-ls/student/officerdescriptions.html>) for descriptions of these officer positions.

We will begin accepting nominations June 8, 2008 and will close the nomination period July 8, 2008. Elections will occur shortly thereafter.

If you are interested, please submit a statement in 200 words or less. This statement should clearly articulate reasons why you are running for that specific position. Please send all nominations via email to: aplsstudents@gmail.com. Also, please make sure your membership is active. Active membership is a requirement to run for office.

Best of luck to each of the nominees!

Lastly, I would like to thank the dedicated and uniquely talented members of the current student cabinet for their tireless efforts this year. In particular, I would like to extend a special 'thank you' to the current Chair-Elect, Gianni Pirelli. As the incoming Chair, Gianni's strong leadership abilities will enable the student section to achieve even greater levels of success. I wish him the very best of luck next year. Please take a few moments to read Gianni's message below.

Thank you again for giving me the opportunity to work with all of you this year. It has been an honor leading the student section, and helping to ensure the future success of APLS.

Best Wishes,
Andrew Cassens, M.A.
Chair, APLS Student Section



Note from the APLS Student Section President-Elect:

Fellow students:

I would like to thank the Student Section cabinet members as a whole, and in particular, the current Chair, Andrew Cassens. Andrew's leadership abilities proved to be the cornerstone of the Student Section this year. It takes a special person to motivate others to want to work hard for a cause. It takes a special person to recognize the best in people and accentuate their strengths. Andrew was such a person, and as a result, the student cabinet and community benefited. A major initiative set early on this year was to increase our involvement and presence at the 2008 conference in Jacksonville. The conference was a great success. We disseminated a conference information packet and "survival" guide, co-sponsored two sessions, hosted an information booth each day enlisting numerous campus representatives, and held a student pizza social which was attended by approximately 200 students!

Enthusiasm for the Student Section has clearly burgeoned. Senior members of AP-LS remain excited about the activity within the Section and student interest in getting involved and running for cabinet positions has flourished. The main initiatives moving forward are: increasing our involvement and presence at the 2009 conference; continuing to develop the mentorship and campus representative programs; demonstrating a strong commitment to diversity by working with the Minority Affairs Committee (MAC); connecting and working with the Early Career Psychologists; and continuing to develop the Student Section website. To meet these goals we will be working closely with various AP-LS officers and committees over the next year. As student affiliates, your full support is necessary to grow and realize the goals we share. I look forward to working with you and serving as your Chair for the next year.

Gianni Pirelli, M.A.

Incoming Chair for 2008-2009

Forensic Psychology Ph.D. Program, John Jay College of Criminal Justice

Funding Opportunities

AP-LS/Division 41

Stipends for Graduate Research

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

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

Applicants should submit proof that IRB approval has been obtained for the project and the appropriate tax form W-9 for US citizens and W-8BEN for international students. Electronic submissions can be submitted via e-mail to Dr. Elizabeth Bennett (committee chair): bbennett@washjeff.edu.

Tax forms and IRB approval can be FAXed to Dr. Elizabeth Bennett (committee chair): 724-223-6543.

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

Conference and Workshop Planner

**The next American Psychology-
Law Society
Annual Meeting
March 5 - 9, 2009
San Antonio, TX**

Mark it on your calanders!!

For further information see
www.ap-ls.org or page 46

**American Psychological
Association Annual Meeting
August 14 - 17, 2008
Boston, MA
Submission deadline: 12/3/07**

For further information see
www.apa.org/conf.html

**International Association of
Forensic Mental Health
Annual Meeting
June 24 - 26, 2009
Edinburgh Int. Conf. Center
Edinburgh, Scotland
Submission deadline: TBA**

For further information see
www.iafmhs.org/iafmhs.asp

**American Psychological
Association Annual Meeting
August 6 - 9, 2009
Toronto, Ontario, CA
Submission deadline: 12/1/08**

For further information see
www.apa.org/conf.html

**Law and Society Association
Annual Meeting
May 28 - 31, 2009
Denver, CO
Submission deadline: TBA**

For further information see
www.lawandsociety.org

**2010 American Psychology-
Law Society
Annual Meeting
March 18 - 20, 2010
Vancouver, British Columbia, CA
Mark it on your calanders!!**

**3rd Annual Conference on
Empirical Legal Studies
Sept 12-13, 2008
Ithaca, NY**

For further information see
www.lawschool.cornell.edu/cels2008

**Congress of the Internat'l Acad-
emy of Law and Mental Health
June 28-July 4, 2009
New York, NY**

For further information see
www.ialmh.org

**Association for
Psychological Science
Annual Convention
May 22 - 25, 2009
San Fransisco, CA
Submission deadline: TBA**

For further information see
www.psychologicalscience.org

**American Society of Criminology
November 12 - 15, 2008
St. Louis Adams Mark
St. Louis, MO
Submission deadline: 3/14/08**

For further information see
www.asc41.com

**American Society of Trial
Consultants
June 4-7, 2009
Atlanta, GA**

For further information see
www.astcweb.org

**American Academy of Forensic
Psychology
Contemporary Issues in
Forensic Psychology
Sept. 17-21, 2008
Riveria Casino Hotel
Las Vegas, NV**

For further information see
www.aafpworkshops.com

**American Academy of Forensic
Psychology
Contemporary Issues in
Forensic Psychology
Nov. 5-9, 2008
Hyatt Regency Dearborn
Dearborn, MI**

For further information see
www.aafpworkshops.com

**American Academy of Forensic
Psychology
3-Day Intensive Workshop in
Forensic Psychology
Dec. 10-13, 2008
Hyatt Regency Irvine
Irvine, CA**

For further information see
www.aafpworkshops.com

**Note: The American Academy
of Forensic Psychology will
continue to present workshops
throughout 2008-2009
Dates and Locations will be
available at www.aafp.ws**

Information regarding
upcoming conferences
and workshops can be
sent to Jennifer Groscup
(jgroscup@jjay.cuny.edu)



Grant Writing Planner

National Science Foundation Law and Social Sciences Division

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

For further information see
www.nsf.gov



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 Various awards compiled by the APA are available for psychologists

Submission deadlines:
Various

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



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

Submission deadlines:
May 1, 2008 & October 1, 2008

For further information see
www.spssi.org

National Science Foundation Graduate Research Fellowship 3-year awards for beginning graduate students seeking research oriented MA or PhD

Submission deadlines:
November 6, 2008
**for Social Sciences and Psychology
November 3, 2008
for Interdisciplinary Fields of Study**

For further information see
[www.nsf.gov/pubs/2008/nsf08593/
nsf08593.htm](http://www.nsf.gov/pubs/2008/nsf08593/nsf08593.htm)



National Institute of Justice Graduate Research Fellowship To support dissertation research with criminal justice implications

Submission deadline:
November 21, 2008

For information on NIJ funding for
research on the criminal justice system
see www.ojp.usdoj.gov/nij



National Institute of Justice Crime and Justice Research For Social & Behavioral Research on Juvenile Justice Policy and Practice

Submission deadline:
March 5, 2008

For information on NIJ funding for
research on the criminal justice system
see www.ojp.usdoj.gov/nij



National Institute of Mental Health Various

Submission deadline: Various

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

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

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

For further information see
pages 38 & 50



American Psychological Association Student Early Researcher Award 2008 Maximum Award: \$1,000

Submission deadline:
August 22, 2008

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



American Psychological Association Student Awards Various awards compiled by the APAGS are available for students

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



American Psychological Association Dissertation Awards

Submission deadline:
September 15, 2008

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



Information regarding
available grants and awards can
be sent to Jennifer Groscup
(jgroscup@jjay.cuny.edu)



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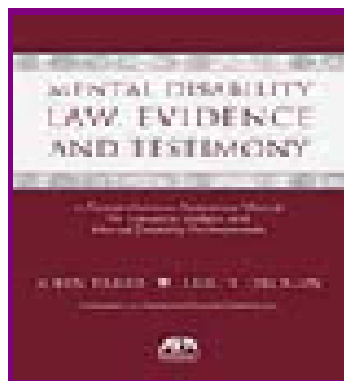
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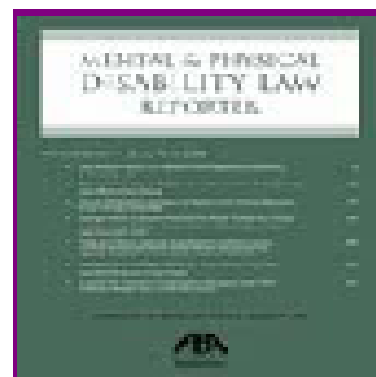
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