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Expert Opinion

Editors: Matthew Huss & Eric Elbogen

The Fitness for Duty Assessment: An Evaluation Well-Suited for the Forensic Psychologist

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Forensic psychologists and/or psychiatrists are often asked to perform “fitness for duty” assessments by large private corporations, large federal agencies, universities, hospital and other healthcare agencies, as well as state licensure bureaus (e.g., medicine, nursing, and teachers). The goal of such evaluations is to ascertain to what extent an employee is, or is not, able to meet job expectations. The circumstances leading to referrals are varied. Fitness for duty assessments often are triggered by specific corporate policies that allow or even mandate the evaluation under certain circumstances. For instance, an employee may be accused of breaking a corporate policy concerning workplace violence or harassment, or he or she may evidence a decrement in work performance caused by psychological impairment and/or substance abuse. Another example would be if an employee works in a job involving safety of products and/or other co-workers and is not meeting job expectations due to cognitive or psychological problems. Because fitness for duty evaluations do not originate from the more typical referral source for forensic psychologists (i.e., courts), this article highlights some of the unique and additional practical, ethical, and legal considerations in fitness for duty evaluations.

Before agreeing to conduct the evaluation, clinicians should know in detail what the circumstances of the referral are, and specific expectations of the consultation are of particular importance before formally starting the assessment. In particular, clinicians should be careful that when corporations are paying for these assessments (and they can be very time consuming and expensive), they are not being used by the company as a modus operandi to get rid of a “problem employee.” Further, the evaluator should insist on access to records and knowledgeable employees, and if security considerations are cited as reasons for limiting your access, it is advised that these concerns be spoken about in detail before initiating the assessment. There may be pending lawsuits already in play, suspicions of malfeasance, resentment and fear over whistle blowing, and questions of abrogation of union agreements. The point here is that very often these required assessments are requested in a highly emotionally charged set of circumstances.

After agreeing to conduct the evaluation, there are several steps to take before meeting with the employee. First, the evaluator should familiarize him or herself with the relevant corporate policies or specific requirements for licensure. It should be clearly understood what the present conditions are of his or her employment (i.e., on paid leave, sick leave, unpaid leave, etc.). In doing fitness for duty assessments, the requirements for the job (as formally defined) must be clearly understood as well as the actual day-to-day expectations of the evaluatee. To do this, it is sometimes necessary to query other employees including supervisors, co-workers, and subordinates.

Second, gathering data on the employee’s history on the job leading up to the referral is critical. Very often, a fitness for duty assessment is required because of a particular event that has occurred at a specific time or over a period of time in the past. Thus, one important element of the assessment is the recreation of the circumstances that led to the mandatory evaluation, often a retroactive analysis of events requiring a detailed inter-

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Presidential Column

An Editorial by Edward Mulvey, Div. 41 President

This is my last column as President of APLS/Division 41. Holding this position has given me the opportunity to get to know and work with a number of people more closely. It has been a pleasure, both personally and professionally. I have been truly impressed with the skill, dedication, and goodwill that make this organization successful. Thank you for the opportunity to serve in this way.

This position has also allowed me to free associate about topics of interest on a regular basis in this column. Today is no exception. I would like to briefly discuss a role that many of us fill – that of an expert researcher – and the difficulties of doing that well.

I have recently had several experiences, in close succession, where I was called upon to give an overview of “what the research says” about a particular policy topic. One was a discussion of the board for a national organization about the relative merits of intervening with children in the child welfare system versus the juvenile justice system. The other two were presentations to planning bodies in different states trying to initiate innovative practices in their juvenile justice systems. Giving a presentation about what is known from the research is certainly not an unusual task for many of us working at the intersection of policy, practice, and research on justice-related issues. For some reason, though, these recent experiences made me realize two things: a) how seductive it is to be an expert and b) how difficult it is to do well. I don't feel that I have mastered this task, and I am not sure that any of us will ever know if we have.

There must be some of us who aren't flattered to be called from the field to advise about policy. There may be individuals who sincerely find it unbearably embarrassing or anxiety provoking to talk about their research, where it fits into the field, and how it illuminates better ways to practice, legislate, or decide. My guess, though, is that these individuals are far outnumbered by those of us who find it challenging and somewhat exhilarating. It is a form of recognition among both your

peers and the broader community. It boosts one's ego. It is seductive.

Like many forms of seduction, the focus is usually on the immediate excitement rather than the realistic long range possibilities. In the short run, it makes us feel important and attractive. We are able to present ourselves in a light where we are respected and recognized as having information and perspective that few others have. With this type of treatment, we all can easily fall into saying things that go beyond what we actually know confidently. We can make statements that sound good in a particular forum, but might make us cringe if we hear them repeated back without a set of careful caveats added to them.

So how do we keep perspective in these situations? One approach is to be very cautious with language and to qualify whatever we say with reservations about the generalizability of findings or the strength of any seemingly causal relations in the research findings. This approach is generally unsatisfying for the expert and the audience. Policy making bodies have usually called a person in to make clear statements about what they think makes the most sense to do, not to muddy up the situation with reservations about the problems with every possible action. In the world of research, we often get kudos for pointing out what else has to be considered; in the world of policy, they actually have to do something.

One other option is to comment specifically on the decisions confronting the body who asked for advice and to recommend a particular action. In a legislative hearing, this might mean advocating for a bill crafted in a certain fashion or proposing expenditures for specific legal processes or interventions. This goes a long way in the other direction. Instead of muddying the debate, it instead provides a clear advocacy stance for a particular solution. This is a strategy that is most easily adopted when it amounts to opposing a particular action with clear negative consequences than when it advocates for a

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Division 41 - American Psychological Association
Law and Human Behavior Updates:
Journal News
Brian L. Cutler, Editor-in-Chief

**Nominations for Editor
of Law and Human Behavior**

The Publications and Communications Committee of AP-LS is seeking nominations for LHB Editor. LHB Editor is an outstanding opportunity for an established scholar to facilitate scholarship in the growing discipline of Psychology and Law by taking leadership of its flagship journal.

The Editor's responsibilities include: guiding the journal's content (e.g., articulating a vision for the journal and soliciting manuscripts, special issues if desired, and commentaries), overseeing the peer-review process; selecting manuscripts for publication; routine correspondence with authors, editorial board members, and reviewers; determining the contents of journal issues; appointing associate editors and editorial board members and determining their responsibilities; submitting semi-annual reports on the journal's status to the Executive Committee and the annual journal report to APA; working with the publisher to ensure smooth production, timely publication, and appropriate marketing of the journal; publication contract solicitation and negotiation; and managing the journal's administrative budget.

Among the desired characteristics of the editor are strong scholarly record in Psychology and Law; significant experience reviewing manuscripts; knowledge of and appreciation for the breadth of scholarship and practice in Psychology and Law; strong diplomacy skills; excellent communication and organizational skills; and a priority on timeliness in the peer review process.

The Editor is an ex-officio member of the AP-LS Executive Committee and Chair of AP-LS's Communication and Publication Committee. The Editor is required to attend the Executive Committee meetings at the annual AP-LS conferences and APA conventions.

The Editor's term will officially begin January 1, 2012. The Editor will be appointed at the 2011 AP-LS conference and in the period between appointment and the beginning of the term the Editor-elect will work with the current editor and the Executive Committee in reviewing proposals from publishers and negotiating a new publication contract (the current contract with Springer expires December 31, 2011).

Self-nominations are welcome. Nominations of others are welcome only with the nominees' consent! Nominations should include a current CV and a statement summarizing the nominee's vision for the journal and an explanation of how the nominee would organize the journal's editorial process (e.g., responsibilities of associate editors and editorial board members). The Publication and Communications Committee will review nominations

and forward qualified candidates to the AP-LS Executive Committee for review, discussion, and decision-making at the March, 2011 AP-LS conference. **The Publication and Communication Committee will begin reviewing nominations on November 1.**

Please send nominations and inquires to briancutler@mac.com.

Description of Law and Human Behavior

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

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

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particular prescriptive approach. It is usually difficult to know with much confidence how implementation processes may affect the actual success of any proposed policies.

There must be a reasonable middle ground, one where well formulated summaries of research findings have a place. We are probably most useful in the role as expert when we can serve to educate, not necessarily formulate or advocate. Empirical research has a useful role in policy formulation, but it is only one of many factors to consider in this process. Things such as values, history, practicalities, or fiscal realities all play equally important roles in determining which policies finally best reflect wisdom on a particular issue at a particular time. An accurate depiction of the "science" in an area is an important consideration, but one that is only useful if it is understood in terms that make sense to individuals involved in the debate about the myriad of relevant factors related to a policy.

Finding this middle ground is not always easy. It requires the ability to keep one's ego in check, while not retreating into "objectivity" as a method to protect oneself from ever being wrong. We will all make mistakes of saying too much or too little when providing expert interpretation of research. If the task is undertaken with an awareness of the balance being struck, however, we are probably more likely to perform a valuable public service when asked to do so. It is certainly something well worth trying to do right. Whether we get it right is not always that clear.



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view with the evaluatee as well as in depth fact finding from collateral informants. Of course, we forensic psychologists are quite used to this methodology as we use it when completing insanity evaluations and in some risk assessments for dangerousness.

Third, clinicians should examine whether the “identified patient” or evaluatee is actually the target of bullying or even “workplace mobbing,” (Leymann, 1993). Sometimes, fitness for duty assessments are generated by managers who have been promoted because of their technical expertise and ingenuity, but persons sorely lacking interpersonal problem solving skills required for effectively managing work teams and other subordinates. It cannot be assumed that the referral source knows that there is a workplace bully in authority who is abusing others and be prepared to give them guidance on how to deal effectively with these systemic issues if they are found to exist.

When assessing the evaluatee, it should be clarified up front what are the limitations on confidentiality. Even though the evaluatee is not your client, HIPPA laws still apply and this has implications for any information relevant to the assessment. Privacy tends to be a very sensitive issue in fitness for duty assessments and evaluatees often want to know who will see their assessment, where will the company keep the report, and if they can have access to the report. Sometimes, the corporate employee assistance program may get the report with detailed medical information, and the company will simply request your conclusions and recommendations. Also, make sure that evaluatees know that billing will not involve their insurance, often a concern expressed. Once again, as a fitness for duty evaluator, it is incumbent upon the assessor to know these issues up front, prior to beginning the formal assessment.

When choosing psychological tests to administer, clinicians should select those that are relevant and have proven reliability and validity (e.g., MMPI-2), screen for fake good testing profiles (e.g., the Paulhus Deception Scales), and include some kind of measure that screens for substance abuse. The evaluator should choose neuropsychological testing that is ecologically valid and carefully describe how any deficits that emerge from testing are connected to decrements in job performance (for an updated discussion of this topic, see the book entitled “Neuropsychology of Everyday Functioning” by Thomas D. Marcotte and Igor Grant, 2010). Any neuropsychological testing should include at least one validity measure of effort exerted on the tests (e.g., the Validity Indicator Profile), to rule out or in malingering. As well, the evaluator must keep in mind that the evaluatee may have reasons to exaggerate and/or fabricate neurocognitive compromise such as being placed on sick leave or being found eligible for disability benefits.

It is important to collect data on both psychological and medical problems as well as treatment history. Investigation of mental illness and addiction are important, but efforts need to be made to see if these link specifically to the job performance being evaluated. Just because someone has a mental illness does not mean s/he cannot fulfill job duties. Similarly, if there are substantial medical issues such as hypertension, diabetes, or chronic pain (e.g., fibromyalgia) in which an evaluatee is prescribed medications that can compromise their mental status such as narcotic analgesics, having a physician being a part of the assessment may be indicated. This is certainly true for persons prescribed psychotropic medications such

as benzodiazepines, or combinations of medications that together may interfere with their ability to carry out their job responsibilities. Having a determination that the evaluatee is medicinally stable should be done, or at least, recommended for completion.

When all the data is brought together and considered, there are a number of conclusions that can be drawn. If it is determined that the evaluatee is not fit for duty, a detailed explanation as to how that conclusion was reached should be given. If the conclusion is conditional such that they may be fit for duty, but not to their specific position of employment, again this should be explained in detail. An employee that is diagnosed with a mental condition or a physical ailment causing symptoms associated with mental disease, whatever it may be, may be entitled to accommodations. Be prepared to make recommendations as to what specifically the company can do to accommodate persons with specific deficits interfering with their ability to work their job. Some companies may need to be reminded that they have legal obligations to their employees (e.g., consider the American with Disabilities Act; go to www.ada.gov). If there are certain recommendations that should be fulfilled prior to a person returning to work (e.g., treatment for chemical addiction), these should be detailed. Sometimes companies want to know if a person should take time off and be reassessed at a later point.

If what is concluded is that there is a personality disordered employee causing great turmoil in the workplace, the evaluator may need to educate the referral agent about how to handle such a person (two great books on this topic are entitled “Toxic Coworkers” by Alan A. Cavaiola and Neil J. Lavender, and “Snakes in Suits” by Paul Babiak and Robert D. Hare, 2006). Termination of a personality disordered patient, especially someone with Cluster B personality traits may place the company at risk for violence or corporate sabotage, subjecting its employees and possibly the evaluator to risk of harm. The evaluator should be prepared to offer recommendations based on sound risk of workplace violence assessment (see the WAVR-21 created by Stephen G. White and J. Reid Meloy for a good evaluation tool in this area). Clinicians might consider consulting with corporate security specialists who can be very helpful when these issues arise.

Fitness for duty evaluations utilize many of the same tools and methodologies that we employ in forensic psychology assessment. It requires lots of knowledge about specific types of risk assessment such as workplace violence, domestic violence, and substance abuse and addiction, as well as health psychology, neuropsychology, and psychopharmacology. There are very often legal and ethical matters that emerge with these assessments. Moreover, clinicians conducting these evaluations help companies institute changes that may have created the problems prompting the fitness for duty evaluation. The fitness for duty evaluator can play a pivotal role in the success of a business. For these reasons, fitness for duty assessments and other corporate consultation work can be very rewarding, both personally and financially.

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Legal Update

The Criminal Justice System's Response to Elder Abuse: Law-Psychology Research to the Rescue?

Editor: Jeremy Blumenthal, J.D., Ph.D.

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Elder mistreatment is a complex phenomenon. It includes a wide range of behavior including physical abuse (e.g., hitting or shoving, rough handling, or improper restraint use), psychological abuse (e.g., humiliating, intimidating, or threatening), sexual abuse, financial exploitation, and neglect.

Until recently, elder mistreatment was rarely mentioned in the public discourse and received little attention from policymakers. Yet it is a serious social problem. While the overall prevalence of elder mistreatment is unclear, studies suggest that at least 3% to 5% of persons over the age of sixty-five experience some form of abuse and neglect each year (Kohn, 2009). Such mistreatment causes injury, is a source of psychological and emotional pain, and is associated with increased risk of mortality (Kohn, 2009).

Although governmental response to elder abuse traditionally focused on provision of social services to victims and their caregivers, increasingly the criminal justice system is seen as having a critical role to play in deterring and punishing elder mistreatment. Indeed, in an historic, but little-discussed moment this March, President Obama signed the Elder Justice Act into law.¹ The Act, aimed at preventing and remedying mistreatment of older adults, creates a new role for the federal government in coordinating responses to elder abuse and neglect and authorizes significant federal funding to support elder abuse prevention and services for older victims. It also implicitly recognizes the importance of the criminal justice system's role in addressing elder mistreatment by authorizing significant funding for the development of the forensic expertise needed to facilitate the successful prosecution of such abuse.

There are many ways the criminal justice system can be used to address elder mistreatment. At both the federal and state level, those who abuse and exploit older adults may be able to be prosecuted for a wide range of traditional common law crimes (e.g., battery, assault, rape, manslaughter). In some cases, there may be enhanced sentences or other penalties imposed for such crimes because of the victim's elderly or vulnerable status. In addition, perpetrators of elder mistreatment may be able to be prosecuted under a variety of statutory crimes that do not differentiate among victims based on age (e.g., fraud, statutory lending). For example, if a long-term care facility bills the Medicaid program for services to an individual to whom the facility neglected to provide required care, charges may be able to be brought under federal law on the grounds that the facility committed fraud by failing to provide the level of care it was paid to provide. Increasingly, however, those who mistreat older adults may also be prosecuted at the state level under new criminal statutes that create new categories of

crimes where the victim is elderly and/or otherwise vulnerable. For example, some states have made "elder abuse" its own crime, or statutorily created related crimes such as "undue influence" of a vulnerable or elderly individual.

Despite growing attention to the problem of elder mistreatment and growing recognition that the criminal justice system has an important role to play in addressing it, criminal prosecution of elder abuse remains sporadic. This in part reflects the criminal justice system's failure to adequately investigate elder mistreatment, and in part its failure to adequately prosecute it.

One important factor hampering the criminal justice system's response to elder mistreatment is a lack of relevant primary research. A report published by the American Prosecutors Research Institute (APRI) in 2003 identified a series of challenges that prosecutors face in pursuing elder abuse cases. These challenges included:

- Uncertainty and concern as to whether victims would be able and willing to testify, especially if affected by dementia;
- Difficulty in proving undue influence;
- Difficulty in avoiding re-traumatizing the victim through investigation and prosecution; and
- Lack of expert witnesses.

(Morgan & Scott, 2003). Together, these challenges help create a negative feedback cycle in which elder mistreatment is under-investigated, that under-investigation leads to the perception that cases cannot viably be prosecuted, and the failure to prosecute in turn encourages under-investigation.

Law-psychology research has the potential to help law enforcement meet these challenges and break the negative feedback loop. For example, basic research on the accuracy of testimony of victims with dementia as to mistreatment would be very helpful to law enforcement. Similarly, research identifying effective and non-traumatic (or minimally traumatic) techniques for interviewing elderly victims of abuse, neglect, and exploitation would facilitate investigations and encourage prosecutions.

Unfortunately, at the moment, the law-psychology field has not yet stepped up to the challenge of tackling these issues. While a few scholars are beginning to pursue law-psychology work on issues related to elder mistreatment, many critically important issues related to elder mistreatment have simply not been examined. Notably, this

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Actual Innocence Research

Robert J. Norris and Allison Redlich, Column Editors
University of Albany, SUNY

Researching Compensation Policies and Other Reforms

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

When persons wrongfully convicted are exonerated, in many instances, services and compensation are not readily available. Compensation statutes, designed to provide post-exoneration reparation for innocent individuals convicted of crimes they did not commit, exist in only 27 states and the District of Columbia (as well as at the federal level; Innocence Project; www.innocenceproject.com). These statutes vary widely and often include stipulations that actively prevent innocent men and women from receiving remuneration. We first describe the example case of Daniel Gristwood, an exoneree who is currently fighting for compensation in New York. We then provide an overview of current compensation statutes, and discuss the need for more systematic analysis of current compensation laws, as well as other wrongful conviction reforms and policies.

*Case Overview*¹

On January 12, 1996, Daniel Gristwood returned home to find his wife, Christina, lying on their bed, her face covered in blood. She was naked, with her legs open. Portions of her brain were visible, and their three-year-old son Jacob was in bed next to her. Upon seeing this gruesome scene, Daniel ran downstairs and called his aunt, telling her to come get the five kids. He then called 911, reporting that he thought his wife had attempted to commit suicide. Daniel removed Jacob from the bedroom, and shortly thereafter police arrived.

As is common in many identified wrongful conviction cases, the investigators developed tunnel vision, focusing exclusively on Daniel, the victim's husband. Almost immediately, Daniel was brought to the police station. Over the course of the day, Daniel was interrogated, subjected to a polygraph (which he was informed would "prove" his innocence), and denied access to a lawyer. After approximately 15 hours of interrogation and no sleep for 34 hours, Daniel provided a false statement to the police. Despite an absence of any other evidence, Daniel was convicted and spent nearly 10 years in prison before being exonerated. The true perpetrator, Mastho Davis, a man with mental illness, came forward and confessed, providing corroborating documentation.

Today, Daniel is attempting to re-forge his life. He has difficulty finding employment as his conviction has not been totally expunged. He is re-building his relationship with his five children; for years, they were told that their father tried to kill their mother, but now must contend with the fact that he did not. Recently, Daniel's case for compensation went before the NY State Court of Claims. In order for Daniel to receive compensation, he had to demonstrate that he did not cause or contribute to his own wrongful conviction.

Research Ideas

This case highlights a fundamental problem with many existing compensation statutes: exonerees may have to demonstrate that they did not "contribute to" or "bring about" their convictions. Other state statutes exclude individuals who committed or suborned perjury or presented false evidence, for example. In many cases, these exceptions make it difficult, if not impossible, for individuals who falsely confessed or pled guilty to receive compensation. These provisions are present in about one-third of the existing statutes. Other statutes have explicit disqualifications for defendants who pled guilty (6 statutes; 21.4%). Although a few states provide an exception for coerced confessions, such rules usually require the exoneree to prove that his or her admissions were involuntary, which can be quite subjective.

Demonstrating that individuals did not contribute to their own wrongful conviction is but one of the shortcomings with existing compensation statutes. Several legal scholars have examined compensation statutes (see, for example, Bernhard, 1999, 2004, 2009; Lonergan, 2007). These analyses reveal that the monetary awards vary widely and are highly inconsistent. In Louisiana, for instance, exonerees are rewarded \$15,000 per year of wrongful imprisonment, while Texas statute provides \$80,000 per year. Some states do not set yearly amounts, instead stipulating total maximum rewards. For example, the New Hampshire statute provides \$20,000 for the entirety of the wrongful incarceration, regardless of the amount of time served, whereas Illinois sets amounts based on the range of years served. Montana does not provide any monetary award; rather, they provide only educational services.

These reports also show that social and other reintegrative services available to exonerees vary tremendously. Some states provide none, while others provide for a wide range of assistance. These services can include educational credits and tuition waivers, job skills and placement services, compensation for lost wages, child support payments, counseling, medical services, and more. Other variations across statutes include the eligibility requirements and disqualifications for receiving compensation, the burden of proof required, and the statute of limitations, though this list is not exhaustive.

The general conclusion drawn from this research is that, though having compensation statutes are better than not having them, some states provide much fairer and comprehensive awards than others. As such, there is a need for more complete and consistent reparations for wrongfully convicted individuals. Lonergan (2007) proposes a comprehensive model of reentry services for the wrongfully convicted, based on the individualized education programs (IEPs) developed for children with disabilities. She calls this the

individualized reentry plan (IRP) for exonerees. The proposed model is a 10-step process. First, each exonerated individual is identified as needing reentry services. Second, each exoneree is evaluated quickly upon release to determine specific needs. Steps 3 and 4 deal with determining each individual's eligibility for such services. Steps 5 and 6 involve the scheduling of a meeting (including exoneree, lawyer, caseworker, mental health specialists, etc.) and the development of a specific IRP. The remaining steps include providing the services laid out in the IRP, evaluating each exoneree's progress, and determining continuing eligibility for services. Lonergan posits that such an individualized program would tend to the specific needs of each exoneree upon release.

While Lonergan's proposal appears to be a wise idea, it may be difficult to initiate a complete overhaul of an existing process without more systematic examinations of what already exists. Such analyses need to be conducted, and should not be limited to compensation statutes. The Innocence Project, one of the key sources of information on wrongful convictions, provides model statutes for reforms relating to eyewitness identification, interrogation, and DNA access laws, in addition to model compensation statutes. Additionally, the American Bar Association (2004) has issued its own set of recommendations for these and many other issues.

The Innocence Project and ABA models and recommendations could be used as templates to systematically assess how weak or strong states' policies are regarding the issue of wrongful convictions. For example, researchers could utilize these templates to grade jurisdictions on how well-equipped they are to prevent and handle wrongful convictions. Another possibility would be to obtain expert consensus on what the best policy reforms are in each area (e.g., eyewitness identification procedures, interrogation policies, etc.), and grade jurisdictions based on those expert insights. Such standardized reports, based on objective or, at least, well-informed, models, could provide invaluable tools for policymakers, perhaps even providing incentives for jurisdictions to implement or improve upon their current policies and practices. In addition, these grades could be used by researchers to forecast the risk of wrongful convictions by state by reform type. The reforms that have been and are being implemented around the country to varying degrees may allow researchers to assess how well-prepared states actually are to deal with wrongful convictions.

Conclusion

The case of Daniel Gristwood is one of many in which an innocent person struggles to receive compensation after being wrongfully convicted. In fact, of the first 250 men exonerated through DNA evidence, only 60% of them have been compensated to date. And of those who have been compensated, the average waiting period between exoneration and award was three years. While scientific advances continue to shed light on the numerous cases of injustice, and knowledge about the causes of wrongful conviction grows, research must continue to broaden to include not only the roots of miscarriages of justice, but also the consequences.

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(Endnotes)

- ¹ Information was gathered from several case documents, as well as communication with the attorney representing Daniel in his fight for compensation.

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lack of research on elder mistreatment is consistent with a general lack of law-psychology research on elder issues (Brank, 2007). While child mistreatment and domestic violence among younger persons have long been the subject of significant scholarly attention, elder mistreatment issues remain remarkably under-examined.

Those interested in correcting this imbalance should be pleased by the enactment of the Elder Justice Act. The Act embraces the notion that support for research should be part of the nation's response to elder abuse. For example, it authorizes the making of grants to establish and operate forensic centers with expertise related to elder mistreatment, as well as funding for state demonstration programs on methods to detect and prevent elder mistreatment.

In short, it is time for the law-psychology field to broadly embrace and pursue elder mistreatment research. By doing so, it can help the criminal justice system overcome the significant barriers it faces in holding elder mistreatment perpetrators accountable.

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(Endnotes)

- ¹ The Elder Justice Act is found in subtitle H of Title VI of the Patient Protection and Affordable Care Act, Public Law No: 111-148 (2010).
- Professor Kohn's work focuses on the civil rights of older adults. She frequently writes on issues related to elder abuse and neglect.



AP-LS Teaching Techniques

Using Real Cases in Legal Psychology Courses: Our Pen Pal, the Death Row Inmate

Edie Greene & Andrew Evelo

University of Colorado - Colorado Springs

On March 9, 2009, National Public Radio aired a story about a Florida death row inmate's petition to the U.S. Supreme Court. William Lee Thompson claimed that trial and appellate errors prolonged his case for so many years—he has been on Florida's death row for 33 years—that his execution would be unconstitutionally cruel and unusual punishment.

This story formed the basis for a series of readings, discussions, writing assignments, and “appellate court” arguments in a graduate seminar in psychology and law taught by the first author and taken by the second author. It also launched a correspondence between class members and Mr. Thompson that provided learning opportunities and insights far beyond anything students could garner from reading and discussing scholarly articles and legal opinions. In this column, one of us (EG) details the various ways that Thompson's case was woven into the graduate seminar and the other (AE) describes what he and other students gleaned from the opportunity to correspond with a death row inmate.

The professor's perspective (EG):

William Lee Thompson had committed a vicious crime whose facts were “too gruesome to be retold on the air.” In brief, he and a biker friend named Rocky Surace kidnapped and tortured a young woman to death in a motel room in March, 1976 after the woman tried and failed to get money from her mother to purchase drugs. An eyewitness to the murder asserted that Surace was the real perpetrator and that Thompson was merely a follower.

On hearing this story, I was immediately intrigued by its details. After I read some news articles (e.g., Fathi, 2009; Ovalle, 2009), the lower court opinions (e.g., *Thompson v. State*, 1977; *Thompson v. Dugger*, 1987), and the written denial of certiorari (*Thompson v. McNeil*, 2009), I also realized that Thompson's case was rife with interesting psycholegal issues. He is borderline retarded with an IQ in the mid-70s. He apparently suffered brain damage as a child. There is evidence of a dysfunctional family life. He voluntarily pled guilty after being assured that his guilty plea would remove all possibility of a death sentence. Nonetheless, he was twice sentenced to death by a jury vote of 7-5 in Florida, the only state in the nation that allows a non-unanimous decision in capital cases. His co-defendant was sentenced to life imprisonment (and has since died). Twice Thompson's death sentence was set aside by state appellate courts because the trial judge had not allowed mitigating evidence to be heard by the jury. And Thompson has spent the past 33 years by himself in a 6 X 9 foot cell for up to 23 hours a day.

I knew that there was a reasonable body of scholarly research on many of these topics and decided to structure a portion of the course around reading and debating these issues. I have previ-

ously written about an advocacy exercise in an advanced undergraduate seminar in psychology and law in which students read, write about, and present, in the context of a mock appellate court, the best available psychological data in support of one party in a legal case (Greene, 2008). I modeled these assignments on that exercise.

In class, we began by listening to the NPR story. Students then read several news articles and lower court opinions in the case, as well as the Supreme Court's denial of certiorari that included a dissenting opinion from Justice Breyer, and concurring opinions from Justice Thomas and Justice Stevens who, despite concurring in the denial, wrote that “delays in state-sponsored killings are inescapable and that executing defendants after such delays is unacceptably cruel.” Because many students had no background in psychology and law (they are enrolled in a general experimental graduate program; only a few are in the psychology and law concentration), this assignment was preceded by some in-class instruction on reading cases.

Approximately two weeks into the semester, assuming that students were now familiar with some of the issues in the Thompson case, I presented paper topic options (including the effects of mental retardation and brain damage on culpability, the impact of gruesome photographs and mitigating evidence on juror and jury decision making, the psychological effects of long term confinement, the relationship between familial dysfunction and criminality, and the consequences of unanimous and majority decision rules in jury deliberations) and by lottery, students chose one about which to write. Their assignment was to review the relevant psychological literature, take a position on the basis of the review that supported either the petitioner or the respondent in Thompson's appeals, and prepare a written analysis that could be used in an appellate court hearing. I reminded students that they were involved in an adversarial process and must strongly support either Thompson or the state. (As it turned out, all of them opted to write on behalf of Thompson.) In essence, the assignment was to write an *amicus curiae* brief; as foundation, we read and discussed a few APA *amicus* briefs on unrelated topics.

At this point in the course, students were intrigued by the very real facts of this case and went looking for more information online. One (AE) found a link to Mr. Thompson's case on the website of the Canadian Coalition Against the Death Penalty (www.ccadp.org) that included pictures of Thompson, and his written pleas for legal assistance and for funds to assist in filing motions. It also included a pen pal request and an address. It was AE's idea to begin corresponding with Mr. Thompson. He describes that experience below.

During the last two weeks of the course, students presented oral arguments based on their written analyses in front of a three-justice panel (as in actual appellate courts) constituted by myself and two other students. We questioned presenters about the basis for their findings and the validity of their conclusions. As in appellate courts, students had exactly 30 minutes to present their arguments.

These assignments required students to locate, synthesize, and condense a fairly large body of empirical research into a concise and organized written analysis and to present that analysis in an adversarial context, thinking “on their feet,” and modifying their presentations as the situations required. Most students prepared slides to accompany their presentations and made compelling and engaging arguments, even as I and my fellow “justices” interrupted and occasionally badgered them.

Mr. Thompson was aware that students were writing about his case and asked to see their papers, hoping he could “use them in a hearing.” For multiple reasons—including the fact that they could be used for purposes other than those intended—I declined to send them, and explained why.

The student’s perspective (AE):

I never considered myself much of a bleeding heart, but when I found William Thompson’s almost desperate plea for a pen pal, I was moved. Sending Thompson a letter seemed like a decent thing to do. It would also be interesting and enlightening to correspond with someone on death row.

When I shared my idea with the class, I was surprised by how enthusiastic other students were. Writing became an all-class activity. After sending off our first letter, we wondered if we would hear back from Thompson before the end of the semester, if ever, and were surprised by his prompt reply. So began the meaningful discourse we had throughout the rest of the semester.

Writing letters as a class was an interesting challenge. During class time we shared ideas about what to say and how to say it. Most of our questions involved events in his case, relevant psychological topics, and his day-to-day life on death row. We also asked about things that could help us write our “briefs”, such as evidence to support his claims of mental retardation and brain damage.

Even more challenging than content issues were choices about the most appropriate language to use, especially regarding the actual crime. We wanted to be respectful yet struggled with (and sometimes argued about) how to politely inquire about the actions and thoughts that led Thompson to commit a brutal murder.

Thompson was more than forthright in his responses, however. He attempted to answer our questions, and asked some of his own. He was open about the past and gave us the information we needed to write our “briefs”. He wrote a lot about his life on “the row,” opinions on his many hearings, and feelings of general dislike for the Florida Department of Corrections. He freely shared some of his thoughts on the crime and expressed feelings of remorse.

For me, the most interesting part of the experience was coming to know this person through letters. It was clear that Thompson did

not have the conversational style of an adult. In some respects, his language was very childlike. He included doodles of faces whose expressions mirrored the emotions he was writing about. He even looked childlike in the picture he sent: dressed in an orange jumpsuit, standing in front of a broadly painted wall mural, grinning broadly. There was a sense of naiveté in his writing style, and his certitude that he would not only be moved to the general prison population, but that one day he would be released and live out his later years as a free man. I wonder whether these are genuine beliefs or coping mechanisms one develops to manage life on death row.

Overall, I learned a lot from reading about and writing to William Thompson. The discussions spurred by his letters were some of the best (and most intense) I have had in my educational career. They also provided a genuine context for our semester long writing project. Because of our contacts with Thompson, we were able to apply psychological research to a real case.

The hardest part about this project was bringing it to a close. When I suggested writing to Thompson, he was, in my mind, a convicted murderer whose case raised interesting psycho-legal issues. By the end of the semester, I realized that he was also a very lonely person who, facing his own mortality, had become equally interested in us and desired to continue the correspondence. Students in the class were split on what to do. While some of my classmates wanted to continue (and they still might) we decided collectively that the end of the semester was an appropriate stopping point. We communicated that to Thompson but also wanted to thank him for his time and effort. He had mentioned that he liked to read fantasy books but that the state had cited his trips to the library as evidence that he was not mentally retarded, so he stopped. Therefore, we all chipped in and with our last letter, sent him a gift of some books: a dictionary, a thesaurus (as he requested) and the Harry Potter series.

Concluding thoughts (EG):

This was a challenging and invigorating experience for me. Despite my strong beliefs against the death penalty, I wanted students to reach their own conclusions about the appropriateness of that punishment in this particular case and perhaps in others, as well. In discussions of that issue, I walked a fine line: appearing to be impartial and playing devil’s advocate to their stated anti-death penalty opinions when, in fact, my own sentiments were just below the surface.

We talked at some length about the conditions of Thompson’s confinement on death row and about whether his punishment—across more than 30 years—was proportionate to the severity of his crime. We talked about our impressions of Thompson as a boyish and naïve 50-something who was clearly appreciative of our interest in him and who had a surprisingly rosy outlook on his chances for release from death row. He was hard not to like. So I reminded students, on occasion, that he had also committed a repugnant, vicious, and ultimately murderous act. Where, we pondered together, was his humanity—then, and now—and how do we, individually and collectively, balance our concerns about his humanity and his palpable humanness with the cold, hard facts of his crime?

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AP-LS Teaching, Training, and Careers Committee Presents: Publishing in a Variety of Journals Relevant to Law and Psychology

Julianna Chomos & Monica K. Miller
University of Nevada, Reno

The AP-LS Teaching, Training, and Careers Committee sponsored a symposium at the 2010 AP-LS conference. This article is based on one of the papers presented at the symposium.

Almost everyone who's ever attended graduate school has heard the saying "publish or perish" in reference to obtaining and keeping jobs in academia; however, this saying is applicable to students and professionals in other non-academic areas as well. "Publish or perish" is a concise way of emphasizing the importance of publications. Publications are more than a line on a vita; they show that a person can effectively write and communicate with others (something that is important in almost every job). Publications demonstrate that a person is knowledgeable in his or her field, can collaborate successfully with others, can communicate well, and is capable of completing projects. All of these are abilities that prospective companies and employers look for in an employee. The purpose of this article is to discuss the procedures involved in publishing in a variety of journals related to law and psychology. We offer suggestions for deciding where to publish and we highlight the differences (e.g., in submission processes) among outlets.

One of the first things authors need to do when thinking about publishing is to determine what their goals are. For example, if an individual plans on going into an applied job after graduating from graduate school, it might be a good idea for him/her to publish in journals that are read by individuals within that applied field. The kinds of publications required for academic careers and applied careers are sometimes quite different and it can be important to keep this in mind when determining where to publish an article. Similarly, it is also important to write on topics that are applicable and of interest to employers in one's desired career.

Generally speaking, it is a good idea to publish in a variety of types of journals, including but not limited to psychology journals, law review journals, criminal justice journals, journals for judges, and trial consulting journals (see appendix for examples). Students may want to publish in a variety of outlets in order to keep their career options open (e.g., academic careers in psychology or criminal justice departments, applied jobs). Established academics may want to check with their employers to determine whether their employers value publications in these various outlets.

Journals have different readerships, therefore it is important to know what publication outlet will best fit the article. For example, an article reviewing factors that affect juror satisfaction is likely a much better fit with a journal for judges than a psychology journal. Further, it is also important to know who the target audience is; the audience chosen will determine how the author tailors the article and will determine what publication outlet is appropriate.

Academic journals, such as *Journal of Personality and Social Psychology*, are generally more prestigious, however, it is important to think about the intended audience for the article and make sure the journal is a good fit. For example, an article about the causes of judicial stress may not be the best fit in an academic journal, however a professional journal for judges would be a better outlet for this piece. In contrast, an article describing an experiment studying jurors' psychological processes of jurors would likely be a better fit for an academic audience and journal.

Journals in differing fields (and even sometimes within fields) use different citation and writing styles (e.g., APA, MLA, Blue Book); therefore it is important to check the submission requirements for the publication chosen to ensure that the article is formatted and written in the correct style. Various journals may require different content as well. For instance, if an article is being submitted to a law review, it may be necessary for the author to go into detail about the background of the particular theory used (if it is a theory not normally familiar to readers of law reviews) and the statistical procedures employed (e.g., an author may have to explain what an ANOVA is if the readers are unfamiliar with statistics). While psychologists may be familiar with theories and statistics, many policymakers and judges are not. Similarly, an author may have to go into detail about the legal process or laws if the article is submitted to a psychology journal; such detail may be unnecessary if publishing in a law review. Journals also differ in other important ways, such as page limits, tone of the article, and other writing elements; thus, it is important to check with the particular journal so that the author can conform the article to the style of that journal.

Journals and fields have different guidelines and rules for submissions. APA journals require that the article be submitted to only one journal at a time. Submissions are accepted year round. However, it can take months to hear if the article was rejected, accepted, or given a 'revise and resubmit.' Conversely, many law journals accept articles only at certain times a year (usually early fall and early spring) and the authors typically hear if the article was accepted or rejected within a few weeks. One of the reasons for the rapid turn around is that law review articles are often written on a current 'hot topic' and it is important to disseminate the information while it is still relevant. Law journals also allow authors to submit an article to multiple journals at once; there are even specific websites designed to facilitate these multiple submissions (e.g., LexOpus and Washington and Lee University Law Journals: Submissions and Ranking website). Because law journals allow multiple submissions, there is an extra procedure that is not used with psychology journals: expedited review. Expedited review is used when authors are notified by a law review journal that their article has been accepted for publication. The authors will typically be given a couple weeks to decide if they would like

to publish with that journal. In order to determine if there are other (higher ranked) law journals interested in the article, the authors can send out a request for an expedited review. This request lets the other journals know that the authors have been given a publication offer and if other journals are interested in publishing the article, they have to let the authors know before the deadline. Other journals (e.g., trial consulting, journals for judges) each have their own unique processes, which are typically described on their websites.

There are also differences in the review process for different journals. For example, submissions to an APA journal undergo an external peer review in which the editor sends the article to reviewers who are knowledgeable on the topic. Law journals also have a form of peer review, however these tend to be reviewed by an internal editorial board comprised of law professors and top third year law students. Journals for other audiences (e.g., judges or trial consultants) differ in their review processes which range from no peer review, to expert peer review, to having other experts read the article and write a written response to be published along with the article.

Regardless of where or what you publish, publish because you have something to say that advances knowledge in the field. Articles should be written on important issues and topics that others in your field ought to know. Publications act as a means of sharing new ideas with peers and colleagues to foster intellectual conversations. Individuals in one field can be important sources of information for individuals in another field; for instance psychologists can inform judges about factors that may bias jurors. Thus, it is important that individuals in the interdisciplinary field of psychology and law learn to communicate in a variety of outlets and for a variety of audiences. Paying close attention to your audience and the guidelines set forth by the journal are basic steps to publishing in a variety of journals.

Thanks to the members of the Teaching, Training and Careers committee for their helpful feedback on the AP-LS presentation and this article.

Examples of Some Relevant Journals*

- Law and Human Behavior
- Psychology, Public Policy and Law
- Psychology, Crime, and Law
- Behavioral Sciences and the Law
- Criminal Justice and Behavior
- Applied Psychology and Criminal Justice
- Criminology
- Criminology and Public Policy
- International Journal of Forensic Mental Health
- Psychiatry, Psychology, and Law
- Journal of Empirical Legal Studies
- Law and Psychology Review
- The Jury Expert
- Judicature

*The AP-LS website has a more comprehensive list: <http://www.ap-ls.org/publications/OtherBooksJournals.php>

Teaching Techniques, Continued from p. 9

Looking at this experience more dispassionately, I think that it provided a good opportunity for students to see the real-world application of our theories and findings and successfully addressed a number of complementary learning objectives. Students became somewhat adroit at reading case law, they had the uncommon experience of becoming psychological advocates for a real party to a legal case and articulating their positions “in court,” and they did so in the context of meaningful circumstances. I thank William Thompson for his willingness to engage with us.

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AP-LS Teaching Techniques Column: Articles Welcome

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

Co-editor: Allison Redlich, University of Albany, aredlich@albany.edu

Co-editor: Beth Schwartz, Randolph College, bschwartz@randolphcollege.edu

Co-editor: Jennifer Groscup, Scripps College, jennifer.groscup@scrippscollege.edu



AP-LS Corrections Committee: Merging Mental Illness and Offending Within a Person: Barriers

by Daryl Kroner, Chair

It is difficult to integrate one who has criminalness characteristics with one who has mental illness characteristics. Barriers to this integration can be (1) the increased complexity of these persons and (2) the vastly differential perceptions of those with a mental illness compared to those with criminalness characteristics. This integration difficultly contributes (among other contributors) to both fewer interventions and fewer research endeavors.

1. Increased complexity. Having mental illness and criminalness occurring within one person results in a greater range of behaviors and consequently in a greater range of explanations, even for the most simplest behaviors. Thus, an assessment of an offender with mental illness (OMI) will include considerably more information than a sole focus on criminal factors. Then add substance abuse, which is common to *both* mental illness and offending. When substance abuse is examined in either mental health or criminalness areas rarely does substance abuse not make an additional contribution, regardless of the outcome measured. With a mental illness, substance abuse will exasperate one's mental illness by using substances to self-medicate symptoms, loss of control for medication adherence, exposure to high risk environments, and eroding social support (Swartz et al., 1998). When the combination of substance abuse, mental illness, and criminalness occur, Skeem and Eno Loudon (2006) suggest that these offenders are perceived as "mad, bad, and dangerous," or by Lindqvist (2007) as "triplely troubled". Not only are there more difficulties going on with this person, but these "mad, bad, and dangerous" offenders are watched more closely, and from which, more information is going to be gathered.

2. Perceptions of mental disorder. "*Not one of us*" Peter Gabriel. OMI do not fit into a basic perceptual category. A psychiatric patient will have an "archetype" that is exclusionary to an 'archetype' of an offender. Within a psychiatric community, a crime will set one apart from other psychiatric patients. Within the criminal justice system, a mental disorder sets an OMI apart from other offenders (McInerney & Minne, 2004). The differential perceptions that observers have of people with mentally illness as compared to offenders makes it difficult to put mental illness (we view with pity) and offending (we view with disdain) together in one person.

The perceptions of those with mental illness are quite unified, given the numerous variables that contribute to one's perception. Nordt and colleagues found the perceptions of those with mental illness are quite similar to those without mental disorder (Nordt, Rössler, & Lauber, 2006). Using the Social Distance Scale (Link, Cullen, Frank, & Wozniak, 1987; e.g., "Would you like having your children marry someone like.....") to assess social distance, psychiatrists and psychologists working with psychiatric patients gave similar ratings to both patients with depression as the general public. When the social distance of those with schizophrenia symptoms are compared between mental health professionals and

members of the general public, no differences are found. Thus, the characteristics of the observer making the judgment seems to have minimal impact on the attitudes toward those with mental illness. In contrast, when comparing patients with offenders or patients with dangerous characteristics, things change. Link et al (1987) examined the impact of introducing dangerousness to the social distance among those with mental disorder. They found that once a patient with mental disorder has been labeled as dangerous a greater amount of social distance is desired. Subsequent analysis showed that it was the perceived dangerousness and not the actual behaviors that was contributing to the increase in social distance. Lavoie, Connolly, and Roesch (2006) assessed the perceptions of four groups (OMI, non-disordered offenders, patients with mental illness and general public) among correctional officers. Comparing the non-mentally ill offender to the OMI, the latter group had stronger perceptions of needing praise and affection, the capacity to love, and likelihood of being rehabilitated, and required less strict, harsh punishment. Of note, the correctional officers perceived the values of the OMI as closer to their own than the non-mentally ill offender. Clearly the mental illness evokes more sympathy than punitive reactions. Yet, there is the perception that correctional officers believe that OMI's situation will unlikely improve and they should be forced to receive treatment (Callahan, 2004). In contrast, non mentally ill offenders' situation was rated to likely improve on its own and this group should not be forced to receive treatment. The perception literature gives evidence of varied perceptions of mental illness and offending behavior, and also varied perceptions in considering solely OMI. These vast differential perceptions make it tough to integrate into a person.

Even the language used to describe the two types of people are different. For the mentally ill person preference is given to terms such as "person with mental illness" or "offender with mental illness." The American Psychological Association publication manual (APA, 2010) emphasizes the need to describe those with mental disorder in this manner, pointing out that the person has a condition rather than totally labeling the person according to one area. In contrast, those who break the law and are sentenced are called, "inmates," "offenders," prisoners, defendants, etc. With this category of person, the APA manual is silent (p. 71-77).

With the situation of few interventions and few research endeavors among OMI we can fault and blame others (such as other professional groups) or systems (lack of continuity of services, lack of resources). We could even couch this issue within a modernistic (lack of cause-and effect understanding) vs. post-modern (negative impact of structures) framework. But these two barriers are within us. We need to allow ourselves to be stretched to accept greater complexity and to merge disparate perceptions. A step will then be made towards better understanding and, hopefully, increased interventions among OMI.

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Division 41/American Psychology-Law Society

Executive Committee (EC) Meeting Minutes

Vancouver, British Columbia March 18, 2010

I. Attending: Kathy Gaskey, Ed Mulvey, Patty Griffin, Randy Otto, Bill Fotte, Mark Costanzo, Chris Meissner, Allison Redlich, Biran Cutler, Sarah Manchek, Ryan Montes, Judith Platania, Jodi Viljoen, Sam Sommers, Patty Zapf, Jennifer Groscup, Ron Roesch, David DeMatteo, Dan Krauss, Margaret Bull-Kovera, Lora Levett, Jennifer Hunt, Brad McAuliff, Saul Kassin, Eve Brank, Daryl Kroner

II. Meeting was called to order by President Ed Mulvey at 8:10 am.

III. Introductions and meeting procedures

A. Mulvey welcomed the EC and reviewed the voting rules.

B. Voting members for the current meeting are those people who hold the following positions: President, Past-President, President-Elect, Treasurer, Secretary, Members-at-large, Student section president, and APA representatives.

C. Redlich moved that the Executive Committee meeting minutes from August 2009 be approved, seconded by Otto. Approved unanimously.

IV. Treasurer Report: McAuliff reported that the society is in good financial shape. We have 1.3 million in bank; however, dues income is down by 53% probably due to the reduction in dues rates and also some slight attrition. Interest income is also down and the conferences are not bringing in an income as they once did. McAuliff plans to look into potential investment options and will report on that at the August meeting.

V. Meeting information

A. Current Conference: Sommers reported that the co-chairs received over 600 submissions with an acceptance rate of approximately 60%. At the time of the EC meeting there were 803 registered participants with a large number of non-member registrants.

B. APA Convention in San Diego – Levett reported that the programming will be focused on juvenile justice themes. The co-chairs also plan to use the hospitality suite for more academic programming. Get in touch with Nancy and Lora to let them know if you would like to propose a session in the hospitality suite. The co-chairs are still waiting to hear from the APA staff concerning which hotel will be the AP-LS host hotel.

C. APLS Miami 2011; Hyatt Regency in Miami – Kovera reported that she and Zapf are working with the international psychology and law organizations. The co-chairs are trying to strike a balance between the European conferences and the American conferences traditions. The co-chairs expect approximately 200 additional attendees than our normal attendance at our American conferences.

D. APA Washington DC (2011) – Levett reported that we are still in need of a co-chair. Levett will work with Patty Griffin to develop a theme for Division 41 programming. Griffin and Mulvey will work with DeMatteo (conference committee) to find a co-chair and have that person in place by our August meeting this year.

E. APLS Puerto Rico 2012 – DeMatteo will send a draft letter to Mulvey to distribute a call for conference co-chairs.

VI. New Business:

A. Committee Membership- Gaskey noted that committee chairs need to let her know their membership

B. Forensic Specialty Guidelines – Otto reported that the guidelines could be adopted in one to one and half years. They are in the final stages or approval at this point.

C. Law and Human Behavior (LHB) – Cutler will rotate off in Dec 2011 as editor and the Springer contract will end. We need to have a new editor appointed by this time next year so that person can be part of the

contract negotiations process. Cutler requests approval to start the solicitation process of nominations for editor and for a new contract. Cutler plans to invite publisher representatives to attend and present at APA 2011. Discussion was had about the timeline to make sure there would be time, but the determination was that there would be and it should more quicker than it did last time for various reasons. Brank motioned that we allow Cutler to begin this process. Griffin seconded. Unanimous support.

D. American Academy of Psychiatry and the Law – AAPL is interested in more collaboration with APLS. EC members should consider possible ways in which we can collaborate with this group. Mulvey and Griffin were given the task of continuing discussions with AAPL and exploring the possibility of joint presentations at the annual meetings of each organization.

VII. Old Business Items:

A. Manchester Hyatt Request – Mulvey reported that a letter was sent to APA requesting that our meetings will not be held at the Manchester Hyatt and our EC meeting and other division talks will not be held there.

B. Administrative Assistant Contract – McAuliff reported that the contract will be finalized at the current meeting.

C. APA Council – Otto and Foote reported that APA is in better financial shape than they were. They also reported that the Model Licensing Act (MLA) was passed. The MLA change came from the Practice Directorate, as they observed in lobbying for Medicare and other political issues that the fact that psychology allowed some masters level practitioners to call themselves psychologists weakened the “brand” of psychology, and made it look like we were not worthy to be included as providers in these systems. An exemption for school psychologists was continued in the new MLA, as long as they are



credentialed by state boards of education and work in schools. Foote reported that Council voted to move the August Council meeting to another venue besides the Manchester Hyatt. The APA Ethics Code changes were also passed. APA Council amended the Ethics Code directing that compliance with the law could not be used as a defense to allegations that one has violated human rights. Foote reported that the Practice Treatment Guidelines are in the beginning stage of development. Kroner indicated that he will be in touch with Otto and Foote to work on this and get involved in the process as Division 41's representative.

D. Conference Advisory Committee – DeMatteo reported that the conference advisory committee is seeking a graduate student representative. Wiley and Pearson funded student travel awards for 20 students. DeMatteo noted that our contract with All Academic is going to expire and he will work on whether we should be going with All Academic again. Zapf asked that the issues concerning All Academic from previous years be passed on to future co-chairs. McAuliff noted that in the new or renewed contract the Conference Advisory Committee needs to make sure that we have the ability to use review panels.

E. Continuing Education – Karen Galin submitted a report with the following information: The APA CE Sponsor Application was submitted to APA prior to the February 1, 2010 deadline. Thanks to Dr. Otto, Dr. Zapf, and Kathy Gaskey for their assistance in completing the application. The \$220 application fee accompanied the application. Once the application is approved by APA, a \$360 one-time recognition fee and an annual \$240 fee will be due. The application should be reviewed by APA in April 2010. In the process of completing the CE Sponsor Application, a CE workshop Grievance Policy was written, and the workshop evaluation and documentation of attendance forms were revised. The Committee also worked with Dr. Zapf in identifying Vancouver conference sessions that would be candidates for within conference continuing education credit and with Dr. Sommers and Kathy Gaskey in ensuring that the conference brochure and evaluation forms were consistent with recently revised APA stan-

dards for continuing education sponsors. The Continuing Education Committee's membership has undergone changes since last year. Dr. Nadkarni is no longer an APLS member, and thus is no longer on the Continuing Education Committee. Dr. Kovera's committee membership ended in December 2009. Dr. Dvoskin's committee membership is in effect through December 2010. Therefore, it is recommended that new members be appointed to the committee.

F. Corrections Committee – Kroner reported that the Corrections Committee would like to continue two activities; 1) an invited address speaker at the APLS conference addressing correctional issues, and 2) allowing members of the Criminal Justice Section of Division 18 to enroll at the APLS conference at the membership rate. With regard to student activities, the Vancouver conference will include a student poster award specifically addressing correctional issues. It is the committee's intention to continue with this student award at future APLS conferences. For the 2011 conference, the committee plans to add pre-conference workshops focusing on correctional issues and offer CE credits for both workshops and conference sessions. The committee plans to merge the committee's CE efforts with the larger ones being pursued by the organization as a whole.

G. Development of Women – Terese Hall and Jennifer Skeem submitted a report for the committee. The committee has two goals: (a) building a strong committee comprised of women and men who represent all stages of professional development, and (b) formulating specific objectives and activities, based on the research thus far and input received from the 2009 APLS workshop. At the 2010 APLS conference the committee is hosting an invited speaker for a pre-conference event. Four areas of negotiation skills will be covered. The committee is also working to examine the career challenges of women in APLS. Julie Buck is heading this initiative and has already obtained permission from the National Science Foundation to use the survey from the ADVANCE initiative, a national initiative to increase the participation and advancement of women in academic science careers. The survey is currently being adapted for use with academics, clinicians, and students, and will be administered in a web-based survey of the APLS membership. Jennifer Eno Loudon

has developed a listserv, hosted by the University of Texas El Paso. Over the coming year we plan to continue advertising the listserv to the APLS membership and promoting it as a discussion forum.

H. Dissertation Committee – DeMatteo reported that the committee had 23 submissions this year. Three dissertation awards are to be awarded at the current conference. Inter-rater reliability was quite high for the committee member judges of the dissertations. Five committee members will be rotating off and new committee members will be needed.

I. Early Career Psychologists (ECP) – Levett reported that the ECP committee is doing well and they have a number of programs at the current conference. Griffin reported that APA has a big push for ECPs and will discuss with Levett what can be done to promote this at APA. This is Levett's 2nd year as chair and has one more year as chair. Levett reported on the grants-in-aid that were awarded this year. Otto noted that all of awards are for research, and asked if there was a way to reach out to non-research ECPs. Levett will take this to the committee and welcomes suggestions from others.

J. Fellows Committee – During the 2009-2010 cycle, the APLS Fellows Committee (Margaret Bull Kovera, Stan Brodsky, and Edie Greene, chair) reviewed completed applications from two individuals who were not yet APA Fellows, approved one nomination, and forwarded that information to the APA Fellows Committee, along with the nomination of one nominee who is currently a fellow in another division. The nominations must be approved by APA Council during the August 2010 meeting.

K. Grants-in-Aid – Platania reported that things are going smoothly, but they had a low submission rate. The committee received 13 proposals and 12 were funded. Manchek suggested using the student listserv and McAuliff suggested advertising the proposal deadline on the AP-LS website.

L Interdisciplinary Grants-in-Aid – Barbara Spellman submitted a report. In 2009, the Committee received five proposals and made one \$5000 award. The grant was awarded to Gina Vincent, PhD, and Jean

King, PhD, for their proposal: “fMRI Study of Adolescents with CU-CD and Co-Morbid Drug Abuse”. In an attempt to encourage more appropriate applications, the call for proposals has been modified to emphasize that the proposals need to be for novel projects and truly interdisciplinary (more than the combination of psychology and law). The new deadline for proposals will be October 15th so that the awards could be made in the same calendar year as the proposals are submitted. Two issues to be considered: 1) The Call for Proposals states that “Successful grantees will be expected to present the research at a meeting of the American Psychology-Law Society” but there is no current mechanism in place to make sure that happens; 2) Committee chair, Spellman would like to be replaced soon. Mulvey will appoint a new committee chair and ask the new chair to consider a way to ensure the research is presented at AP-LS and to have that person explore collaborative opportunities with the AAPL.

M. Mentorship Committee - Tara Mitchell submitted a report for the committee. The Committee is still recruiting “year-round” AP-LS Mentors from both clinical and non-clinical (academic and practice) areas. If anyone is interested in being an AP-LS mentor, please contact Tara Mitchell at tmitchel@lhup.edu. For the current conference, the Mentorship lunch will involve graduate and undergraduate students rotating between three different mentors from whom they will hear the mentors’ top 5 tips.

N. Minority Affairs Committee (MAC) – Hunt reported on the activities of MAC. To increase the participation of students from underrepresented groups in the AP-LS conference, MAC awarded 5 competitive travel grants. The award winners will be recognized at a luncheon during the conference. The committee has temporarily suspended the Ambassadors Program in order to consider how it might best evaluate the program’s effectiveness and how to better accomplish the goals of the program. To promote research on topics related to diversity in psychology and law as well as research by students from underrepresented groups in the AP-LS conference, MAC awarded 4 competitive mini-grants to high quality student projects. MAC continues to work on its new proposed undergraduate research

program: Access Path to Psychology and Law Experience (APPLE). The purpose of APPLE is to increase diversity within psychology and law by increasing the pipeline of competitive graduate school applicants from groups that currently are underrepresented in the field, including racial and ethnic minorities, first-generation college students, LGBT individuals, and physically disabled students. APPLE is designed to encourage faculty members to recruit students from underrepresented groups into their research labs. It provides financial support for the students to obtain meaningful research experience and attend the AP-LS conference as well as other opportunities for mentoring and development. It is the intention of the Minority Affairs Committee (MAC) that many of the students in the APPLE program will apply for graduate training related to psychology and law and ultimately become professionals in the field. Faculty are encouraged to identify promising undergraduate students from underrepresented groups who are interested in psychology and law and have the potential to become competitive graduate applicants. Because the APPLE program is intended to expand the pipeline of qualified students from underrepresented groups, students should not be working with the faculty member prior to initiating the application process. Student in the APPLE program must be primarily supervised by a faculty member, not graduate students or other lab members. Students in the APPLE program will be required to: 1) Work on research for approximately 10 hours per week for the duration of their research experience, 2) Participate in GRE classes and/or other development opportunities, 3) Attend an AP-LS conference, 4) Submit a proposal to present their research at an AP-LS conference or in the Division 41 program of an APA conference, 5) Submit a summary of their research experience to the MAC Chair within one month of its completion, 6) Correspond with a secondary mentor from the MAC, and 7) Participate in the ongoing assessment of the APPLE program. Faculty mentors in the APPLE program are required to: 1) Closely supervise their students to ensure that they have a meaningful research experience that will make them more competitive for graduate school, 2) Help identify and facilitate opportunities for their students to participate in GRE classes and/or other development programs offered on their

campuses (e.g., through the McNair program), 3) Assist their students in making a conference presentation about their research, and 4) Participate in the ongoing assessment of the APPLE program. The APPLE program will award up to \$3000 per student, depending on the length of the research experience. Recipients will be given a stipend of \$1500 per semester or \$800 per quarter or summer for up to one year. In addition, they will receive \$100 for research expenses and up to \$500 to attend the AP-LS conference. Five awards of \$3000 (i.e., for year-long experiences) or a larger number of smaller awards (i.e., for part-year experiences) will be given.

O. Nominations and Awards – Kassin reported that Ronald Roesch will receive the APLS Award for Distinguished Contributions to Psychology and Law. The committee also has a slate for President (Brian Cutler and Jennifer Skeem), Council Representative (Randy Otto and Iris Blandon-Gitlin), and Member-at-Large (Jennifer Groscup, and Daniel Krauss).

P. Student report – Manchek reported that the student section will have their annual pre-conference “How to Get the Most out of the Conference” informational session. They are also co-sponsoring (with Mentoring and TT&C) a panel focused on effective writing and presenting skills. The student section will have a social for the 3rd year in a row. The student section will also have resources and literature for students’ professional development available at the student table and at their events. AP-LS mugs will be sold throughout the conference by the student section. The Student Section plans to work with EC post-conference and create by-laws and job descriptions for officers, as well as how to handle officers not contributing. They are offering student awards for the poster awards and paper awards. Students emailed if they wanted to be considered and then a representative will be at their talk or look at their poster. Outside the conference they have built their own website, but they are now trying to reintegrate this website information back into the APLS website.

Q. Teaching Training and Careers Committee – Costanza reported that the TTC will have a symposium for the 2010 convention entitled, “How to Manage an As-



sistantship, Get a Postdoctoral Forensic Fellowship, and Publish in Various Journals.” The TTC continue to recruit and publish articles for the “Teaching Techniques” feature in the APLS Newsletter. The TTC continues to receive excellent nominations for the Outstanding Teaching and Mentoring Award. Beth Schwartz served as the Chair of the 2010 Award Committee and Garrett Berman will serve as the Chair of the 2011 Award Committee. The TTC continue to collect psychology and law syllabi to post on the APLS website. Committee member Garrett Berman has developed a guide to graduate study in psychology and law. The guide is now available on the APLS website. Each program is described using the same categories (program facts, admission criteria, opportunities for research or practica, and funding availability) to help prospective students make informed choices about graduate training. An article about the guide is now in press at the Journal of Forensic Psychology Practice. Committee member Alvin Malesky developed a survey for directors of clinical internships with a focus on forensic psychology. McAuliff suggested that the TTC consider adding to the syllabus collection by making a website resource for Psychology and Law classroom activities and online video resources.

R. Publications Committee:

1. Website – Kevin O’Neil submitted a report that the new APLS web site design for pages accessible to the general public was activated in August, 2009. Work continues to improve and expand the content on the pages. The AP-LS blog has not yet been developed because the initial request for volunteers to be Blog Editors was met with minimal response (and no non-practitioners volunteered). Attempts will continue to find qualified Blog Editors. The EC requests that O’Neil create a “Help Wanted” section on the website for committee position openings. The committee chairs’ names and contact information should also be included so that interested APLS members can contact committee chairs about serving on committees. The committee chairs can then pass the names of interested persons on to the current president for potential appointments onto the committees.

2. Law and Human Behavior – Cutler reported that during the period of January 1

through December 31, 2009, LHB received 183 original manuscript submissions, a slight increase (2 manuscripts) over the same period in 2008. Rejection rate for 2009 was 81.68%. In most cases, authors received feedback on their original submissions in two months or less (median = 36 days). As of this writing, there are 37 accepted manuscripts in the publication pipeline, most of which have been published in the Online First section of Springer’s web page. There are 23 manuscripts under review, and 24 manuscripts in revise and resubmit or accept with minor revision status. Journal operations continue to run smoothly. One member of the 2009 Editorial Board declined reappointment for 2010, and two new members were appointed to the 2010 Editorial Board. Within the next year, the Publication Committee will begin a search for a new LHB editor and solicit proposals from publishers for a new LHB contract. Both the editor’s term and the current contract expire on December 31, 2011. Cutler also reported that authors are now required to complete ethics compliance forms use the 6th edition of APA Manual. Cutler would like to engage the society in a discussion of the future of the form of publication. Otto suggested that in the request for proposals from publishers that we request they make suggestions about what can and should be done in to reduce publication costs. For instance, should the journal only be online or have less printed issues per year? Kassin was concerned that the courts may be less inclined to accept articles that have only appeared online. The publication committee will consider these issues.

3. Book Series – Zapf reported that we will have a new contract within the next few weeks for the book series. The only substantive change to the new contract from the old one is that 3% of the royalties went to the division and 2% went to book series editor. In the new contract, all 5% will go to the division, but the Book Series editor will have a budget request each year for administrative costs. Two new proposals received favorable reviews from board members and are under review with Oxford.

4. Newsletter –Groscup reported that the Winter issue of the News is Marc Boccaccini’s last as Co-Editor of the Research Briefs Column. Groscup expressed her gratitude to Marc for his service and the hard work of his team over the past six

years, including Beth Caillouet, Erika Canales, Laadan Gharagozloo, Jennifer Gorham, Laura Heinonen, Jeremy Johnson, Lisa Kan, Kristy Lawson, Vivian Lotts, Amanda McGorty, Jennifer Rockett, Holly Tabernik, Amy Wevodau, and Carol Woods. Maria Hartwig will continue to edit Research Briefs. She and her team will edit the clinical and non-clinical sections until a replacement for Marc can be found. If you are interested in editing the clinically oriented research summaries or know someone who may be interested, please contact Jennifer Groscup or Maria Hartwig. The Winter issue also marked the first running of a new column entitled “Actual Innocence Research.” The column will address cases and research related to wrongful convictions. If you have ideas for the column or submissions, please contact Allison Redlich at aredlich@albany.edu. Over the past year, we have also run regular columns from the AP-LS Mentorship Committee, thanks to the Chair Tara Mitchell, and from the AP-LS Early Career Psychologists Committee, thanks to the Chair Lora Levett. We will also be running a regular column from the Minority Affairs Committee, Chaired by Jennifer Hunt. If you have ideas for any of these columns, please contact the Chairs. As always, suggestions regarding the development of additional columns, feature articles, or any issue related to improving the Newsletter are welcome. Marissa Enfield has been hired as the Assistant to the Editor of the News. Marissa will be helping to edit the News and will also be working with the Editor to improve the online formatting of the News. If you have any suggestions regarding format, please email Jennifer Groscup at jgroscup@scrippscollege.edu. Groscup will report in August with more formalized proposals for the new online format of the newsletter.

5. Psychology, Public Policy and the Law

– Roesch reported that the journal is still publishing under the page limits but submission rates have increased by about 45%. Rejection rate is around 70-75%. A new editorial policy was approved by the APA Publications Committee as follows: Psychology, Public Policy, and Law provides a forum to critically evaluate the contributions of psychology and related disciplines (hereinafter psychology) to public policy and legal issues. It is intended to appeal to law professors, legal profes-

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AP-LS NEWS, Summer 2010

APA Annual Convention 2010 Division 41 Schedule

San Diego, CA

August 12 - 15, 2010

Co-Chairs: Nancy Ryba & Lora Levett
website: www.apa.org/convention10/program.html

Come to San Diego August 12th-15th and check out the exciting Division 41 program!

This year's program was built around a juvenile justice theme and we've got some terrific panels planned. A summary of what you'll see this summer is provided below. This year, in addition to general APLS programming, we have focused some of our programming on juvenile justice issues. If you would like a copy of the complete Division 41 program, please email the program co-chairs – Nancy Ryba (nryba@fullerton.edu) & Lora Levett (llevett@ufl.edu).

We will have a hospitality suite at one of the local hotels (TBD). All are welcome to come by the suite. Also, look for fliers at the conference with a list of informal programming events that will be held in the suite. If you have a group that would like to meet there or an informal event or you would like to hold in the suite, please let one of the program chairs know ASAP.

We look forward to seeing everyone there!

DIVISION 41 SPONSORED EVENTS

***Division 41 Executive Committee Meeting**

8/11, Wed, 4:00-7:50pm, San Diego Marriott Hotel, Marriott Salon 5

***Division 41 Business Meeting (open to all)**

8/12, Thurs, 3:00-3:50pm, San Diego Marriott Hotel, San Diego Salon A

***Division 41 Social Hour (open to all)**

8/12, Thurs, 4:00-5:50pm, San Diego Marriott Hotel, San Diego Salon A

DIVISION 41 INVITED JUVENILE JUSTICE PROGRAMMING

****Keynote panel featuring four nationally renowned speakers discussing the psychological and legal issues underlying *Sullivan v. Florida* and *Graham v. Florida*****

Symposium: Life Without Parole for Juvenile Offenders: Current Legal, Developmental, and Psychological Issues

8/13, Fri, 4:00 PM 5:50 PM, Convention Center, Room 5A

Title: Sullivan and Graham: The Recent Past and Future of Court Challenges to Death in Prison Sentences for Kids

Author: Bryan A. Stevenson, JD, New York University

Title: Youthfulness as a Mitigating Factor in Sentencing

Author: Barry C. Feld, PhD, University of Minnesota Twin Cities

AP-LS NEWS, Summer 2010

Title: Why We Should Focus on Preventing Rather than Punishing Youthful Crime

Author: Christopher Slobogin, JD, Vanderbilt University

Title: Psychology's Advocacy in Sullivan & Graham: Forensic Examiners Beware

Author: Thomas Grisso, PhD, University of Massachusetts Medical School

****Symposium from our Current AP-LS President, Ed Mulvey and Colleagues****

Symposium: Empirically Based Approaches for Improving the Juvenile Justice System

8/12, Thurs, 10:00-11:50am, Convention Center, Room 9

Co-Chairs: Edward P. Mulvey, PhD, University of Pittsburgh School of Medicine & Carol A. Schubert, MPH, University of Pittsburgh School of Medicine

Papers:

Title: Juvenile Probation Officers' Experiences Using Risk/Needs Assessment Tools in the Field

Authors: Laura S. Guy, PhD, University of Massachusetts Medical School; Samantha Fusco, MA, University of Massachusetts Medical School; Nathan Cook, MA, University of Massachusetts Medical School; & Gina M. Vincent, PhD, University of Massachusetts Medical School

Title: Implementation of Risk/Needs Assessments in Juvenile Probation: Changes in Probation Officer Recommendations

Authors: Gina M. Vincent, PhD, University of Massachusetts Medical School

Melissa Paiva, MA, University of Massachusetts Medical School

Nathan Cook, MA

Title: Using Youth Perception to Assess Dimensions of an Institutional Environment

Authors: Edward P. Mulvey, PhD, University of Pittsburgh School of Medicine; Carol A. Schubert, MPH, University of Pittsburgh School of Medicine; & Candice Odgers, PhD, University of California—Irvine

Title: Relation Between Perceptions of Organizational Functioning and Outcomes Following Release

Carol A. Schubert, MPH, University of Pittsburgh School of Medicine; Edward P. Mulvey, PhD, University of Pittsburgh School of Medicine

Discussant: Kirk Heilbrun, PhD, Drexel University

****Invited Symposium: Reduction of Racial & Ethnic Disproportionality in Juvenile Courts****

Symposium: National Council of Juvenile and Family Court Judges Panel on Reduction of Racial and Ethnic Disproportionality



8/14, Sat, 10:00-10:50am, Convention Center, Room 1A
Chair: Richard L. Wiener, PhD, University of Nebraska – Lincoln
Panelists: Nancy Miller, JD, National Council of Juvenile and Family Court Judges, Reno, NV
Hon. Wadie Thomas, Jr., JD, Douglas County Separate Juvenile Court, Omaha, NE
Hon. Katherine Lucero, JD, Santa Clara County Juvenile Dependency Court, CA &
Hon. Nan G. Waller, JD, Multnomah County Circuit Court, Portland, OR

Invited Talk - APA Presidential Initiative on Care Giving

Paper Session: APA Presidential Initiative on Care Giving

8/12, Thurs, 12:00-12:50pm, Convention Center, Room 14B
Title: Can Juvenile Law Teach Us Anything About Elder Care Giving?
Authors: Eve M. Brank, PhD, JD, University of Nebraska - Lincoln; Lindsey E. Wylie, MA, University of Nebraska - Lincoln; & Blake L. Nielsen, BA, University of Nebraska Lincoln

Invited Discussion: Current Legal Issues of Focus for APA Legal Advocates

Conversation Hour: Pressing Policy Issues in Juvenile Justice and APA Federal Advocacy

8/13, Fri, 11:00-11:50am, Convention Center, Room 25B
Chair: Micah Haskell-Hoehl, BS, APA Government Relations Office, Washington, DC
Speakers: James F. Bogden, MPH, APA Healthy Lesbian, Gay, and Bisexual Student Project, Washington, DC
Thomas L. Sexton, PhD, Indiana University at Bloomington & Elizabeth E. Cauffman, PhD, University of California-Irvine

JUVENILE JUSTICE PROGRAMMING

Symposium: Juvenile Offenders Are Ineligible for Civil Commitment As Sexual Predators

8/12, Thurs, 9:00-9:50am, Convention Center, Room 5B
Chair: Richard Wollert, PhD, Independent Practice, Vancouver, WA
Papers:
Title: Crime Rates, Personality Difficulties, and Sexual Variations Moderate With Maturity
Author: Craig Rypma, PhD, Independent Practice, Des Moines, IA
Title: Why Evaluators Can't Identify Sexual Recidivists When They Assess Juveniles
Author: Michael Caldwell, PhD, University of Wisconsin-Madison
Title: Psychosocial and Neurological Factors in Adolescent Violence and Risk Taking
Authors: Jacqueline Waggoner, EdD, University of Portland; & Bart Rypma, PhD, University of Texas at Dallas

AAFP Symposium: The Construct of Empathy in the Treatment of Adolescents in the Juvenile Justice System

8/13, Fri, 2:00-2:50pm, Convention Center, Room 1B
Chair: Lois O. Condie, PhD, Harvard Medical School
Title: Victim Empathy Training Treatment Curricula
Author: Frank DiCataldo, PhD, Roger Williams University
Title: Critical Questions About the Construct of Empathy
Author: Matt C. Zaitchik, PhD, Roger Williams University

Symposium: Juvenile Justice Systems: Change Through Adoption of Evidence Based Practices

8/14, Sat, 8:00-9:50am, Convention Center, Room 15A
Chair: Craig E. Henderson, PhD, Sam Houston State University
Papers:

Title: JPO Treatment Provider Collaboration Influences Positive Outcomes Among Detained Youth

Authors: Craig E. Henderson, PhD, Sam Houston State University; Cindy L. Rowe, PhD, University of Miami Miller School of Medicine; Gayle A. Dakof, PhD, University of Miami Miller School of Medicine; Paul E. Greenbaum, PhD, University of South Florida; & Howard A. Liddle, EdD, University of Miami Miller School of Medicine

Title: Coaching Staff As a Tool to Change Juvenile Justice Agencies

Authors: Faye S. Taxman, PhD, George Mason University; Craig E. Henderson, PhD, Sam Houston State University; Douglas Young, MS, University of Maryland College Park; & Jill Farrell, PhD, University of Maryland College Park

Title: Building System Capacity to Treat First-Time Juvenile Offenders

Authors: Sarah B. Hunter, PhD, RAND Corporation, Santa Monica, CA; Elizabeth J. D'Amico, PhD, RAND Corporation, Santa Monica, CA; Karen Chan Osilla, PhD, RAND Corporation, Santa Monica, CA; Jeremy N.V. Miles, PhD, RAND Corporation, Santa Monica, CA; Brett Munjas, PhD, RAND Corporation, Santa Monica, CA; & Jessica Saunders, PhD, RAND Corporation, Santa Monica, CA

Title: Multisystemic Therapy for Emerging Adults With Serious Mental Illness

Authors: Maryann Davis, PhD, University of Massachusetts Medical School; Ashli Sheidow, PhD, Medical University of South Carolina; & Anne McIntyre Lahner, MS, Department of Children and Families, Middletown, CT

Paper Session: Psychopathy and Psychopathic Traits in Juveniles

8/13, Fri, 8:00-8:50am, Convention Center, Room 30D
Papers:
Title: Self-Report Assessment of Psychopathic Traits in Youth: What Are We Measuring?

Authors: Julie De Ganck, BA, University of Ghent, Belgium; & Frédéric Declercq, PhD, University of Ghent, Belgium

Title: Multitrait-Multimethod Examination of the Validity of Juvenile Psychopathy Instruments

Author: Sarah Davis, JD, MS, Pacific Graduate School of Psychology
Title: Focused CBT for Dimensions of Psychopathy in At-Risk Youth
Authors: Bradley J. Norlander, PhD, Texas Youth Commission, Giddings; Mandy J. Jordan, PhD, University of North Texas; Richard Rogers, PhD, University of North Texas; Kenneth Sewell, PhD, University of North Texas; & Peggilee Wupperman, PhD, John Jay College of Criminal Justice, CUNY

Title: Evaluating the Construct of Psychopathy in Latino, African American, and Caucasian Students: Four Preliminary Studies

Authors: Diana M. Falkenbach, PhD, John Jay College of Criminal Justice, CUNY; & Karla Sevilla, BA, John Jay College of Criminal Justice, CUNY

Paper Session: Juvenile Justice

8/13, Fri, 9:00-9:50am, Convention Center, Room 33B
Title: Nationwide Review of Competency Statutes Relevant to Juvenile Courts

Authors: Kelly L. Mroz, BA, California State University Fullerton; Nancy L. Ryba, PhD, California State University Fullerton; & Twila Wingrove, PhD, JD, Appalachian State University

Title: Juvenile Competency Quiz Revised Scoring

Authors: Trevor D. Taylor, BA, New Mexico Highlands University; Jean Hill, PhD, New Mexico Highlands University; Brian C. Partridge, PsyD, Utah State Hospital, Provo; Ian Williamson, PhD, New Mexico Highlands University; Susan B. Cave, PhD, Forensic Evaluation Team, Santa Fe, NM; & Tom Ward, PhD, New Mexico Highlands University

Title: Concomitant Medication Treatment With Youths Referred for Forensic Evaluations

Authors: Fran Lexcen, PhD, Child Study & Treatment Center, Lakewood, WA; & Lee Carlisle, MD, Child Study & Treatment Center, Lakewood, WA

***Poster Session 1 – Juvenile Justice Themed Posters**

8/13, Fri, 1:00-1:50pm, San Diego Convention Center, Exhibit Hall ABC

Title: Bias Decision Making in CPS

Author: Tyra-Ya'ara Toren, MA, City University of New York John Jay College of Criminal Justice

Title: Evaluating the Effectiveness of Three Adolescent Offender Treatment Programs

Authors: Mandy J. Jordan, PhD, University of North Texas; & Chika Sakashita, BS, Department of Human Services Juvenile Justice, Sydney, NSW, Australia

Title: Core Mindfulness Skills and Suicide Assessment With Incarcerated Adolescent Females

Authors: Emily E. Wakeman, MA, University of Alabama; & Karen L. Salekin, PhD, University of Alabama

Title: Risk Assessment in Dutch Children Under 12 at First Arrest by Police: Differences Across Gender and Race

Authors: Corine de Ruiter, PhD, Maastricht University, Netherlands; Lieke van Domburgh, PhD, Free University Medical Centre, Amsterdam, Netherlands; & Charlotte Geluk, MS, Free University Medical Centre, Amsterdam, Netherlands

Title: Juvenile Competency to Stand Trial: Remediating Factual and Rational Understanding

Authors: Rebecca Nathanson, PhD, University of Nevada—Las Vegas; Leslie Murdock, MS, University of Nevada—Las Vegas; & Joe N. Crank, PhD, University of Nevada—Las Vegas

Title: Hot Cognition and Juvenile Competency: Merging Psychology and Law

Author: Lauren L. Farwell, MA, University of Texas at Austin

Title: Youth Level of Service/Case Management Inventory 2.0 (YLS/CMI 2.0)

Author: Kevin M. Williams, PhD, Multi-Health Systems, Inc., Toronto, ON, Canada

Title: Substance Abuse and Mental Health Treatment Needs Among Youthful Offenders

Author: Philip C. O'Donnell, PhD, University of Southern California

Title: Informing Criminal Risk Assessment for Girls: An Integrative Theoretical Perspective

Authors: Natalie J. Jones, MA, Carleton University, Ottawa, ON, Canada; & Shelley L. Brown, PhD, Carleton University, Ottawa, ON, Canada

Title: Using the MAYSI-2 With African American and Latino/a Juvenile Offenders

Authors: Kendell L. Coker, PhD, Northwestern University; Lynn Bushell, MSW, Northwestern University; & Jamie Wernsman, PhD, Northwestern University

Title: Satisfaction With Restorative Justice Practices for Juvenile and Adult Offenders

Authors: Kristin A. Sturm, BA, University of Colorado at Colorado Springs; Hilary Anton-Stang, BA, University of Colorado at Colorado Springs; & Edie Greene, PhD, University of Colorado at Colorado Springs

Title: Childhood Maltreatment Among Juvenile Delinquents: Internalizing and Externalizing Symptoms

Authors: Alan Ho, University of California—Irvine; Deanna Shiley, University of California—Irvine; Jacqueline D. Rich, BA, University of California—Irvine; Elaine Kalder, BA, University of California—Irvine; & Elizabeth E. Cauffman, PhD, University of California—Irvine

DIVISION 41 – GENERAL PROGRAMMING

Symposium: Mental Health Courts The MacArthur Research

8/12, Thurs, 1:00-1:50pm, Convention Center, Room 7A

Chair: John Monahan, PhD, University of Virginia

Papers:

Title: Time to and Time in Mental Health Courts

Author: Allison D. Redlich, PhD, University at Albany State University of New York

Title: Mental Health Courts and Public Safety Outcomes

Author: Henry J. Steadman, PhD, Policy Research Associates, Delmar, NY

Title: Role of Treatment in Mental Health Court Outcomes

Authors: Lisa Callahan, PhD, Policy Research Associates, Delmar, NY; & Pamela C. Robbins, BA, Policy Research Associates, Delmar, NY

Discussant: John Monahan, PhD, University of Virginia

Symposium: Long Term Solitary Confinement's Impact on Psychological WellBeing—The Colorado Study

8/14, Sat, 12:00-12:50pm, Convention Center, Room 7A

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

Papers:

Title: Supermax Confinement and the Mind: Constitutional and Human Rights Jurisprudence

Author: Jamie Fellner, JD, Human Rights Watch, New York, NY

Title: Methodological Improvements of the Colorado Study

Author: Joel A. Dvoskin, PhD, University of Arizona College of Medicine

Title: Using Self-Report Data to Identify Clinical Features of Segregation

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

Title: Change in Psychological

WellBeing Over Time

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

Discussants: Jeffrey L. Metzner, MD, University of Colorado School of Medicine; & Stuart Grassian, MD, Independent Practice, Chestnut Hill, MA

Symposium: Social Cognition in Court Understanding Laypersons' Interrogation Schemas and Prototypes

8/15, Sun, 11:00-11:50am, Convention Center, Room 5A

Chairs: Solomon M. Fulero, PhD, JD, Sinclair College; & Krista D. Forrest, PhD, University of Nebraska at Kearney



Papers:

Title: Social Cognition of Interrogations: Schemas, Prototypes, and Why They Matter

Authors: Solomon M. Fulero, PhD, JD, Sinclair College; & Krista D. Forrest, PhD, University of Nebraska at Kearney

Title: Interrogation Prototypes and Their Content

Authors: Krista D. Forrest, PhD, University of Nebraska at Kearney; & Adrienne White, University of Nebraska at Kearney
Solomon M. Fulero, PhD, JD, Sinclair College

Title: Wherefore Art Thou, Miranda?

Authors: Destinee Nelson, University of Nebraska at Kearney; Adrienne White, University of Nebraska at Kearney; Krista D. Forrest, PhD, University of Nebraska at Kearney; & Solomon M. Fulero, PhD, JD, Sinclair College

Title: Developmental Differences in Interrogation Prototypes

Authors: Richard Miller, PhD, University of Nebraska at Kearney; Solomon M. Fulero, PhD, JD, Sinclair College; Krista D. Forrest, PhD, University of Nebraska at Kearney; & Adrienne White, University of Nebraska at Kearney

Discussant: Saul Kassin, PhD, John Jay College of Criminal Justice, CUNY

Paper Session: Forensic Assessment

8/12, Thurs, 2:00-2:50pm, Convention Center, Room 28E

Title: Miranda Quiz: Evaluating Misassumptions About Miranda

Authors: Richard Rogers, PhD, University of North Texas; Jill E. Rogstad, BS, University of North Texas; Nathan D. Gillard, BS, University of North Texas; & Eric Y. Drogin, PhD, JD, Harvard University

Title: How Reliable Are Forensic Evaluations? Evaluator Agreement in Sanity Evaluations

Authors: Neil Gowensmith, PhD, Hawai'i Department of Health, Honolulu; Daniel C. Murrie, PhD, University of Virginia; & Marcus T. Boccaccini, PhD, Sam Houston State University

Title: Does Forensic Psychology Share the Problems of Forensic Science?

Authors: Daniel C. Murrie, PhD, University of Virginia; & Marcus T. Boccaccini, PhD, Sam Houston State University

Title: Method to Evaluate Competency in Violence Risk Assessment

Authors: Dale E. McNeil, PhD, University of California San Francisco; Erik K. Hung, MD, University of California San Francisco; Robert J. Cramer, MA, University of California San Francisco; Stephen E. Hall, MD, University of California San Francisco; & Renee L. Binder, MD, University of California San Francisco

Paper Session: Juror Decision Making

8/14, Sat, 1:00-1:50pm, Convention Center, Room 29B

Title: Expert Witness Trustworthiness and Juror Decisions

Authors: Jennifer T. Perillo, BA, John Jay College of Criminal Justice, CUNY; Margaret Bull Kovera, PhD, John Jay College of Criminal Justice, CUNY

Title: Using Voir Dire and Juror Education to Reduce Rape Trial Bias

Authors: Kristine M. Jacquin, PhD, Mississippi State University; & Anna C. Warren, MS, Mississippi State University

Title: Toward Understanding When Deliberations in Mock Jury Studies Are Necessary

Authors: John G. McCabe, MA, Claremont Graduate University; Justin C. Mary, BA, Claremont Graduate University; & Daniel Krauss, PhD, JD, Claremont McKenna College

Title: Attitudes Toward Juvenile Waiver and Juror Decisions in Waiver Cases

Authors: Lora M. Levett, PhD, University of Florida; Caroline Crocker, MA, John Jay College of Criminal Justice, CUNY; & Margaret Bull Kovera, PhD, John Jay College of Criminal Justice, CUNY

Paper Session: Civil Forensic Issues and Intimate Partner Violence

8/15, Sun, 10:00-10:50am, Convention Center, Room 1A

Title: Abusive Personality: Power Tactics During Divorce and Custody Disputes

Authors: Laurel B. Watson, MS, Georgia State University; & Julie R. Ancis, PhD, Georgia State University

Title: Professionals' Judgments About the Validity of Child Sexual Abuse Allegations

Author: Steve Herman, PhD, University of Hawai'i at Hilo

Title: Assessment of Litigation Context, Suggestion, and Malin-gering Measures Among Personal Injury Litigants

Authors: Ashley K. Christiansen, MA, University of Houston; & John P. Vincent, PhD, University of Houston

Title: Female Perpetrators of Partner Violence in Treatment: Characteristics and Attrition

Authors: Laura S. Guy, PhD, University of Massachusetts Medical School; Lynn Dowd, PsyD, University of Massachusetts Memorial Medical Center; Mary Bennett, LCSW, University of Massachusetts Memorial Medical Center; Korin DanchiseCurtis, BA, Independent Practice, Worcester, MA; Victoria Goldberg, Clark University; Danielle J. Phaneuf, Clark University; & Gina M. Vincent, PhD, University of Massachusetts Medical School

Poster Session 2 – General Psychology-Law Posters

8/14, Sat, 2:00-2:50pm, San Diego Convention Center, Exhibit Hall ABC

Title: Examination of Differential Responding on the TSI Between Malingering and Honestly Responding Personal-Injury Litigants

Authors: Ashley K. Christiansen, MA, University of Houston; & John P. Vincent, PhD, University of Houston

Title: Knights Battling Monsters: A Content Analysis of Television Crime Dramas

Author: Erica L. DeGarmo, MS, University of California—Santa Cruz

Title: Using Risk-Assessment Tools to Improve Criminal Court Dispositions: Follow-Up

Authors: Patrick Baillie, PhD, Alberta Health Services, Calgary, AB, Canada; & Jodi-Lynne Moodie, BA, Alberta Health Services, Calgary, AB, Canada

Title: Violence Risk Assessment in Women: Predictive Accuracy of the HCR-20

Authors: Alexandra R. Garcia-Mansilla, MA, Fordham University; & Barry Rosenfeld, PhD, Fordham University

Title: Aggression and Psychosis: What Is the Role of Abuse History and Symptom Severity in Predicting Compliance?

Authors: Alicia Spidel, PhD, University of British Columbia, Vancouver, BC, Canada; Tania Lecomte, PhD, University of Montréal, QC, Canada; & John Yuille, PhD, University of British Columbia, Vancouver, BC, Canada

Title: Child Sex-Offender Suicide: Clinical, Operational, and Ethical Aspects

Authors: Tia A. Hoffer, PhD, Federal Bureau of Investigation, Quantico, VA; Joy Lynn Shelton, BA, Federal Bureau of Investigation, Quantico, VA; & Stephen H. Behnke, JD, PhD, APA

Ethics Office, Washington, DC; & Philip Erdberg, PhD, University of California—San Francisco

Title: Prevalence of Autism Spectrum Disorders in Incarcerated Males: Legal Implications

Authors: Rachel L. Fazio, MS, Forest Institute of Professional Psychology; Christina A. Pietz, PhD, Forest Institute of Professional Psychology; Merkieann Burton-Madden, BA, Forest Institute of Professional Psychology; Laura Henry, BA, Forest Institute of Professional Psychology; Monique Maxey, BS, Forest Institute of Professional Psychology; & Michelle Ivey, BS, Forest Institute of Professional Psychology

Title: Predicting Suicidal Ideation Among Male Juvenile Offenders

Authors: Allison E. Croysdale, MA, Auburn University; Carisa C. Wilsie, MS, Auburn University; Lauren Drerup Stokes, MA, University of Kansas; & Barry R. Burkhart, PhD, Auburn University

Title: Criminal History and Judicial Instructions As Moderators of Generic Prejudice

Authors: Sara C. Appleby, MA, John Jay College of Criminal Justice, CUNY; & Margaret Bull Kovera, PhD, John Jay College of Criminal Justice, CUNY

Title: Intellectual Assessment of Spanish Speakers: A Complicated Twist in Atkins Cases

Author: Antonio E. Puente, PhD, University of North Carolina at Wilmington

Title: Correctional Officers and Attitudes Toward Mental Illness

Authors: Ashley L. Langeliers, MA, Alliant International University—Fresno; Shiva Amin, MA, Alliant International University—Fresno; & Siobhan K. O’Toole, PhD, Alliant International University—Fresno

Title: Maladaptive Thinking and Delinquent Behavior in College Students

Authors: Amy Rodriguez, BA, University of Alabama; & Carl B. Clements, PhD, University of Alabama

Title: Professional Training and Agreement of Potential PLC-R Administrators in Mexico

Authors: Leandro F. Velasco, BA, AA, Sam Houston State University; Stanley T. Kordinak, PhD, Sam Houston State University; Marcus T. Boccaccini, PhD, Sam Houston State University; & Jorge G. Varela, PhD, Sam Houston State University

Title: Public Opinion of Male and Female Sex Offenders

Author: Kristin A. Carlson, MA, BS, Alliant International University—Fresno

Title: Clinical Risk Management Special Issues: Women in Custody

Author: Shawna M. Baron, MA, BS, Forest Institute of Professional Psychology

Title: Relationship Quality and Perceived Impact of Incarceration on Inmates

Authors: Shawna M. Baron, MA, BS, Forest Institute of Professional Psychology; Jamie Bell, MS, Forest Institute of Professional Psychology; Julie Gouy, BS, Forest Institute of Professional Psychology; & Taylor Olson, BA, Forest Institute of Professional Psychology

Title: Sex Offender Registration and Notification Laws: Perceptions of Efficacy and Fairness

Authors: Jody Zabel, MA, The Sage Colleges; Gayle S. Morse, PhD, Utah State University; & Richard M. Hamill, PhD, Forensic Mental Health Associates, Albany, NY

Title: MMPI-2(rf)’s Ability to Detect Malingering in Comparison to the SIRS

Author: Timothy J. Wilson, BA, Forest Institute of Professional Psychology

Title: Sex-Offender Treatment: Support for the Addictions Model

Authors: Timothy J. Wilson, BA, Forest Institute of Professional Psychology; & Shawna M. Baron, MA, BS, Forest Institute of Professional Psychology

Title: Convergent Validity Study of Forensic Adjudicative Competence Tests: Mccat-CA V CAST-MR

Authors: Diomaris E. Jurecska, MA, George Fox University; Mary A. Peterson, PhD, George Fox University; & Tabitha S. Becker, MA, George Fox University

Title: Assessing Feigned Ignorance in Intellectually Disabled Prison Inmates

Authors: Diomaris E. Jurecska, MA, George Fox University; Guy B. deBros, MA, George Fox University; Alexander M. Millkey, PsyD, Oregon State Hospital, Salem; & Mary A. Peterson, PhD, George Fox University

Title: Offender Competencies: Understanding Change in Violent Offenders

Authors: Laura J. Hanby, MA, Carleton University, Ottawa, ON, Canada; & Ralph C. Serin, PhD, Carleton University, Ottawa, ON, Canada

Title: Social and Cognitive Problem Solving Predict Aggression in Young Adults

Authors: Audrey G. Masilla, BA, Mississippi State University; & Kristine M. Jacquin, PhD, Mississippi State University

Title: SRP-II: A Rich Source of Data on the Psychopathic Personality

Authors: Whitney S. Lester, BA, University of Alabama; & Randall T. Salekin, PhD, University of Alabama

Title: Stalking Related Behaviors: The Development of a Measure to Assess Cyberstalking

Authors: Jenna M. Strawhun, Creighton University; & Natasha Adams, Creighton University

Title: Detecting the Sophistication Among Depressed Malingerers Using the Md Scale

Authors: Marshall T. Bewley, BA, Texas Tech University; Jarrod S. Steffan, PhD, Independent Practice, Wichita, KS; Robert D. Morgan, PhD, Texas Tech University; & Amanda MacQuoid, BA, Mississippi State University

Title: Relationship Between Personality Traits and Criminal Thinking

Author: Erika K. Widera, BA, Argosy University/Orange County

Title: Perception of a Sexual-Assault Nurse Examiner in Court

Authors: Nesa E. Wasarhaley, MA, University of Kentucky; Theresa A. Simcic, BA, University of Kentucky; & Jonathan M. Golding, PhD, University of Kentucky

Title: Effects of Stress and Stereotype Threat on Older Eyewitnesses

Authors: David D. Lopez, University of Nebraska—Lincoln; Lindsey E. Wylie, MA, University of Nebraska—Lincoln; & Eve M. Brank, PhD, JD, University of Nebraska—Lincoln

Title: Sex Offenders’ Perceptions of North Dakota’s Registration and Notification Laws

Authors: Mariah D. Laver, MS, University of North Dakota; & April R. Bradley, PhD, University of North Dakota

Continued on p. 31



Research Briefs

Editor: Maria Hartwig, Ph.D

Allison, M. D. & Ireland, J. L. (2010). **Staff and prisoner perceptions of physical and social environmental factors thought to be supportive of bullying: The role of bullying and fear of bullying.** *International Journal of Law and Psychiatry*, 33, 43-51. Authors investigated the relationship between social and physical environmental factors supportive of bullying, levels of bullying, and fear of bullying among 261 adult male prisoners. Results showed that prisoners who perceived greater levels of environmental factors reported more fear of bullying and more behaviors indicative of bullying, and that bullying behaviors predicted fear of bullying more than the presence of environmental factors.

Bui, H. N. & Morash, M. (2010). **The impact of network relationships, prison experiences, and internal transformation on women's success after prison release.** *Journal of Offender Rehabilitation*, 49, 1-22. Authors examined the effect of relationships with people in their social networks before, during, and after incarceration on successful transition from prison back to community among a sample of 20 females under parole. The termination of negative relationships because of incarceration, efforts to improve their social networks, availability of prison programming, and prosocial family members contributed to women avoiding crime after their release from prison.

Cobbina, J. E. (2010). **Reintegration success and failure: Factors impacting reintegration among incarcerated and**

The AP-LS newsletter research briefs are written by students in the Forensic Psychology Ph.D. Program at John Jay College: Nicole Doering, Eugenia Garcia-Dubus, Sarah Jordan, Jason Mandelbaum, Blair Mesa, Anthony Perillo, Ashley Spada, and Brian Wallace.

The Winter issue of the News was Marc Boccaccini's last as Co-Editor of the Research Briefs Column. We are grateful to Marc for his service and the hard work of his team over the past six years, including Beth Caillouet, Erika Canales, Laadan Gharagozloo, Jennifer Gorham, Laura Heinonen, Jeremy Johnson, Lisa Kan, Kristy Lawson, Vivian Lotts, Amanda McGorty, Jennifer Rockett, Holly Tabernik, Amy Wevodau, and Carol Woods.

If you are interested in Co-Editing the AP-LS Research Briefs by taking over the clinically oriented article summaries, please contact Maria Hartwig (mhartwig@jjay.cuny.edu) or Jennifer Groscup (jgroscup@scrippscollege.edu). It is helpful to have a team of dedicated students to work with you!

formerly incarcerated women. *Journal of Offender Rehabilitation*, 49, 210-232. Authors investigated integration success and failure among 26 incarcerated and 24 formerly incarcerated women. Family support, supportive parole officers, and access to post-release community services were important in terms of reintegration success. Negative support networks, including relationships with criminal family members and abusive partners, unsupportive parole officers, and competing demands contributed to reintegration failure.

Collica, K. (2010). **Surviving incarceration: Two prison-based peer programs build communities of support for female offenders.** *Deviant Behavior*, 31, 314-347. Based on

the narratives of (n = 49) female inmates in New York State, the author examined the effects of two HIV prison-based peer programs, ACE (AIDS Counseling and Education) and CARE (Counseling, AIDS, Resource and Education) on inmate adjustment and coping to incarceration. The author found that the peer programs provided numerous emotional and psychological benefits to the inmates and served as a positive alternative to the traditional female pseudo family often formed by women in prison. This community also continued outside of prison. DeHart, D. (2010). **Cognitive restructuring through dreams and imagery: Descriptive analysis of a women's prison-based program.** *Journal of Offender Rehabilitation*

tion, 49, 23-38. The author investigated the outcome of a novel therapy program using dream groups among 19 women in a maximum-security correctional facility. Results indicated that the women positively received the dream groups, and that they described the program as providing respite, release, and support, and that the desire to remain in the program had kept them from misbehaving within the prison facility.

Faust, E., & Magaletta, P. R. (2010). **Factors predicting levels of female inmates' use of psychological services.** *Psychological Services*, 7, 1-10. In a study of 628 female inmates in U.S. federal prisons, use of prison mental health services was analyzed in connection with various background and historical factors. Predictors of receiving prison mental health services included prior outpatient treatment, substance abuse, prior suicide attempts, lengthier incarceration, and U.S. citizenship (strongest predictor). Seeking services on one's own volition was inversely related to severity of mental health problems.

Fowler, S. K., Blackburn, A. G., Marquart, J. W., & Mullings, J. L. (2010). **Inmates' cultural beliefs about sexual violence and their relationship to definitions of sexual assault.** *Journal of Offender Rehabilitation*, 49, 180-199. Authors administered paper-and-pencil questionnaires containing surveys and sexual assault scenarios to 935 randomly sampled male and female inmates to investigate their rape-supportive cultural beliefs (RSCB) and how they impact definitions of sexual assault. For both male and female inmates, increases in rape-supportive beliefs led to decreased chances of considering the scenarios to be a sexual assault.

Jensen, E. L. & Kane, S. L. (2010). **The effect of therapeutic community on time to first re-arrest: A survival analysis.** *Journal of Offender Rehabilitation, 49*, 200-209. Authors investigated the effect of therapeutic community (TC) on time to first re-arrest after release from prison among 1,396 male offenders released from four Idaho prisons in 2004. Individuals who needed and completed TC were 41% less likely to be rearrested, compared to those who needed TC yet did not complete the program.

Kavanagh, L., Rowe, D., Hersch, J., Barnett, K. J., & Reznik, R. (2010). **Neurocognitive deficits and psychiatric disorders in a NSW prison population.** *International Journal of Law and Psychiatry, 33*, 20-26. Investigated the use of a computerized battery to assess 29 male inmates in New South Wales, in comparison to 58 matched controls. Results showed that the inmate sample had higher rates of trauma, depression, anxiety, stress, and neurocognitive deficits, suggesting that better resources to assess conditions other than acute psychiatric symptoms are needed within the criminal justice system.

Lafortune, D. (2010). **Prevalence and screening of mental disorders in short-term correctional facilities.** *International Journal of Law and Psychiatry, 33*, 94-100. Authors investigated the rate of mental health screening and diagnoses among 171 female and 500 male offenders. For men, the most common diagnoses were for: psychotic disorders, adjustment reactions, neurotic anxiety disorders, and drug dependence. For females, anxiety, personality disorders, and substance disorders were the most detected. The authors note that correctional services workers have difficulty detecting depressing

disorders and recent affective psychoses in men and women.

MacKain, S. J., Myers, B., Ostapiej, L., & Newman, R. A. (2010). **Job satisfaction among psychologists working in state prisons: The relative impact of facets assessing economics, management, relationships, and perceived organizational support.** *Criminal Justice and Behavior, 37*, 306-318. A measure of 18 facets of job satisfaction among correctional psychologists was completed by 72 master's and doctoral-level psychologists working in prisons in North Carolina. Researchers then categorized these into four broad facets: economic issues, management issues, satisfaction with work relationships, and perceived organizational support. Multiple regression analysis found that these four facets accounted for a significant proportion of the variance in overall job satisfaction.

Mandracchia, J. T., & Morgan, R. D. (2010). **The relationship between status variables and criminal thinking in an offender population.** *Psychological Services, 7*, 27-33. Factors pertaining to criminal thinking were analyzed in relation to background characteristics in 435 Texas inmates. Higher education, lengthier sentence, longer time served, and no history of mental health services correlated with a three-factor model of criminal thinking. The criminal thinking model associated with these factors pertained to issues of control, cognitive immaturity, and egocentrism.

Palmer, E. J., Jinks, M., & Hatcher, R. M. (2010). **Substance use, mental health, and relationships: A comparison of male and female offenders serving community sentences.** *International Journal of Law and Psychiatry, 33*, 89-93. Authors investigated

whether sex differences existed in criminogenic needs concerning drug use, alcohol use, mental health, and relationships, among 6453 male and 1045 female probationers. Results showed females had significantly higher levels of need than males for mental health and relationships, males had significantly higher levels of need for alcohol use, and there were no gender differences for drug use.

Phillips, S. D., Venema, R., & Roque, L. (2010). **The unmet need for mental health services among probationers' children.** *Journal of Offender Rehabilitation, 49*, 110-125. Authors examine the need for mental health services among 170 children with parents on probation. Results showed 1 out of 4 probationers had at least one child needing mental health services, and 9 out of 10 probationers with children who needed mental health services had a child that was not receiving mental health treatment.

Polzer, K. (2010). **Attitudes about advances in sweat patch testing in drug courts: Insights from a case study in Southern California.** *Journal of Offender Rehabilitation, 49*, 52-73. The author investigated the effectiveness of the sweat patch as a means of drug testing a sample of 100 participants in a drug court in California, by administering surveys to drug court staff members. Staff members displayed a favorable attitude toward the sweat patch and a majority thought the method made a difference in deterring participants from drug use. Improvements to this method of drug testing still need to be made.

Schlosser, L. Z., Safran, D. A., & Sbaratta, C. A. (2010). **Reasons for choosing a correction officer career.** *Psychological Services, 7*, 34-43. The authors modified a questionnaire for police recruits to analyze reasons for choosing a career as a

correctional officer. In contrast with findings with police applicants, correctional officer applicants expressed their career direction was more greatly influenced by financial prospects and less influenced by the notion of service. Primary reasons were similar across races, and female applicants were more likely to identify community safety as an influence.

Scott, D. L., Crow, M. S., & Thompson, C. J. (2010). **Tempest in a therapeutic community: Implementation and evaluation issues for faith-based programming.** *Journal of Offender Rehabilitation, 49*, 39-51. Authors attempted to investigate the use of a faith-based therapeutic community (TC) treatment program in a prison facility sample. Problems, such as a 90% dropout rate, inconsistent documentation of the continuously changing aspects of the program, and missing data due to inadequate data collection, resulted in the investigators being unable to analyze the program. The authors make suggestions for future attempts at data collection and analysis of the treatment program.

Schyett, A. M., Vaughn, J. S., & Francis, A. M. (2010). **Jail administrators' perceptions of the use of psychiatric advance directives in jail.** *Psychiatric Services, 61*, 409-411. Jail administrators were surveyed regarding their support for psychiatric advance directives (legal documentation of a mentally ill person's desires for psychiatric treatment should he/she later become too ill to communicate those desires). Overall support for these directives was strong, particularly among administrators from smaller jails. There was a non-significant trend of stronger support from jail administrators than jail-housed medical administrators.



Scroggins, J. R. & Malley, S. (2010). **Reentry and the (unmet) needs of women.** *Journal of Offender Rehabilitation, 49*, 146-163. Authors investigated whether 155 community reentry programs among 10 metropolitan areas in the U.S. met the needs of female offenders, with regard to childcare and parenting skills, healthcare, counseling, and substance abuse treatment, housing and transportation assistance, education and job training, and social support. Many of the programs provided insufficient childcare and parenting skills development, healthcare and counseling, housing and transportation, and education.

Sung, H., Mellow, J., & Mahoney, A. M. (2010). **Jail inmates with co-occurring mental health and substance use problems: Correlates and service needs.** *Journal of Offender Rehabilitation, 49*, 126-145. Authors investigated correlates of co-occurring problems and rates of treatment participation among 631,241 inmates, using data from the 2002 Survey of Inmates in Local Jails. Seventeen out of 26 potential correlates were found to significantly predict comorbidity among jail inmates. Of the inmates with co-occurring mental health problems and substance abuse, only 35% received either substance abuse or mental health treatment, and only 6.1% received both services.

Youman, K., Drapalski, A., Stuewig, J., Bagley, K., & Tangney, J. (2010). **Race differences in psychopathology and disparities in treatment seeking: Community and jail-based treatment-seeking patterns.** *Psychological Services, 7*, 11-26. Jail inmates were evaluated on present psychopathology, history of mental health treatment,

and requests or enrollment in mental health services in jail. No differences were found regarding overall rates of clinical elevations, but White inmates had higher elevations on depressive symptomatology, while African-American inmates had higher elevations on manic symptomatology. Treatment seeking in jail did not differ between White and African-American inmates, but Whites reported more prior community treatment.

DELIQUENCY/ ANTISOCIAL BEHAVIOR

Babiak, P., Neumann, C., & Hare, R. (2010). **Corporate psychopathy: Talking the walk.** *Behavioral Sciences & the Law, 28*, 174-193. Authors examined psychopathy and its correlates in a sample of 203 corporate professionals. The prevalence of psychopathic traits—as measured by the PCL-R and a PCL-SV “equivalent”—was higher than that found in community samples; CFA and SEM analyses indicated the underlying latent structure of psychopathy in our sample was consistent with that found in community and offender studies. Psychopathy was positively associated with in-house ratings of charisma/presentation style but negatively associated with ratings of responsibility/performance.

Cho, Y. I., Martin, M. J., Conger, R. D., & Widaman, K. F. (2010). **Differential item functioning on antisocial behavioral scale items for adolescents and young adults from single-parent and two-parent families.** *Journal of Psychopathology & Behavioral Assessment, 32*, 157-168. Evaluated outcomes on two scales measuring antisocial behavior geared for slightly different groups; one had been designed for adolescents, and the other for young adults. Different response patterns were evident

for one item on the adolescent scale and two items on the young-adult scale. Biases on these items tended to be countered by slight bias in the other direction for other items, making the overall impact minimal.

DeLisi, M., Vaughn, M. G., Beaver, K. M., & Wright, J. P. (2010). **The Hannibal Lecter myth: Psychopathy and verbal intelligence in the MacArthur Violence Risk Assessment Study.** *Journal of Psychopathology & Behavioral Assessment, 32*, 169-177. Data from 840 violent risk assessments were analyzed to evaluate the accuracy of portrayals of psychopathic individuals as having superior intelligence. In contrast with this stereotype, most items evaluating psychopathy revealed a negative relationship between psychopathic tendencies and intelligence.

Diamantopoulou, S., Verhulst, F. C., & van der Ende, J. (2010). **Testing developmental pathways to antisocial personality problems.** *Journal of Abnormal Child Psychology, 38*, 91-103. Authors examined the development of antisocial personality problems in young adulthood among 507 children, based on parent ratings. The results showed a hierarchical development of antisocial behavior problems, in which milder forms of disruptive behaviors in early childhood, like Oppositional Defiant Disorder and Attention Deficit Hyperactivity Disorder, progressed into conduct problems in adolescence, and finally adult Antisocial Personality Disorder.

Forsman, M., Lichtenstein, P., Andershed, H., & Larsson, H. (2010). **A longitudinal twin study of the direction of effects between psychopathic personality and antisocial behaviour.** *Journal of Child Psychology and Psychiatry, 51*, 39-47. Investigated biological and en-

vironmental factors connecting psychopathy and antisociality. Adolescent psychopathy predicted adult antisocial behavior, but antisociality did not predict future psychopathy. Genetic factors mediated relationships between psychopathy and antisociality, suggesting genetic markers of psychopathy in adolescence may predict future antisocial behavior.

Forsyth, C. J., Asmus, G., Stokes, B. R., & Forsyth, Y. A. (2010). **Comparing performance test scores of juvenile delinquents with the general population of students.** *Deviant Behavior, 31*, 303-313. Compared academic performance scores of Louisiana juvenile delinquents to that of juvenile non-offenders in the same state using the two following measures: the Integrated Louisiana Educational Assessment Program (iLEAP) and the Louisiana Educational Assessment Program (LEAP). LEAP samples consisted of (n = 978) juvenile offenders and (n = 147,765) juvenile non-offenders, whereas iLEAP samples were (n = 2,304) and (n = 246,399), respectively. Results evidenced that delinquents scored much lower in academic performance according to both measures.

Gao, Y., Raine, A., Venables, P. H., Dawson, M. E., & Mednick, S. A. (2010). **Association of poor childhood fear conditioning and adult crime.** *American Journal of Psychiatry, 167*, 67-70. Electrodermal fear conditioning was assessed in 1,795 3-year-old children. The participants' criminal records were examined twenty years later. Those with criminal records showed significantly reduced electrodermal fear conditioning at age 3 when compared to non-offenders matched on gender, ethnicity, and social factors. The findings suggest neurodevelopmental contribu-

tions to crime are potentially detectable at an early age.

Habermeyer, E., Passow, D., & Vohs, K. (2010). **Is psychopathy elevated among criminal offenders who are under preventive detention pursuant to Section 66 of the German Penal Code?** *Behavioral Sciences & the Law, 28*, 267-276. Assessed offenders under preventive detention in a German prison using the SCID-I and PCL-R. Besides high rates of substance use, all inmates met criteria for an Axis II diagnosis. Sixty-nine percent of inmates had a PCL-R score of more than 20 points, but, on average, scores were lower than the rest of the German prison population. Implications for the implementation of Section 66 are discussed.

Hayes, T. A. (2010). **Labeling and the adoption of a deviant status.** *Deviant Behavior, 31*, 274-302. Examined the role of labeling in the process through which individuals accept their personal indebtedness as a deviant in a group of ($n=46$) members of from Debtors Anonymous (DA). In accepting a deviant status individuals go through 1. several iterations in labeling before acceptance of the status 2. that the labeling efforts of others can enhance individual self-awareness and 3. passive status cues that start the labeling process can come from many sources. Additionally, self-help group membership can serve as a positive influence in the labeling process.

Hyde, L. W., Shaw, D. S., & Moilanen, K. L. (2010). **Developmental precursors of moral disengagement and the role of moral disengagement in the development of antisocial behavior.** *Journal of Abnormal Child Psychology, 38*, 197-209. Authors investigated the relationship between various potential precursors and the AP-LS NEWS, Summer 2010

development of antisocial behavior among 187 low-income male children. Results showed that early rejecting parenting, neighborhood impoverishment, and child empathy were associated with later moral disengagement, and that the link between these precursors and antisocial behavior was mediated by moral disengagement.

Isen, J., Raine, A., Baker, L., Dawson, M., Bezdjian, S., & Lozano, D. I. (2010). **Sex-specific association between psychopathic traits and electrodermal reactivity in children.** *Journal of Abnormal Psychology, 119*, 216-225. Skin conductance responses (SCR) during listening tasks and psychopathic traits were measured in 9- and 10-year-old twins. Reduced SCR (indicative of hyporeactivity) predicted elevated psychopathy ratings for boys, particularly interpersonal issues. No connection was found among girls. The results suggest a biological marker for manipulative and deceitful traits in males is observable at an early age.

Kubak, F. A., & Salekin, R. T. (2009). **Psychopathy and anxiety in children an adolescents: New insights on developmental pathways to offending.** *Journal of Psychopathology & Behavioral Assessment, 31*, 271-284. Juvenile offenders were assessed for psychopathy and anxiety using multiple methods. A three-year follow-up revealed that psychopathy as measured by PCL-YV mediated the association of trait anxiety and fearlessness with recidivism, but there was no relationship when self-report psychopathy measures were used. Surprisingly, higher trait anxiety was associated with psychopathy and future recidivism.

Lee, Z., Salekin, R. T., & Iselin, A. R. (2010). **Psychopathic**

traits in youth: Is there evidence for primary and secondary subtypes? *Journal of Abnormal Child Psychology, 38*, 381-393. Authors investigated possible psychopathic subtypes among a sample of 94 male adolescent offenders using the Psychopathy Checklist: Youth Version. Three clusters, high, moderate, and low, emerged and differed in severity of psychopathic traits and level of anxiety. The high psychopathic group demonstrated more negative personality traits and was judged to be at a greater risk for dangerousness than the low psychopathic group.

Lewis, C. (2010). **Childhood antecedents of adult violent offending in a group of female felons.** *Behavioral Sciences & the Law, 28*, 224-234. Examined a sample of female felons to determine associations between adult arrest for violent felony with child and young adult antecedents. Data were gathered using the Semi-Structured Assessment for the Genetics of Alcoholism II. Women convicted of violent felonies were more likely to have CD with progression to ASPD, and alcohol dependence. Both alcohol dependence and CD were independently associated with violent offending.

Nijhof, K. S., Scholte, R. H. J., Overbeek, G., & Engels, R. C. M. E. (2010). **Friends' and adolescents' delinquency: The moderating role of social status and reciprocity of friendships.** *Criminal Justice and Behavior, 37*, 289-305. Examined whether adolescents' and friends' delinquency is influenced by friends' social status and reciprocity of the friendship. 1,025 adolescents in the Netherlands provided the information used to assess delinquency and friendship variables. Violent adolescents with a reciprocal, high-status friend were more influenced by the friend's own violence.

Vandalism was more influenced by low-status friends who also engaged in vandalism.

Presniak, M. D., Olson, T. R., & MacGregor, M. W. (2010). **The role of defense mechanisms in borderline and antisocial personalities.** *Journal of Personality Assessment, 92*, 137-145. Authors investigated whether defense mechanisms differed between borderline personality disorder (BPD) and antisocial personality disorder (APD) among a sample of Canadian undergraduate students. Results showed significant differences in defense mechanisms used by the two groups. Specifically, Acting Out and Passive Aggression were higher in the BPD group, and Denial and Rationalization were higher in the APD group.

Rijsdijk, F. V., Viding, E., De Brito, S., Forgiarini M., Mechelli, A., Jones, A. P., & McCrory, E. (2010). **Heritable Variations in Gray Matter Concentration as a Potential Endophenotype for Psychopathic Traits.** *Archives of General Psychiatry, 67*, 406-413. Examined genetic vulnerability to psychopathic traits by exploring whether differences in gray matter concentration can be regarded as endophenotypes by looking at 1. heritability and 2. the etiology of the co-occurrence of psychopathic traits and increased gray matter concentrations. Sample consisted of ($n=56$) monozygotic and ($n=67$) dizygotic twin boys. Outcomes were measured by structural MRI scans and voxel-based morphometry to obtain gray matter concentrations. Structural endophenotypes in the form of gray matter concentration reflect genetic vulnerability to psychopathic traits, specifically concentrations in the left posterior cingulate and right dorsal anterior cingulate.

Ullrich, S., Yang, M., & Coid, J. (2010). **Dangerous and severe personality disorder: An**

investigation of the construct. *International Journal of Law and Psychiatry*, 33, 84-88. Authors investigated Dangerous and Severe Personality Disorder (DSPD) among 1396 male prisoners serving sentences of at least 2 years for sexual/violent offenses, by conducting prospective interviews. When compared to non-DSPD offenders, significantly more DSPD offenders re-offended after release and significantly more DSPD offenders committed major and minor violent offenses, acquisitive, and drug-related offenses.

Van Hulle, C. A., Waldman, I. D., D'Onofrio, B. M., Rodgers, J. L., Rathouz, P. J., & Lahey, B. B. (2009). **Developmental structure of genetic influences on antisocial behavior across childhood and adolescence.** *Journal of Abnormal Psychology*, 118, 711-721. This longitudinal study involved reports of antisocial behavior for 2,482 sibling pairs. Assessments were made over time by the mothers, then mothers with the youth, then youth only. Genetic influences on antisocial behavior were different from ages 4-9 to ages 14-17, but influences were consistent from ages 10-13 to 14-17. Direct genetic influences on persistently antisocial youth impact these youth differently after puberty.

Vidal, S., Skeem, J., & Camp, J. (2010). **Emotional intelligence: Painting different paths for low-anxious and high-anxious psychopathic variants.** *Law and Human Behavior*, 34, 150-163. Evaluated the performance of low- and high-anxious psychopathic, and low psychopathic comparison groups of undergraduates on a measure of EI. High-anxious psychopaths manifested lower EI than the other two groups, particularly with respect to managing emotions and facilitating thoughts, and were more likely to manifest violence.

In contrast, low-anxious psycho-

paths manifested intact EI, with skill in facilitating thoughts.

Ward, J. T., Gibson, C. L., Boman, J., & Leite, W. L. (2010). **Assessing the validity of the Retrospective Behavioral Self-Control Scale: Is the general theory of crime stronger than the evidence suggests?** *Criminal Justice and Behavior*, 37, 439-452. Undergraduates ($n = 289$) completed a revised version of a behavioral measure of self-control (RBS) and provided self-reports of delinquent behavior. The revised RBS was not as strongly predictive of crime and delinquency as the original RBS. It was, however, a more powerful predictor than the most frequently used attitudinal measure of self-control.

FORENSIC ASSESSMENT

Maiano, C., Morin, A. J. S., Eklund, R. C., Monthuy-Blanc, J., Garbarino, J. M., & Stephan, Y. (2010). **Construct validity of the Social Physique Anxiety Scale in a French Adolescent Sample.** *Journal of Personality Assessment*, 92, 53-62. Authors investigated the use of the SPAS across gender and age among a sample of 1,563 nonclinical, French adolescent students, using a series of six studies. Results showed factor validity, convergent validity, criterion-related validity, and measurement and latent mean structure invariance across gender, age, and samples. Authors suggest that use of the seven-item version is appropriate for evaluating social physique anxiety in French adolescents.

Norton, K. A. & Ryba, N. L. (2010). **An investigation of the ECST-R as a measure of competence and feigning.** *Journal of Forensic Psychology Practice*, 10, 91-106. Assessed the validity of the Evaluation of Competency to Stand Trial-Re-

vised (ECST-R) by comparing performance of honest respondents and coached feigners among a sample of 50 undergraduate students. Honest respondents and coached feigners differed significantly on all scales of the ECST-R, and the scales performed well in identifying possible feigners. The results generally support the use of the ECST-R as a competence assessment instrument.

Osman, A., Gutierrez, P., Smith, K., Fang, Q., Lozano, G., & Devine, A. (2010). **The Anxiety Sensitivity Index-3: Analyses of dimensions, reliability estimates, and correlates in nonclinical samples.** *Journal of Personality Assessment*, 92, 45-52. Authors investigated the reliability and validity of the ASI-3 among a combined sample of 462 undergraduate students from two universities and one community college. Results provided support for the internal consistency reliability, validity, and unidimensionality of the measure, and demonstrate that its use is appropriate for nonclinical samples.

Seaborn, B., Andrews, J. F., & Martin, G. (2010). **Deaf adults and the comprehension of Miranda.** *Journal of Forensic Psychology Practice*, 10, 107-132. Investigated the use of the Miranda Warning and Waiver ASL (MWWT-ASL) among 34 deaf adult students to determine how well participants understood the MWW when presented in both ASL and printed English. Those reading at an eighth-grade level and below were not competent to understand their Miranda rights when presented in ASL and printed English. The authors recommend deaf individuals should not be considered competent to waive their rights.

Swogger, M. T., Walsh, Z., Lejuez, C. W., & Kosson, D.

(2010). **Psychopathy and risk-taking among jailed inmates.** *Criminal Justice and Behavior*, 37, 439-452. Relationships between psychopathy and risk-taking were investigated in 119 male inmates. Findings indicated associations between externalizing disorders and real-world risky behavior. However, none of the disorders was associated with performance on the BART, a behavioral measure of risk-taking. Psychopathy accounted for unique variance in irresponsible and criminal risk-taking, beyond that related to other externalizing disorders.

Tatman, A. W. & Love, K. M. (2010). **An offender version of the working alliance inventory-short revised.** *Journal of Offender Rehabilitation*, 49, 165-179. Authors investigated the use of an adapted version of the Working Alliance Inventory-Short Revised (WAI-SR) among 182 convicted male offenders on probation and parole. The offender version of the WAI-SR was found to be a valid and reliable measure of offender's perceptions of working alliance with their probation or parole officer, and was not confounded by the length of time a probation or parole officer had supervised the offender.

LAW ENFORCEMENT, CONFESSIONS, & DECEPTION

Leal, S. & Vrij, A. (2010). **The occurrence of eye blinks during a guilty knowledge test.** *Psychology, Crime & Law*, 16, 349-357. Participants ($n = 26$) were randomly assigned to guilty or innocent mock crime conditions; they were interviewed with 'key' and 'control' questions. Guilty participants exhibited fewer eye blinks (a measure of cognitive load) on key vs. controlled questions,

while there were no differences in eye blinks across question types for innocent participants.

Lyon, T., Carrick, N., & Quas, J. (2010). **Young children's competency to take the oath: Effects of task, maltreatment, and age.** *Law and Human Behavior, 34*, 141-149. Examined maltreated and non-maltreated children's understanding of "truth" and "lie". Four- to six-year-old children were asked to accept or reject true and false statements, label them "truth" or "lie," "good" or "bad," and label "truth" and "lie" as "good" or "bad." The labeling tasks revealed improvement with age. Most children were better able to evaluate "truth" than "lie." Maltreated children exhibited somewhat different response patterns.

Memon, A., Zaragoza, M., Clifford, B., & Kidd, L. (2010). **Inoculation or antidote? The effects of cognitive interview timing on false memory for forcibly fabricated events.** *Law and Human Behavior, 34*, 105-117. Participants ($n = 160$) retained fewer false memories from a suggestive interview involving forced fabrications when a cognitive interview preceded the suggestive interview, but false memories persisted when the cognitive interview followed it.

Redlich, A., Hoover, S., Summers, A., & Steadman, H. (2010). **Enrollment in mental health courts: Voluntariness, knowingness, and adjudicative competence.** *Law and Human Behavior, 34*, 91-104. Examined perceptions of voluntariness, levels of knowingness and legal competence among 200 new MHCs clients at two courts. Although most clients claimed they chose to enroll, most denied knowledge about the requirements or the voluntariness prior to entering. Most knew the "basics" of the courts, but

fewer knew more nuanced information. A minority was found to have impairments in legal competence.

Redlich, A., Summers, A., & Hoover, S. (2010). **Self-reported false confessions and false guilty pleas among offenders with mental illness.** *Law and Human Behavior, 34*, 79-90. Surveyed 1,249 mentally ill offenders about false confessions (FCs) and false guilty pleas. Self-reports of FC ranged from 9 to 28%, and FGPs ranged from 27 to 41%. FC's of murder and rape were rarely reported. Minorities, offenders with lengthier criminal careers, and more symptomatic patients were more likely to self-report false admissions than their counterparts.

Rogers, R., Harrison, K., Rogstad, J., LaFortune, K., & Hazelwood, L. (2010). **The role of suggestibility in determinations of Miranda abilities: A study of the Gudjonsson Suggestibility Scales.** *Law and Human Behavior, 34*, 66-78. Examined suggestibility on the Gudjonsson Suggestibility Scales of pretrial defendants. British norms were inapplicable to American jurisdictions. Suggestibility appeared unrelated to Miranda comprehension, reasoning, and detainees' perceptions of police coercion. Defendants with high compliance had significantly lower Miranda comprehension and ability to reason about exercising Miranda rights than their counterparts with low compliance.

Swanner, J., Beike, D., & Cole, A. (2010). **Snitching, lies and computer crashes: An experimental investigation of secondary confessions.** *Law and Human Behavior, 34*, 53-65. Two studies (total $N = 332$) showed that false evidence and incentives taken together increased secondary confes-

sion rates, and that incentives increased the rate of secondary false confessions when the suspect issued a denial.

Vrij, A., Mann, S., Leal, S., & Fisher, R. (2010). **'Look into my eyes': Can an instruction to maintain eye contact facilitate lie detection?** *Psychology, Crime & Law, 16*, 327-348. Examined the effects of mock suspects maintaining eye contact on lie detection. In study one ($n = 80$) guilty and innocent participants interviewed about a mock crime were randomly assigned to receive instructions to maintain eye contact or no such instructions. Those told to maintain eye contact exhibited more cues to deception. In a follow-up lie detection study ($n = 106$), participants' accuracy was higher for assessing those interviewed with the 'maintain eye contact' instructions.

LEGAL DECISION MAKING/JURY RESEARCH

Buck, J. A. & Warren, A. R. (2010). **Expert testimony in recovered memory trials: Effects on mock jurors' opinions, deliberations and verdicts.** *Applied Cognitive Psychology, 24*, 495-512. Participants ($n = 238$) were assigned to one of six conditions in which the presence of a defense expert varied along with the presence or type of plaintiff expert (none, general or specific). Participants completed a questionnaire and deliberated to reach a jury verdict after reading a trial transcript. The defense expert's statements effectively reduced the number of pro-plaintiff verdicts and the plaintiff's credibility. The effects were not mitigated by the plaintiff experts, suggesting that the plaintiff experts might confirm jurors' pro-repression beliefs.

Cowley, M & Colyer, J. (2010). **Asymmetries in prior conviction reasoning: Truth sup-**

pression effects in child protection contexts. *Psychology, Crime & Law, 16*, 211-231. The effects of disclosing of prior convictions were examined in three studies. In a pilot study ($n = 54$), one prior conviction disclosure increased perceptions of guilt compared to no priors, but the effect of two priors did not increase the effect compared to only one prior. In study 1 ($n = 72$), prior convictions tended to decrease participants consideration of alternative explanations compared to no priors disclosed. In study 2 ($n = 48$), prior conviction increased participants' views of dangerousness for a to-be released child sexual offender.

Klettke, B., Graesser, A. C., & Powell, M. B. (2010). **Expert testimony in child sexual abuse cases: The effects of evidence, coherence and credentials on juror decision making.** *Applied Cognitive Psychology, 23*, 481-494. Mock jurors ($n = 64$) read cases of child sexual abuse and the testimony of experts. Each rated the guilt of the defendant, the effectiveness of the expert testimony and the credibility of the victim. All measures were affected by evidence, coherence, and the interaction of the two. When both evidence strength and coherence were low, the guilt ratings of the defendant were lower and the victim was rated as less credible. The experts' credentials did not have a significant impact.

McAuliff, B., & Bornstein, B. (2010). **All anchors are not created Equal: The effects of per diem versus lump sum requests on pain and suffering awards.** *Law and Human Behavior, 34*, 164-174. Participants ($n = 180$) produced larger pain and suffering awards when the damage award recommendation (all identical after calculation) was anchored either as a



lump sum (\$175,000) or in a per diem (\$10/hour) rather than per-day or per-month.

Mueller-Johnson, K. U., & Dhimi, M. K. (2009). **Effects of offenders' age and health on sentencing decisions.** *The Journal of Social Psychology, 150*, 77-97. Participants in two studies (total n = 87) produced shorter sentence lengths when the defendant was old or poor health when the crime was a serious physical assault, but the pattern was not observed for less serious crimes or in sexual abuse cases.

Price-Jones, D. & Barrowcliff, A. (2010). **Attitudes toward sex offenders regarding competency, liability, voluntariness of offense, and disposal: The influence of being classified as having a learning disability.** *Psychology, Crime & Law, 16*, 251-263. The study randomized the explicit presentation of perpetrator learning disability compared with no such label given. Undergraduate nursing and general public participants (n = 101) evaluated the perpetrator in a child sexual assault case on different dimensions; the learning disability label caused the perpetrator to be viewed as less competent and liable, and more deserving of discretionary sentencing. Nursing students were more likely to rate perpetrators as competent.

RISKASSESSMENT/ COMMUNICATION

Cunningham, M. & Sorensen, J.R. (2010). **Improbable predictions at capital sentencing: Contrasting prison violence outcomes.** *Journal of the American Academy of Psychiatry and Law, 38*, 61-72. Investigated the accuracy of mental health expert violence risk assessments, risk assessments for prison testimony,

and risk-related testimony at capital sentencing, by reviewing the disciplinary records of 73 defendants whose risk assessments predicated an improbability of future violence. Disciplinary reports supported the predictions of the improbability of future dangerousness; none of the capital offenders had citations for accomplished assault, escape, or homicide, and only one had attempted assault.

Polaschek, D.L. L., Bell, R.K., Calvert, S.W., & Takarangi, M. K. T. (2010). **Cognitive-behavioural rehabilitation of high-risk violent offenders: Investigating treatment change with explicit and implicit measures of cognition.** *Applied Cognitive Psychology, 24*, 437-449. Measured violent cognition, using two self-report scales and two Implicit Association Tests (IATs), from men commencing and completing an intensive cognitive-behavioral rehabilitation program for high-risk violent prisoners. Both self-report scales and one of the IATs elicited significantly more pro-social responses after treatment. The Aggression Questionnaire scores were correlated with dynamic risk prior to and after treatment, while the post-program score on one IAT was significantly correlated with dynamic and static risk. Implicit and explicit measures may be assessing different aspects of cognition, some of which are related to violence risk.

Prentky, R., Nien-Chen, L., Righthand, S., Schuler, A., Cavanaugh, D., & Lee, A. (2010). **Assessing risk of sexually abusive behavior among youth in a child welfare sample.** *Behavioral Sciences & the Law, 28*, 24-45. Examined the predictive validity of the J-SOAP-II. Although the J-SOAP-II was developed for adolescents, the scale also

worked with the pre-adolescents in predicting sexual recidivism over 7 years, with AUC values of 0.77, 0.74, 0.77, and 0.80 for Scales 1, 3, 4, and Total among the pre-adolescents and AUC values of 0.80, 0.82, and 0.83 for Scales 1, 4, and Total among the adolescents.

Stern, B. L., Caligor, E., Clarkin, J. F., Critchfield, K. L., Horz, S., MacCornack, V., Lenzenweger, M. F., & Kernberg, O. F. (2010). **Structured Interview of Personality Organization (STIPO): Preliminary psychometrics in a clinical sample.** *Journal of Personality Assessment, 92*, 35-44. Investigated the use of the STIPO, a semistructured interview designed to assess identity, primitive defenses, and reality testing, among a clinical sample of 54 inpatients and outpatients from psychiatric hospitals and private practices. Scales exhibited internal consistency, convergent, and discriminant validity when administered to a diverse clinical sample with a range of pathology.

Van Voorhis, P., Wright, E. M., Salisbury, E., & Bauman, A. (2010). **Women's risk factors and their contributions to existing risk/needs assessment: The current status of a gender-responsive supplement.** *Criminal Justice and Behavior, 37*, 261-288. Two measures of risk/need factors specific to female offenders were developed and administered to women in prison, on probation, or classified as pre-release. Findings supported the use of gender-neutral risk variables to predict re-arrest, technical violations, and institutional misconduct for women. Adding gender-responsive factors increased predictive power. Results suggested that female offenders differ from males in terms of risk factors and treatment priorities.

SEX OFFENDERS

Edens, J., Boccaccini, M., & Johnson, D. (2010). **Inter-rater reliability of the PCL-R total and factor scores among psychopathic sex offenders: are personality features more prone to disagreement than behavioral features?.** *Behavioral Sciences & the Law, 28*, 106-119. Examines inter-rater reliability of the PCL-R with psychopathic sex offenders (PCL-R>25). Intraclass correlations for the total and Factor 2 score were lower than those generally reported in research studies. Factor 1 scores were only negligibly related to each other. Factor 1 continued to display exceedingly poor agreement across examiners even after correcting for range restriction.

Elsgood, K. J. & Duff, S. C. (2010). **Theory of mind in men who have sexually offended against children: A U.K. comparison study between child sex offenders and nonoffender controls.** *Sexual Abuse: A Journal of Research and Treatment, 22*, 112-131. A group of child sex offenders (n = 46) and community controls (n = 46) completed two measures of theory of mind. One measure assessed ability to infer children's mental states, while the other assessed the same for adults. Groups did not differ in child theory of mind, but offenders performed significantly worse than controls on the adult measure.

Holt, T. J., Blevins, K. R., & Burkert, N. (2010). **Considering the pedophile subculture online.** *Sexual Abuse: A Journal of Research and Treatment, 22*, 3-24. Online communication between pedophiles was examined by studying 705 discussion threads on five Web forums run for pedophiles. Four sets of subcultural values and norms were found: marginalization, sexuality, law, and security.

These normative orders define pedophiles' identity and the boundaries of their subculture. Online discussions frequently included legal risks and information on avoiding detection.

Leclerc, B., Wortley, R., & Smallbone, S. (2010). **An exploratory study of victim resistance in child sexual abuse: Offender modus operandi and victim characteristics.** *Sexual Abuse: A Journal of Research and Treatment, 22*, 25-41. Male child sex offenders in Australia (n=94) completed a modified version of the Modus Operandi Questionnaire. Violent M.O. strategies (threats, physical force) increased all forms of victim resistance. Type of resistance used (physical or verbal) was related to victim characteristics, including age. Implications for recommendations provided by offense prevention programs are discussed.

Lussier, P., & Healey, J. (2010). **Searching for the developmental origins of sexual violence: examining the co-occurrence of physical aggression and sexual behaviors in early childhood.** *Behavioral Sciences & the Law, 28*, 1-23. A sample of at-risk children (n = 100) were recruited as part of a longitudinal study in Vancouver. Semi-structured interviews were completed with the primary caregiver and the child. The structural model showed a significant latent correlation between physical aggression and sexual behaviors. Male preschoolers referred for assessment or treatment for an externalizing spectrum disorder, from low income families, showed higher levels of aggression and sexual behaviors.

Miner, M. H., Robinson, B. E., Knight, R.A., Berg, D., Romine, R. S., & Netland, J. (2010). **Understanding sexual perpetration**

against children: Effects of attachment style, interpersonal involvement, and hypersexuality. *Sexual Abuse: A Journal of Research and Treatment, 22*, 58-77. A sample (n=278) of adolescent offenders was categorized into three groups: nonsexual offenders, sexual offenders with peer/adult victims, and sexual offenders with child victims. Child sex offenders were more significantly more likely than the other two groups to endorse attachment anxiety, a cynical view of others, alienation from peers, and a tendency to view sex as an intimate act, as opposed to an impersonal one.

O'Reilly, G., Carr, A., Murphy, P., & Cotter, A. (2010). **A controlled evaluation of a prison-based sexual offender intervention program.** *Sexual Abuse: A Journal of Research and Treatment, 22*, 95-111. Scores in four domains (cognitive distortions, victim empathy, interpersonal adjustment, self-regulation/relapse prevention) were compared for offenders in the treatment program and those not enrolled (comprised of 19 men who were motivated for treatment and 19 who were not). Significant improvement on the domains was found for the treatment group, but not the control group.

Salerno, J., Najdowski, C., Stevenson, M., Wiley, T., Bottoms, B., Vaca, J., et al. (2010). **Psychological mechanisms underlying support for juvenile sex offender registry laws: prototypes, moral outrage, and perceived threat.** *Behavioral Sciences & the Law, 28*, 58-83. Investigated support for applying sex offender registry laws to juveniles. Family law attorneys supported registry laws less for juveniles than for adults. Laypeople and prosecutors supported juvenile and adult sex offender registration equally and perceived juveniles as less threatening than adults. Effects of

offender age, offender prototypes, and offense severity were mediated by perceptions of threat posed by the juvenile sex offender. The effect of offense severity was mediated by moral outrage.

Worling, J., Littelljohn, A., & Bookalam, D. (2010). **20-year prospective follow-up study of specialized treatment for adolescents who offended sexually.** *Behavioral Sciences & the Law, 28*, 46-57. Examined the effect adolescent specialized treatment had on recidivism of sexual offenses. Recidivism data were collected from a national database for 148 adolescents who had offended sexually. Relative to the comparison group (n = 90), adolescents who participated in specialized treatment (n = 58) were significantly less likely to receive subsequent charges for sexual, nonsexual violent, and nonviolent crimes.

WITNESS ISSUES

Adams, R., Pauker, K., & Weisbuch, M. (2010). **Looking the other way: The role of gaze direction in the cross-race memory effect.** *Journal of Experimental Social Psychology, 46*, 478-481. Examined the influences of race and gaze direction on memory of faces. Results showed a main effect for race and gaze on facial recognition accuracy, but were qualified by an interaction. Same-race faces were better remembered than other-race faces, but only when eye contact was direct. Similarly, the direct-gaze faces were better remembered than averted-gaze faces, but only for same-race faces. The results indicate that meaningful facial cues are integrated or bound with respect to their adaptive relevance.

Evans, J. R. & Compo, N.S. (2010). **Mock jurors' perceptions of identifications made by intoxicated witnesses.** *Psy-*

chology, Crime & Law, 16, 191-210. Examined effects of level of alcohol intoxication (sober vs. moderate vs. high), witness type (victim vs. bystander), and crime type (sexual assault vs. physical assault) on mock jurors' (n = 611) perceptions of the witness' level of cognitive impairment and credibility. Only level of intoxication had an effect, but only when comparing the level of sober to both the other intoxication levels. This mediated the effect of level of intoxication on verdicts.

Hehman, E., Mania, E.W., & Gaertner, S.L. (2010). **Where the division lies: Common in-group identity moderates the cross-race facial-recognition effect.** *Journal of Experimental Social Psychology, 46*, 445-448. In a study demonstrating how social categorization impacts facial recognition, the authors grouped 8 Black and White faces by either race or university affiliation to induce categorization based primarily on these dimensions. Participants had superior recall for own-race faces when grouped by race, but superior recall for own-university faces when grouped by this dimension (no effect of race). Results support social categorization as an explanation of the cross-race effect.

Mullennix, J.W., Stern, S.E., Grounds, B., Kalas, R., Flaherty, M., Kowalok, S., May, E., & Tessmer, B. (2010). **Earwitness memory: distortions for voice pitch and speaking rate.** *Applied Cognitive Psychology, 24*, 513-526. Two experiments investigated memory distortions for voice pitch and speaking rate. A distortion effect for voice pitch was observed: listeners were biased towards selecting voices lower in pitch than low-pitch targets and selecting voices higher in pitch than high-pitch targets. For speaking rate there was little evidence of memory distortions.



Ray, D., Way, N., & Hamilton, D. (2010). **Crossed-categorization, evaluation, and face recognition.** *Journal of Experimental Social Psychology, 46*, 449-452. Researchers investigated participants' (n = 29) evaluations of and recognition of targets who shared zero, one or two in-groups with participants. Consistent with their hypotheses, the number of in-groups had additive impact on evaluation. Targets who shared two in-groups were more accurately recognized than the other two groups. The results of this study indicate a relationship between evaluative bias and recognition bias, and demonstrate how cross-categorization affects each type of bias differently.

Valentine, T., Davis, J. P., Thorner, K., Solomon, C., & Gibson, S. (2010). **Evolving and combining facial composites: Between-witness and within-witness morphs compared.** *Journal of Experimental Psychology: Applied, 16*, 72-86. Four studies found that faces generated by a morph of multiple witnesses' composites were more similar to target faces and more easily named than morphed faces generated by within-subjects composites.

OTHER

Callan, M., Kay, A., Olson, J., Brar, N., & Whitefield, N. (2010). **The effects of priming legal concepts on perceived trust and competitiveness, self-interested attitudes, and competitive behavior.** *Journal of Experimental Social Psychology, 46*, 325-335. Across five studies, researchers investigated the notion that law shapes social reality by fostering assumptions that individuals are self-interested, untrustworthy, and competitive. The first two studies demonstrated an implicit association between legal concepts

and competitiveness. The following studies focused on how these associations affected social perceptions, competitive behavior and self-interested attitudes. Participants perceived actors as less trustworthy and a situation as more competitive after being primed with law-related constructs. Priming also impacted how strongly participants opposed a political issue that conflicted with their self-interest.

Currie, J. & Widom, C. S. (2010). **Long-term consequences of child abuse and neglect on adult economic well-being.** *Child Maltreatment, 15*, 111-120. Investigated the relationship between child abuse and neglect and economic status and productivity among a sample of abused/neglected children and their matched controls. Results showed that adults with childhood abuse/neglect histories have lower levels of education, employment, salaries, and assets, compared to the controls, and that the effect is stronger for women than men.

Euser, E. M., van Ijzendoorn, M. H., Prinzie, P., & Bakermans-Kranenburg, M. J. (2010). **Prevalence of child maltreatment in the Netherlands.** *Child Maltreatment, 15*, 5-17. A nationwide prevalence study of child maltreatment in the Netherlands, modeled after the National Incidence Studies (NISs) in the United States, was conducted in 2005. Results showed 107,200 children were victims of maltreatment, yet only 12.6% of these cases were also reported to Child Protective Services agencies. Results demonstrate that only a small percentage of abused and neglected children receive care, due to low reporting rates.

Lee, J. E. C., Lemyre, L., & Krewski, D. (2010). **A multi-method, multi-hazard approach to explore the unique-**

ness of terrorism risk perceptions and worry. *Journal of Applied Social Psychology, 40*, 241-272. Canadians (N=1503) were interviewed regarding their perceptions of terrorism risk, along with four other hazards (motor vehicles, climate change, recreational physical activity and cellular phones) to determine if the cognitive dimensions that are related to terrorism risk perceptions differ from those associated with other hazards. Canadians perceived terrorism as a lower threat, more uncertain and less controllable than other hazards. Findings also show a positive association between perceived threat and perceived uncertainty with worry about terrorism.

Paavola, P. & Tiihonen, J. (2010). **Seasonal variation of seclusion incidents from violent and suicidal acts in forensic psychiatric patients.** *International Journal of Law and Psychiatry, 33*, 27-34. Authors investigated involuntary seclusion at a forensic psychiatric hospital to see if a seasonal pattern was evident by examining the hospital files of 385 patients who were secluded at least once for violent behavior. Results showed that the seasonal variation of involuntary seclusion incidents was statistically significant, in that most of the seclusion incidence began in July and August and were concentrated throughout the fall until November.

Reilly, J. & Atkinson, J. M. (2010). **The content of mental health advance directives: Advance statements in Scotland.** *International Journal of Law and Psychiatry, 33*, 116-121. Authors investigated the content of 55 advance statements made by competent patients to specify treatment decisions for a time when they are incompetent to do so. Results showed that the formats of the statements did not always follow the

guidelines and that the content was not consistent. Statements included treatment refusals, medication and treatments patients were willing to take, and setting and support requests.

Tan, J. O. A., Stewart, A., Fitzpatrick, R., & Hope, T. (2010). **Attitudes of patients with anorexia nervosa to compulsory treatment and coercion.** *International Journal of Law and Psychiatry, 33*(1), 13-19. Authors investigated attitudes about compulsory treatment of anorexia among 29 young women with current or recent anorexia nervosa in southern England. All participants thought it was correct to impose treatment in order to save life.

Testa, M., Hoffman, J. H., & Livingston, J. A. (2010). **Alcohol and sexual risk behaviors as mediators of the sexual victimization-revictimization relationship.** *Journal of Consulting and Clinical Psychology, 78*, 249-259. Females graduating high school were surveyed regarding sexual victimization in adolescence. Analysis after respondents' first and second college semesters revealed indirect association (through high school risk behaviors) between adolescent sexual victimization and subsequent alcohol use and sexual risk behaviors in first semester. Risk behaviors were associated with sexual victimization in college. The authors argued adolescent sexual victimization increases risk-taking behaviors, in turn increasing risk of college victimization.

Turunen, S., Valimaki, M., & Heino-Kaltiala, R. (2010). **Psychiatrists' views of compulsory psychiatric care of minors.** *International Journal of Law and Psychiatry, 33*, 35-42. Authors interviewed 44 psychiatrists working with children and adolescents to investigate AP-LS NEWS, Summer 2010

tigate their opinions concerning the involuntary commitment laws for adolescents in Finland. Results showed the psychiatrists believed the commitment criteria were too narrow for adults, and that broader commitment criteria for minors were appropriate and necessary.

Verdejo-García, A., Lozano, O., Moya, M., Alcázar, M. A., & Pérez-García, M. (2010). **Psychometric properties of a Spanish version of the UPPS-P Impulsive Behavior Scale: Reliability, validity, and association with trait and cognitive impulsivity.** *Journal of Personality Assessment, 92*, 70-77. Investigated the reliability and validity of the Spanish version of the UPPS-P scale among a sample of 150 undergraduate students, in assessing five pathways to impulsive behavior: negative urgency, lack of perseverance, lack of premeditation, sensation seeking, and positive urgency. Results showed the UPPS-P scale is adequately valid and reliable in assessing impulsivity among Spanish-speaking adults.

Vitale, M. A., Squires, J., Zuckerbraun, N. S., & Berger, R. P. (2010). **Evaluation of the siblings of physically abused children: A comparison of child protective services caseworkers and child abuse physicians.** *Child Maltreatment, 15*, 144-151. Authors examined the decisions of child protective services case workers and child abuse physicians regarding the management of the siblings of physically abused children. Results showed the caseworkers and physicians disagreed on which children required medical evaluations. The authors suggest that home visits are important for making these decisions and resources should be directed at the siblings at highest risk for physical abuse

Corrections Committee Column, Continued from p.12

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AP-LS EC Meeting Minutes, Continued from p.16

sionals, and judges, as well as psychology researchers and practitioners working at the interface of the two fields. The journal publishes theoretical and empirical articles that critically evaluate the contributions and potential contributions of psychology to public policy and legal issues; assess the desirability of different public policy and legal alternatives in light of the scientific knowledge base in psychology; articulate research needs that address public policy and legal issues for which there is currently insufficient theoretical and empirical knowledge; present empirical work that makes a significant contribution to the application of psychological knowledge to public policy or the law; and examine public policy and legal issues relating to the conduct of psychology and related disciplines (e.g., human subjects, protection policies; informed consent procedures).

6. Monthly Funding Announcements: During the EC meeting it became apparent that division members may not always be aware of funding opportunities. The publication committee under the leadership of Cutler will administer a monthly email sent to the APLS membership about any upcoming funding opportunities.

7. Division "Slicks" - Kathy Gaskey noted that we do not have any formal information that she can make available to people who express interest in membership. Cutler said that publication committee will work with Kathy to develop this.

VIII. Meeting adjourned: Griffin moved to close the meeting at 11:45 am; Kassir seconded. Unanimous vote.

APA Div. 41 Program, Continued from p.21

Title: Effect of Age in Static-99 and Static-99R Scores Among Offender Types

Authors: Stephen P. Quesada, MA, BA, John Jay College of Criminal Justice, CUNY; & Cynthia Mercado, PhD, John Jay College of Criminal Justice, CUNY

Title: Differences Between Violent and Nonviolent Offenders With Psychotic Disorders

Authors: Lacey N. Oldemeyer, BA, Pacific University; & Genevieve Arnaut, PsyD, PhD, Pacific University

Title: Racial Disparities in Mental Health Court

Authors: Abere J. Sawaqdeh, Florida State University; & Joyce L. Carbonell, PhD, Florida State University

Title: Microaggression Against an Indigent Population in Fresno County

Authors: William Kammerer, BA, Alliant International University—Fresno; Jared Linebach, MA, Alliant International University—Fresno; Lea Kovacsiss, MS, Alliant International University—Fresno; & Angelica Enriquez, BA, Alliant International University—Fresno

Title: Emotion and Own and Other-Race Face Recognition

Authors: Margaret Tsai, Scripps College; & Jennifer Groscup, JD, PhD, Scripps College

Title: Effectiveness of Treatment for Offenders With Mental Illness

Authors: Catherine C. Serna-McDonald, BS, Texas Tech University; & Robert D. Morgan, PhD, Texas Tech University



Division News and Information

APLS Book Series

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

Forthcoming are books by:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Call for Psychology and Law Syllabi

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

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

Handbook of Teaching Materials

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

New Online! Directory of Post Doctoral Forensic Training Sites

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

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• 2010 APA Conference Chairs	Nancy Ryba	nryba@fullerton.edu
	Lora Levett	llevett@ufl.edu
• 2011 APLS Conference Chairs	Margaret Bull Kovera	mkovera@jjay.cuny.edu
	Patricia Zapf	pzapf@jjay.cuny.edu

AP-LS Web Site

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

2010 AP-LS Election Results

The winners of the APLS (Division 41) elections are:

Brian Cutler, President-Elect
 Randy Otto, APA Council Representative
 Jennifer Groscup, Member at Large

Congratulations to all those who were elected!



Division News and Information

AP-LS Mentorship Committee Mentorship Opportunities

The Mentorship Committee's session topic for AP-LS 2009 was "Interviewing for Jobs." This session was part of a three part series co-sponsored by the AP-LS Student Section (which offered a session on CVs and personal statements) and the Teaching, Training, and Careers Committee (which offered a session on job searches and hiring). For that reason, we have discussed various aspects of the interviewing and negotiating process in the past 3 newsletters.

We have "just" had our AP-LS 2010 Conference in Vancouver. The past two months have flown by and we hope that those of you who have been on the job market were successful; for those of you still on the job market or soon entering the job market, we wish you success has well. We hope that the mentorship columns, conference sessions, and year round mentoring have been helpful to you. With the most recent conference, it is time to switch our focus from interviewing for jobs to new topics. We would like to thank everyone who made our AP-LS 2010 session a success. We greatly appreciate all of the responses we received to our request for topics via the AP-LS listserv. As always, we are highly appreciative of the people who agreed to take time to serve as mentors to our undergraduate and graduate attendees. We also appreciate the students who decided to attend.

At the AP-LS 2010 Conference the Mentorship Committee held a session that allowed attendees to learn about the top 5 tips mentors have to be successful in a variety of areas. We had mentors speak to graduate student attendees about integrating research into clinical consultation, obtaining a clinical internship with a focus or rotation in forensic psychology, obtaining consultation work in forensic psychology, balancing academic work and clinical/forensic practice, setting up a private practice, finding/creating a psychology and law niche, delivering a good academic job talk, finding a non academic job with the federal government, becoming engaged in psychology and law, and getting published. Undergraduate attendees spoke with a mentor regarding choosing and working with undergraduate advisors, graduate school applications, and graduate school interviews. In the coming columns, we will expand upon some of these top 5 tips; if you would like to receive the top 5 tips from the conference, please contact Tara Mitchell at tmitchel@lhup.edu to receive the conference materials.

As always, we are very excited about the opportunities that the Mentorship Committee offers. We are discussing future events, including a possible session during the 2011 International Conference with AP-LS, European Association of Psychology and Law, and the Australian and New Zealand Association of Psychiatry, Psychology and Law. If you have suggestions for session topics, please contact Tara Mitchell at tmitchel@lhup.edu. We are also very excited about plans to expand the Mentorship Committee services in the coming years. We are interested in working with additional mentors. If you would like to serve as a mentor – either year round or at conferences, please contact Tara Mitchell at tmitchel@lhup.edu.

Professional Development of Women Committee: Update on the Activities

The AP-LS Professional Development of Women committee was formed in response to information indicating gender disparities within AP-LS and AAFP/ABFP in terms of rank, professional involvement, and recognition. Its purpose is to help identify and address obstacles to the advancement of women during early to later career transitions. Current committee members are: Julie Buck, Terese Hall, Jennifer Eno Loudon, Chris Meissner, Kate Pivovarova, and Jennifer Skeem.

The committee held a well-attended event on the first day of the conference with guest speaker Dr. Suzanna Rose, Senior Associate Dean for the Sciences and Professor of Psychology & Women's Studies in the College of Arts & Sciences at Florida International University. Dr. Rose's presentation was titled "Doing the Thing You Think You Cannot Do." In this talk, Dr. Rose encouraged women to take strategic risks in their careers rather than play it safe. By doing the thing we think we cannot do, she argued, women (and men) can achieve their career goals, including promotions, positions in administration, and salary increases. Her presentation also included role-plays of negotiations—something that often makes women uncomfortable. By learning how to successfully negotiate for better pay and advanced positions, women can help to close the gender gap in pay and promotion that brought about the development of this committee.

The committee has also recently launched a **listserv**, which is open to men and women to discuss all issues related to professional development in psychology and law. In particular, the listserv focuses on issues such as: negotiating professional relationships with persons of the opposite gender, life/work balance, and self-promotion. Information on these topics is sent to the listserv regularly, and discussion of any relevant topics is encouraged. Those interested can subscribe to the listserv here: <http://tinyurl.com/apls-pdw>. Questions regarding the listserv can be directed to the moderator, Jennifer Eno Loudon (jenolouden@utep.edu).

Another activity that the committee is currently engaged in is the development of a survey for all AP-LS members. While research has often shown a gender gap in pay and promotion, this committee is interested in exploring whether this gender gap exists within our organization. Further, this survey will explore differences in perceptions of academic and professional climate, and issues related to balancing work and family life. In the fall of 2010, members will be asked to complete this survey. We encourage all members to participate. The results of this survey will help to determine what gender issues should be addressed by the committee. Questions regarding the survey can be directed to Julie Buck (juliebuck@weber.edu).

We welcome input and involvement from men and women at all stages of their careers. Please be on the lookout for further updates, including programming for next year's conference!

Nominations, Awards, and Announcements

Minority Affairs Committee Student Award Winners for 2009-2010

The Minority Affairs Committee (MAC) is pleased to announce the winners of its 2009-2010 student awards. These students were formally recognized at a luncheon at the AP-LS conference in Vancouver. At the luncheon, students were able to receive informal mentoring and engage in networking with prominent scholars and clinicians in their areas of interest.

Diversity Travel Award

The Diversity Travel Award provides funding to help graduate and undergraduate students from underrepresented groups attend the AP-LS conference. This year's awards were highly competitive, with all of the recipients presenting high quality research at the conference.

Five students received the top award of \$300:

Rachel Farr, graduate student at the University of Virginia, who presented the paper, *Consensual sexual relationships in adolescence: Does perceived sexual orientation matter?*

Andrew Perkins, graduate students at the University of Arizona, who was a co-author on the poster, *Divorcing couples: Self-reports of intimate partner abuse and law enforcement reports of involvement*

Isaiah Pickens, graduate student at Fordham University, who presented the paper, *An investigation of the cognitive antecedents of reactive aggression: Do domain specific attributions impact multiple outcomes?*

Lia Rohlehr, graduate student at Fordham University, who presented the paper, *The assessment of malingered incompetence to stand trial using the ECST-R*

Sarah Vidal, graduate student at Georgetown University, who presented the paper, *Juvenile detainees' perceptions and attitudes toward the legal system*

In addition, two students received second-place awards of \$150:

Valerie Gonsalves, graduate student at the University of Nebraska-Lincoln and clinical intern at the Mendota Mental Health Institute, who presented the poster, *Relationship between online sexual behavior and sexually coercive acts*

Erina Hsu, graduate student at the Pacific Graduate School of Psychology at Palo Alto University, who was a co-author on the poster, *Reported PTSD assessment practices of PTSD-focused and forensic-focused clinicians: Diagnosis and overreporting*

Diversity in Psychology and Law Research Awards

The Diversity in Psychology and Law Research Award supports student research that investigates issues related to race, ethnicity, gender, sexual orientation, and other forms of diversity in psychology and law. In addition, it supports research on other issues *AP-LS NEWS, Summer 2010*

in psychology and law that is being conducted by students from underrepresented groups. This year, MAC received several impressive proposals, four of which received funding.

Two students received the top research award of \$1000.

Marsha Brown, graduate student at John Jay College of Criminal Justice, for her **project**, *Factors that affect treatment adherence among individuals with mental illness*

Christian Maile, graduate student at John Jay College of Criminal Justice, for his **project**, *Prevalence rates of deviant sexual fantasy and behavior in a general population*

In addition, two students received a second-place research award of \$500.

Siny Tsang, graduate student at Sam Houston State University, for her project, *The self in psychopathy: An examination of psychopaths' self-construals*

Leandro Velasco, graduate student at Sam Houston State University, for his project, *Assessment of Professional Training, Opinion, and Agreement of Potential PLC-R Administrators in México*

The Minority Affairs Committee congratulates all of these students on their impressive achievements. Application information for the 2010-2011 Diversity Travel Awards and Diversity in Psychology and Law Research Awards will be disseminated in the fall 2010 newsletter, as well as the AP-LS newsletter.

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 2009 or 2010.

Deadline:

The deadline for nominations is October 1, 2010.

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: Jennifer Woolard, Ph.D., Chair, Book Award Committee, jennifer.woolard@gmail.com

The winner of the award will be presented with a plaque, and invited to give an award address, at the 2011 Meeting of the American Psychology-Law Society.



Nominations, Awards, and Announcements

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

The American Psychology-Law Society confers an award for Outstanding Teaching and Mentoring in the Field of Psychology and Law to recognize teaching excellence in a variety of contexts. The winner of the award will be announced at the annual APLS Conference. In even-numbered years (e.g., 2010, 2012), the award will be given to a teacher/mentor from a program/department that is undergraduate-only or MA-terminus (category 1). In odd-numbered years (e.g., 2011, 2013), the award will be given to a teacher/mentor from a program/department that is doctoral-granting, including law schools (category 2).

Eligibility: For both award categories, nominees should be persons who have made substantial contributions to student training in the field of psychology and law. To be eligible, an individual must have had a doctoral degree (OR a law degree, whichever comes first, if both have been earned) for at least 7 years, and must have been teaching and/or mentoring students in psychology and law for at least 5 years.

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

- Nominee's statement (1-2 pages) of teaching/mentoring philosophy, goals, and accomplishments, especially as related to the field of psychology and law.
- Abbreviated curriculum vitae (3 pages maximum)
- Summarized student evaluation data
- At least one, but no more than three, supporting letters from peer reviewers or students
- Other relevant documentation such as descriptions of current and past student achievements; mentoring in one-on-one teaching contexts (e.g., advising, clinical supervision); teaching in the community (e.g., workshops that bring psychology and law to applied audiences); teaching-related committee work or scholarship; development of new curricula, courses, course materials, or instructional methods.

Self nominations are encouraged.

Deadlines and Contact Information: The submission deadline for the 2011 award (category 2) is **January 1, 2011**. Nomination packets should be e-mailed to:

Garrett Berman, Chair, Teaching and Mentoring Award Committee for 2011
e-mail: gberman@rwu.edu
phone: 401-254-3341

To be Awarded: Annually (alternating between two award categories) at the AP-LS Annual Conference. The recipient will receive \$500 and a plaque.

AP-LS Interdisciplinary Research Grant

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

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

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

Deadline for receipt of proposals is October 15, 2010. To apply, please email the two-page application, as well as the names, affiliations, and contact information of all researchers, to Kathy Gaskey at APLS@ec.rr.com.

For question about the grant or application process, please contact Dr. Barbara Spellman at spellman@virginia.edu.

AP-LS Dissertation Award Program

The American Psychology-Law Society confers Dissertation Awards for scientific research and scholarship relevant to the promotion of the interdisciplinary study of psychology and law. Students who complete dissertations involving basic or applied research in psychology and law, including its application to public policy, are encouraged to apply for these awards. To be eligible for these awards, you must be a member of AP-LS and defend your dissertation in 2010. First-, second-, and third-place awards will be conferred, and the winners will be invited to present their research at the 2011 International Conference sponsored by AP-LS, the European Association of Psychology and Law, and the Australian and New Zealand Association of Psychology, Psychiatry and Law, which is being held in Miami, Florida.

To apply for the Dissertation Awards, please attach the following items in an e-mail to aplsdissertations@gmail.com by **December 31, 2010**: (1) the dissertation as it was submitted to the student's university (in Word or pdf); (2) the dissertation with all author, advisor, and school identifying information removed (in Word or pdf); and (3) a letter of support from the dissertation advisor. For more information, please contact Dave DeMatteo (dsd25@drexel.edu), Chair of the Dissertation Awards Committee.

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Nominations, Awards, and Announcements

Fellow Status in the American Psychological Association

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. Please send all supporting materials in paper form (via post/express delivery) to Kathy Gaskey, APLS Administrative Officer, P.O. Box 11488, Southport, NC 28461-3936. The deadline for receipt of all application materials (nominee's materials and endorsers' materials) is December 15, 2010. For application materials, please go to <http://www.apa.org/membership/fellows/index.aspx>. For further information about the application process, please contact Margaret Bull Kovera (mkovera@jjay.cuny.edu), Chair of the Fellows Committee.

Saleem Shah Earely Career Award

The Saleem Shah Award is co-sponsored by the American Psychology-Law Society (APA Division 41) and the American Academy of Forensic Psychology (AAFP). The award recognizes early career excellence and contributions to the field of psychology and law. The focus on the nominee's contributions may be in any area of forensic practice, research, or public policy.

Eligibility: Eligible individuals must have received the doctoral degree (or the law degree, whichever comes later, if both have been earned) within the last 6 years.

Nominations/Applications: Anyone wishing to nominate a candidate should send a letter detailing the nominee's contributions to psychology and law and a copy of the nominee's vita. Self-nominations will not be considered. Send nominations by email to: Philip H. Witt, Ph.D., President, AAFP at phwitt@optonline.net

Nomination Deadline: December 1, 2010

To be Awarded: Annually, AP-LS Annual Conference. Recipient receives \$1,000 from AP-LS and \$1,000 from AAFP and a plaque. The Recipient gives a Saleem Shah Address at the AP-LS Annual Conference

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AP-LS Undergraduate Paper Award

The following description is a reminder that submissions for the AP-LS Award for Best Undergraduate Paper should be emailed to Dan Krauss (Daniel.Krauss@ClaremontMcKenna.edu) by June 30th. The description is also posted online at: <http://www.ap-ls.org/awards/UndergraduatePaper.php?t=5>

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). Data collection should be complete. Winners will be encouraged to submit their work for presentation at the 2011 AP-LS Conference (as first authors). 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:

* 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, 2010**.

Email: Daniel.Krauss@ClaremontMcKenna.edu

Mail: Daniel A. Krauss, J.D., Ph.D.

Associate Professor of Psychology

Claremont McKenna College

850 Columbia Ave

Claremont, CA 91711

Proposals will be judged based on independence, originality, contribution to field, soundness of design and analyses, and quality of writing.

Awarded: Annually at the AP-LS Annual Meeting. First, second, and third place winners will be determined. Award recipients will be strongly encouraged to attend the conference and to present a poster at the poster session in a "Winner's Circle."



Calls for Conferences and Papers

APLS 2011 Annual Meeting/ 4th International Congress of Psychology and Law Miami, Florida – March 1-6

The 2011 AP-LS Annual Meeting will be held in conjunction with the 4th International Congress of Psychology and Law on March 1-6 at the Hyatt Regency Miami Hotel in Miami, Florida (<http://www.miamiregency.hyatt.com>). Both the European Association for Psychology and Law and the Australian & New Zealand Association for Psychiatry, Psychology, & the Law will be partnering with AP-LS for the International Congress. We anticipate that continuing education workshops, both half- and full-day, will be held on Wednesday, March 2nd and that regular conference programming will be scheduled for all-day Thursday, Friday, and Saturday. We are also planning a special event for Thursday night—look for more details in future announcements.

We invite proposals for symposia, papers, and posters addressing topics in all areas of psychology and law. 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.

A symposium proposal is appropriate for a coordinated group of presentations that will focus on one topic. Symposium 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 symposium. 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.) In keeping with the international nature of this conference, higher priority will be given to proposals that have international representation among its panelists.

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. Every effort will be made to ensure international representation in each paper session. (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).

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 of the Society's 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 will be September 15th, 2010.

All proposals should be submitted electronically via the conference website created for APLS by All Academic Please check the APLS conference webpage (<http://www.ap-ls.org/conferences/index.html>) for regular updates regarding the submission process, including information about when the website will be open for submissions.

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:

Margaret Bull Kovera, 1-212-484-1112; mkovera@jjay.cuny.edu
Patricia Zapf, 1-212-866-0608, pzapf@jjay.cuny.edu

Calls for Conferences and Papers

Symposium on Crime and Justice: The Past and Future of Empirical Sentencing Research

September 23 & 24, 2010

University at Albany, Page Hall Auditorium, 135 Western
Avenue, Albany, NY

Symposium Director: Shawn Bushway

A top-flight group of scholars will assemble to review the current state of sentencing research and chart future directions. Multiple disciplines—including behavioral economics, psychology and law, criminology, political science, and law—will be represented. We encourage all researchers and policymakers to come and participate in the discussion. A limited number of scholarships are available for students and others who would otherwise not be able to attend.

Main Papers:

Title: The Role of Race in Sentencing Outcomes

Author: Eric Baumer, Florida State University

Title: Risk Assessment in Sentencing

Author: Kelly Hannah-Moffat, University of Toronto

Title: Discretion and Decision Making in the Sentencing Process

Authors: Shawn Bushway, University at Albany, & Brian Forst, American University

Title: Managing the Criminal Justice Population

Author: Bill Sabol, Bureau of Justice Statistics

The schedule also features a distinguished panel of session chairs and discussants.

Registration: General - \$125.00; Student - \$75.00

Reception and Dinner: General - \$40.00; Student - \$25.00

Available Scholarships - Research Poster Session - Young Scholar Paper Competition

Visit us at www.albany.edu/scj/SentencingSymposium.htm for additional information.

This event is made possible in large part by a grant from the National Science Foundation (SES-0939099).

Call For Papers

Fifth Annual Conference On Empirical Legal Studies

November 5- 6, 2010

The Conference on Empirical Legal Studies 2010 of the Society for Empirical Legal Studies (SELS) will be held at the Yale Law School, in New Haven, Connecticut, on **Friday, November 5 and Saturday, November 6, 2010.**

The Yale Law School and SELS work with the Social Science Research Network to provide an online paper submission system. To submit a paper for consideration, please go to the CELS 2010 Conference page on SSRN. **The deadline for submission of papers is July 2, 2010.**

Information about the Conference, including the submission process, is available at the CELS 2010 website.

For information about the Society for Empirical Legal Studies please visit: <http://www.wiley.com/bw/society.asp?ref=1740-1453&site=1>

CELS 2010 ORGANIZING COMMITTEE

John Donohue, Alan Gerber, Dan Kahan, Yair Listokin, Tracey Meares, & Roberta Romano

Psychology, Public Policy, & Law

I want to update APLS members on some changes to the *Psychology, Public Policy, & Law* editorial policy. PPP&L now allows the submission of empirical papers that are not necessarily limited to the previous policy that empirical papers should “typically multistudy, multijurisdictional, longitudinal, or in some other way extremely broad in scope, of major national significance, or both.” The new policy also allows the submission of single empirical studies, provided they make “a significant contribution to the application of psychological knowledge to public policy or the law.” Please visit the journal’s webpage for more details on the new policy at <http://www.apa.org/pubs/journals/law/index.aspx>.

Submissions to *Psychology, Public Policy, & Law* increased by 45% in 2009, and I expect the new editorial policy will encourage more submissions in 2010. We have improved the lag time for feedback regarding submissions. Initial feedback about submitted papers is now provided after about 40 days on average, compared to 80 days when I took over as editor. The journal’s impact factor is 2.4. Please feel free to contact the editor, Ronald Roesch (roesch@sfu.ca), if you have questions about the suitability of a manuscript you are considering for submission to PPP&L.



Funding Opportunities

AP-LS Early Career Professional Grants-in-Aid

The AP-LS Committee on Early Career Psychologists (ECPs) was formed about a year ago to initiate programs geared toward issues commonly faced by ECPs. The purpose of this award is to support AP-LS members who are ECPs in conducting research related to psychology and law. It is the committee's desire that these awards are not limited only to members who are psychologists, but instead open to AP-LS members from all backgrounds who want to conduct research related to psychology-law issues.

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

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

Applications should include:

1. A cover sheet including all contact information (e.g., address, phone number, e-mail address) for the primary investigator(s) and the title of the proposal. In addition, the cover letter should include the status of the human subjects review for the project. This process must be completed prior to disbursement of the award.
2. An abstract of 150 words or less describing the proposed research.
3. A five-page maximum project description including the following:
 - a. Statement of the problem. A clear statement of the research problem and the significance of the problem to psychology and law.
 - b. Relation of the problem to the state of the field. A concise overview of the relevant empirical literature, theoretical background, and/or law related to the project.
 - c. Project method. A detailed description of the methodology and analytical strategy to be employed, including an outline for expected completion of the project.
 - d. Anticipated contribution. A statement of the significance of the project within the field of psychology and law.

4. A proposed budget with budget justifications.

5. A curriculum vitae.

6. A list of at least 5 suggested outside reviewers for the project with expertise in the area of the proposal. External reviewer suggestions must exclude those with a potential conflict of interest (e.g., former advisors, collaborators).

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

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

1. What is the quality of the proposed project? Is it methodologically rigorous? Is the method thorough and complete?
2. What is the potential contribution of the proposal to the field of psychology and law? Does it have potential to contribute to advancing knowledge in the field?
3. Does the proposal present an original idea in psychology and law? Does the proposal use new or creative methods or viewpoints to address old problems?

Application Deadline, Notification of Award, and Ending the Award:

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

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

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

Funding Opportunities

Call for Applications:

2010 Access Path to Psychology and Law Experience (APPLE) Program Sponsored by the Minority Affairs Committee

Do you know a promising student from an underrepresented group who is interested in psychology and law, but not currently involved in research? Recruit him or her into AP-LS's new APPLE program!

Description of the APPLE Program:

The purpose of the Access Path to Psychology and Law Experience (APPLE) program is to increase diversity within psychology and law by increasing the pipeline of competitive graduate school applicants from groups that currently are underrepresented in the field, including racial and ethnic minorities, first-generation college students, LGBT individuals, and physically disabled students. APPLE is designed to encourage faculty members to recruit students from underrepresented groups into their research labs. It provides financial support for the students to obtain meaningful research experience and attend the AP-LS conference as well as other opportunities for mentoring and development. It is the intention of the Minority Affairs Committee (MAC) that many of the students in the APPLE program will apply for graduate training related to psychology and law and ultimately become professionals in the field.

Program Eligibility

Faculty are encouraged to identify promising undergraduate students from underrepresented groups who are interested in psychology and law and have the potential to become competitive graduate applicants. Underrepresented groups include but are not limited to racial and ethnic minorities, first-generation college students, LGBT individuals, and physically disabled students. Because the APPLE program is intended to expand the pipeline of qualified students from underrepresented groups, students *should not be working with the faculty member in the proposed capacity prior to initiating the application process*. Student in the APPLE program must be primarily supervised by a faculty member, not graduate students or other lab members.

Program Requirements

Students in the APPLE program are required to:

- Work on research for approximately 10 hours per week for the duration of their research experience
- Participate in GRE classes and/or other development opportunities
- Attend an AP-LS conference
- Submit a proposal to present their research at an AP-LS conference or in the Division 41 program of an APA conference
- Submit a summary of their research experience to the MAC Chair within one month of its completion
- Correspond with a secondary mentor from the MAC
- Participate in the ongoing assessment of the APPLE program

Faculty mentors in the APPLE program are required to

- Closely supervise their students to ensure that they have a meaningful research experience that will make them more competitive for graduate school
- Help identify and facilitate opportunities for their students to participate in GRE classes and/or other development programs offered on their campuses (e.g., through the McNair program)
- Assist their students in making a conference presentation about their research
- Participate in the ongoing assessment of the APPLE program

Award Amounts

The APPLE program will award up to \$3000 per student, depending on the length of the research experience. Recipients will be given a stipend of \$1500 per semester or \$800 per quarter or summer for up to one year. In addition, they will receive \$100 for research expenses and up to \$500 to attend the AP-LS conference. Five awards of \$3000 (i.e., for year-long experiences) or a larger number of smaller awards (i.e., for part-year experiences) will be given.

Applications

Applications will be awarded on a competitive basis and selected based on the quality of the proposed research and mentoring experience as well as the potential for the student to become a successful graduate applicant. All proposals will be reviewed by members of the Minority Affairs Committee (MAC).

Award applications should contain the following:

1. A cover letter which provides contact information for both the student and the mentor.
2. A 3-5 page statement written by the student that addresses the following issues:
 - The student's interest in the field of psychology and law, either in general or with respect to a particular issue in the field.
 - The student's anticipated educational and career goals.
 - An assessment of the student's current qualifications and experiences for achieving those goals. All students should provide their current overall and psychology-specific GPAs. In addition, they should discuss coursework, research experiences, volunteer experiences, internships, and other experiences would help them to be admitted to and succeed in graduate school. Students also may discuss any personal characteristics or life experiences that are relevant to this issue.
 - Description of the proposed research experience. Students should discuss the research activities they will engage in with their mentors. Please describe the topic of the proposed research, providing as much detail about specific hypoth-



Funding Opportunities

eses and methods as currently known. In addition, please discuss the specific research tasks in which the student will engage. It is not necessary for students to complete an independent project, but they need to obtain meaningful experience that will help them be competitive for graduate school.

3. A letter of support from the faculty member discussing the applicant's potential for graduate work, interest in psychology and law, and ability to complete the proposed research experience. In addition, the faculty member should discuss his or her anticipated strategy for mentoring the student (e.g., amount of contact, training methods, plans for monitoring progress).

Submission Instructions and Deadline

Proposals for this award must be submitted electronically in either Microsoft Word or PDF format to Jenn Hunt, MAC Chair, by email, huntjs@buffalostate.edu. Please send the cover letter, student statement, and letter of support as three separate attachments. **The deadline for submitting proposals for this funding cycle is August 1, 2010.**

Inquiries

Please direct all inquiries about the APPLP program and/or specific proposals to Jenn Hunt, MAC Chair, huntjs@buffalostate.edu.

AP-LS Interdisciplinary Research Grant

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

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

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

is truly interdisciplinary. Applications are limited to post-degree researchers.

Deadline for receipt of proposals is October 15, 2010.

To apply, please email the two-page application, as well as the names, affiliations, and contact information of all researchers, to Kathy Gaskey at APLS@ec.rr.com.

For question about the grant or application process, please contact Dr. Barbara Spellman at spellman@virginia.edu.

AP-LS/Division 41 Stipends for Graduate Research

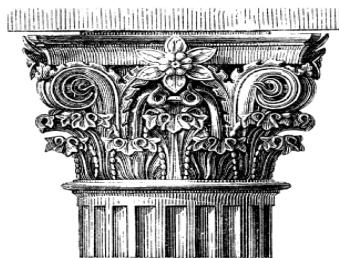
The Division 41 Grants-in-Aid Committee is accepting proposals for small stipends (maximum of \$750) to support empirical graduate research that addresses psycholegal issues (the award is limited to graduate students who are student affiliate members of AP-LS). Note: AP-LS does not pay indirect costs to the institution or the University.

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

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

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

Notes From The Student Chair



AP-LS

Student Officers E-mail Addresses

Chair, Sarah Manchak
smanchak@uci.edu

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

Chair Elect, Ryan Montes
rmones@nova.edu

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

Web Editor, Shannon Maney
webmaster@aplsstudentsection.com

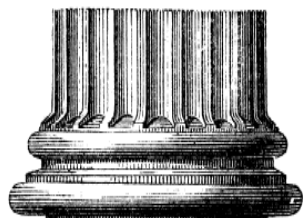
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Leah Skovran
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Member-at-Large/Liaison (Law)
Ryan Montes
juliejaneway.lv@gmail.com

AP-LS Student Homepage
www.aplsstudentsection.com/

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



Dear Fellow Students:

It is with great pride that we reflect upon the accomplishments of the Student Section over the past few years. In less time than it takes to get a doctoral degree, the Student Section has transformed from largely an “in name only” organization to one that is not only active and vocal in the larger AP-LS community but also increasingly influential.

Through our website and list serve, our core group of elected officers and extended network of Campus Representatives have diligently worked to disseminate invaluable student-relevant information to our constituency. This goal is most pronounced at the annual conference, where the Student Section has sponsored panels on topics such as CV and personal statement preparation, getting published and being productive in writing, and presenting research effectively. Our sponsored conference programming continues to grow in both relevance and sophistication. In addition to providing students with educational and professional development opportunities, the Student Section also seeks to acknowledge the accomplishments of the student members through the provision of awards for excellence in paper and poster presentations.

In the forthcoming year, the Student Section will continue to refine our current goals and offer fresh and innovative student initiatives. In particular, the Student Section seeks to provide students with increased exposure to leaders in our field, foster improved collaborations with other organizations’ student committees, forge stronger alliances with the Early Career Psychologists committee, and increase exposure to research on ethnically diverse populations, particularly as we plan for Miami in 2011 and Puerto Rico in 2012.

As we transition over to a new student cabinet, we wish to acknowledge those who have supported, served on, and assisted the Student Section throughout the past year. Our sincerest thanks goes out to the AP-LS Executive Committee, Kathy Gaskey, the 2010 Conference Organizers (Sam Sommers, Jodi Viljoen, & Matt Scullin), the EAPLS student liaisons (Julia Shaw & Annalies Vredevelt), past-Chair Gianni Pirelli, and our very hard-working fellow cabinet members and campus representatives.

We look forward to what next year has in store for the Student Section. As always, we encourage our fellow students to get involved with the committee, and we welcome the opportunity to hear students’ feedback. We wish you all a successful end to the school year and a highly productive and enjoyable summer.

Best Wishes,

Sarah Manchak, Chair
University of California, Irvine

Ryan Montes, Chair-Elect
Nova Southeastern University



Conference and Workshop Planner

2011 International Conference on Psychology and Law

Joint meeting of AP-LS, EAPL, & ANZAPPL

March 1 - 6, 2011
Miami Regency Hyatt
Miami, FL

Submission deadline: 9/15/10
Mark it on your calanders!!

For further information see
www.ap-ls.org or page 38

American Psychological Association Annual Meeting

August 12 - 15, 2010
San Diego, CA

Submission deadline: passed

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

International Association of Forensic Mental Health Annual Meeting

June 29 - July 1, 2011
Westin Bayshore Hotel
Vancouver, Canada

Submission deadline: TBA

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

International Society for Justice Research

August 21 - 24, 2010
Banff, Alberta, CA

Submission deadline: passed

For further information see
www.ucalgary.ca/isjr2010

Law and Society Association Annual Meeting

June 2 - 5, 2011
Westin St. Francis Hotel
San Francisco, CA
Submission deadline: TBA

For further information see
www.lawandsociety.org

5th Annual Conference on Empirical Legal Studies

Nov. 6-8, 2010

Yale Law School
New Haven, CT

Submission deadline: 7/02/10

For further information see
hq.ssrn.com/conference=CELS-2010

European Association for Psychology & Law Annual Meeting

June 15-18, 2010

Gothenberg, Sweden
Submission deadline: passed

For further information see
www.law.kuleuven.be/eapl/c&p.html or
page 34

Association for Psychological Science Annual Convention

May 26 - 29, 2011
Washington, DC

Submission deadline: 1/31/11

For further information see
www.psychologicalscience.org

American Society of Criminology November 17 - 20, 2010

San Francisco Marriot Marquis
San Francisco, CA

Submission deadline: 03/12/10

Theme: Crime and Social Institutions

For further information see
www.asc41.com

American Psychological Association Annual Meeting

August 4 - 7, 2011
Washington, DC

Submission deadline: TBA

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

Society for the Psychological Study of Social Issues (SPSSI) Convention

June 24-27, 2010

InterContinental Hotel
New Orleans, LA

Submission deadline: passed

For further information see
www.spssi.org/convention.html

Congress of the Internat'l Academy of Law and Mental Health

July 17-July 23, 2011
Berlin, Germany

For further information see
www.ialmh.org

American Academy of Forensic Psychology

Contemporary Issues in
Forensic Psychology

Nov 3-7, 2010

Hyatt Regency Miami
Miami, FL

For further information see
www.aafpworkshops.com

American Academy of Forensic Psychology

Contemporary Issues in
Forensic Psychology

Dec 8-12, 2010

Hyatt Regency Penn's Landing
Philadelphia, PA

For further information see
www.aafpworkshops.com

Information regarding
upcoming conferences
and workshops can be
sent to Jennifer Groscup
(jennifer.groscup@scrippscollege.edu)

