



Expert Opinion

Editors: Matthew Huss & Eric Elbogen

The Application of Risk-Need-Responsivity to Risk Assessment and Intervention-Planning: Opportunities, Limitations, and Relevant Research Needs

By: Stephanie Brooks-Holliday, Kento Yasuhara, Sanjay Shah, Anne Bingham, Chris King, Danielle Hamilton, Anna Danylyuk, David DeMatteo, & Kirk Heilbrun
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The theory of risk-need-responsivity (RNR) has been widely recognized as an empirically-supported model of effective correctional assessment and programming. Developed by Andrews, Bonta, and Hoge (1990), the RNR model advocates matching intervention type and intensity with a particular offender’s risk level and criminogenic needs. Rather than providing one-size fits all rehabilitation, this model promotes tailoring an individual’s treatment to his or her individual, risk-relevant deficits. Accordingly, it is one of the best examples of the interface between assessment and intervention with offender populations.

Relevant Context

RNR in correctional settings. A series of studies has examined RNR on a meta-analytic level with a number of populations, including general and youthful offenders (Andrews, Zinger, Hoge, Bonta, Gendreau, et al., 1990), violent offenders (Dowden & Andrews, 2000), and females (Dowden & Andrews, 1999). In addition, a number of empirical studies have attempted to examine the implementation of RNR for specific correctional programs. These studies have provided support for the use of this model in correctional settings. For instance, a recent study in New Zealand found that medium- and high-risk offenders who received intensive cognitive-behavioral rehabilitation had 10-12% fewer reconvictions for violence compared to an untreated sample matched for risk level (Polaschek, 2011). Another study compared the recidivism of offenders in 5-, 10-, or 15-week interventions, and found that the match between risk level and service intensity did have important effects (Bourgon & Armstrong, 2005). High risk offenders who received longer interventions had lower recidivism than those in the shorter-term programs, whereas low-risk offenders participating in the longer-term intervention had higher recidivism than those who participated in the short-term intervention.

RNR and offenders with SMI. In addition, there is increasing evidence that RNR is an effective model for offenders with serious mental illness (SMI). Research has demonstrated that most offenders with mental illness share risk/need factors with offenders without mental illness, and that a small proportion of SMI offenders need

Contents...

Presidential Column	2
Law and Human Behavior Update	3
Actual Innocence Research	6
Teaching Techniques	9
EC Meeting Minutes.....	12
APA Div 41 Program	17
Diversity in Psychology and Law	23
Research Briefs	24
Division News and Information	35
Calls for Papers and Conferences	39
Nominations, Awards, & Announcements	41
Fellowships and Positions	42
Funding Opportunities.....	42
Student Section	43
Conference/Workshop/Grant Planners	44

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Presidential Column

An Editorial by Patty Griffin, Div. 41 President

As I finish my presidency and we welcome Brian Cutler as the new AP-LS President, I want to thank the membership for the privilege of allowing me to lead this great organization for a short time. It has been a good and active year, and many deserve our thanks for the work they do to keep AP-LS vibrant. Let me offer some specifics.

Results of Election

Congratulations to our newly elected members of the Executive Committee: Bill Foote, PhD (President-Elect), Jeremy Blumenthal, PhD JD (Secretary), Eve Brank, PhD JD (Treasurer), Lora Levett, PhD (Member at Large), and Dave DeMatteo, JD PhD (Council Representative to APA). This is a great group of people who have already demonstrated their commitment to our organization and their enthusiasm for strengthening AP-LS in the future. I'm particularly pleased at the number of these individuals with degrees in both law and psychology, reflecting the maturation of our field and the interdisciplinary training process.

I also want to thank those folks who agreed to run for office but were not successful this year. I hope you will consider other leadership roles within AP-LS and perhaps be willing to run again for office. Your interest in AP-LS is much appreciated.

Conferences

As always, there is much activity around our conferences. First, many thanks to our Program Chairs Margaret Bull Kovera and Patty Zapf for the terrific annual conference in Miami this past March. This 4th International Congress on Psychology and Law held jointly with our international partners, the European Association of Psychology and Law and the Australian and New Zealand Association of Psychiatry, Psychology and Law, was a rousing success. Margaret and Patty, as well our Administrative Assistant, Kathy Gaskey, and our Chair of the CE Committee, Karen Galin, all deserve our gratitude for their hard work.

Hold the dates for our upcoming annual conferences to be held in Puerto Rico March 14 – 17, 2012 and in Portland Or-

gon March 6 – 9, 2013. Our Conference Advisory Committee, chaired by Dave DeMatteo, is currently leading the search for 2014 conference sites.

For the Division 41 program of the 2011 APA convention, Lora Levett and Chris Finello have put together strong programming focused on the theme of "Veterans, Military Service Members, and Criminal Justice." Highlights include presentations by Hank Steadman, Veterans Court Judge Ron Crowder, Connecticut Vets Jail Diversion Liaison Dave Kennedy, Jim McGuire of the VA, Eric Elbogen, Annette Christy, and a group from Walter Reed Army Medical Center's Forensic Psychology Service. Jordanna Mallach from the SAMHSA Military Families Strategic Initiative – Services Systems Development Program will also be featured. As a Captain in the Army National Guard, she recently returned from a year-long deployment in Afghanistan. The full program is listed elsewhere in this newsletter and on our website. These folks are breaking new ground in psychology and law. I hope you will join us for their presentations, as well as our Business Meeting and Social Hour early evening Thursday, August 4.

Investment Oversight Committee

We've started a new ad hoc committee to focus on oversight of our investments. Leadership of the committee will transfer from Brad McAuliffe, our current Treasurer, to Eve Brank when she starts her five-year term as Treasurer in August. Pam Robbins and Bruce Borkosky volunteered to be part of the committee and have already made well-informed contributions. Our incoming President-Elect, Bill Foote, will also join the committee, as will Brian Cutler as AP-LS President. The committee's goal of sound financial management in the larger context of AP-LS goals will dovetail well with Brian's presidential initiative of developing a strategic plan for AP-LS. If you have expertise in investments, please consider becoming involved with this committee. Contact Brad or Eve for more information.

Continued on p.22

Division 41 - American Psychological Association
Law and Human Behavior Updates:
Reflections of an Associate Editor
Kirk Heilbrun, Associate Editor 2005-2011

As Brian Cutler's LHB editorial term draws to a close, he invited me to write a column reflecting on my experience as an Associate Editor over the last six years. I am pleased to do so. I first want to acknowledge the people needed to run a good journal successfully. I've been fortunate to be part of an editorial team led by Brian, and including Patty Zapf and Margaret Bull Kovera, that has worked hard to review and publish high quality empirical research while moving submissions efficiently through the review process. I've also been able to call on many of you to provide reviews of the many manuscripts submitted to the journal. The investigators who have conducted the work have allowed LHB to continue its reputation for high quality combined with law-science relevance. For everyone who has helped to make the last six years a successful period for LHB, whether as an editor, a reviewer, or an investigator, please accept my thanks.

Of course, running a successful journal has a business component as well. The AP-LS executive committee and the publications committee have joined Brian in working with Springer, our publisher since 2004, under a contractual arrangement that has transformed AP-LS. Those who remember the EC and business meetings in the 1990s, when we were sometimes unable to afford even minor organizational expenses, can particularly appreciate the difference that the Springer contract made to the fiscal health of our organization. The journal is on sound scientific and financial footing as the new editor, Margaret Bull Kovera, takes over at the end of the year.

Serving as an associate editor during Brian's term has provided me with some impressions about three components of a good journal—editorship, reviews, and submissions—that differ from how I looked at these things before my associate editorship. I will comment briefly on each of these topics.

Serving as an editor means striking a balance between responsibilities to investigators and responsibilities to the journal and the larger field. The unfortunate reality of a competitive journal like LHB is that most submissions will not be accepted. But many will be submitted (and accepted) at other journals, and reviews that are accurate and prompt can help investigators revise their manuscripts to make them more competitive with other journals. Editorial oversight that obtains reviews and provides feedback promptly is welcomed by most investigators, therefore, even when the ultimate decision about acceptance is disappointing. A polite and respectful tone also eases the sting of having a manuscript rejected.

The other category of manuscripts that calls for significant editorial effort includes studies that may provide a particularly important contribution to the field. Such studies may be fundamentally sound in their idea, design, and analysis—but need much more work before the study makes the kind of contribution that is consistent with its potential. Such additional work may include sharpening the focus, reviewing the literature more intensively, and running additional analyses. It may also include communicating more effectively and efficiently. (Investigators are familiar with the longstanding problem of having editors provide a detailed list of changes, most of which require additional space, and conclude by asking them to shorten the overall manuscript. While they would like investigators to do all these things, editors are well aware of the irony of the “do more and be briefer” message.)

Reviewers should know how much they are appreciated. Every time you review a submission, your comments are carefully scrutinized by the editor, the other reviewers, and the investigator(s). The great majority of reviewers take on this (unpaid and largely unrewarded) task for the good of the field, providing reviews that are carefully conducted and conveyed in a respectful tone. The peer review process does have its disadvantages—reviewers often disagree about publication recommendations, for instance, so editors quickly learn to go to the details of their reviews—but it is fundamental to our science and superior to any other approach yet devised. Serving as an editor has made me much more conscious of the importance of completing reviews when I get such requests from other journals. In a related vein, LHB needs more reviewers. For those who are early in your careers, do not be reluctant to contact the editor and convey your willingness to review.

Good submissions do more than convey good science. Investigators who address the “why is this important?” question early, use state of the art statistical techniques, apply their findings to law and policy as well as social science, write crisply and parsimoniously, and spell-check their results are more likely to be pleased with their editorial and reviewer feedback. The scope of topics of interest to LHB has expanded considerably in the last decade, but there is still the expectation that underresearched topics will need a bit more justification (see again, “why is this important?”).

The last thing I've come to particularly appreciate is parsimony, so I will close. Thanks to the AP-LS membership for the opportunity to serve as an associate editor for its flagship journal.

Expert Opinion Column, Continued from p. 1

primarily mental health treatment to curb offending behavior. Similarly, there is evidence that increasing mental health services does not necessarily reduce recidivism, and that instead the focus should be on high risk individuals, targeting criminogenic needs, and consideration of responsivity factors (Skeem, Manchak, & Peterson, 2011). This evidence suggests that RNR may have a role in treatment programming at forensic hospitals.

Research Gaps and Needs

Though RNR has been widely recognized as an effective model for intervention with justice-involved populations, there are some gaps and inconsistencies in the literature. For instance, meta-analyses have focused on RNR at a programmatic level, helping investigators determine whether a program *generally* served high-versus low-risk offenders, or if services were available to target criminogenic needs. Although other empirical studies have examined the risk level of individual program participants, relatively little research has focused on the effects of targeting an individual's specific criminogenic needs (Heilbrun et al., 2011). Other inconsistencies, such as lack of support for RNR in certain programs or with certain populations (e.g., Hall et al., 2010), suggest that something may be missing from the previous research. To better address these gaps, there should be an increased focus on the use of RNR for individual case planning.

This omission raises the question: how effective is RNR when implemented on an individual level? According to the RNR model, in addition to matching service intensity to an individual's risk level, two other considerations are important to individualized case planning. First, an offender should be matched to programs or services based on his specific criminogenic needs. For instance, an offender with deficits in education or unsupportive family relationships may be appropriate for GED courses and family service programs, whereas an offender with longstanding substance use and strong antisocial attitudes may be best served by substance use treatment and cognitive behavioral therapy designed to reduce thinking errors related to offending behaviors. Frequently, treatment programs are applied in a one-size-fits all manner due to a lack of financial resources or a shortage of staff. However, it seems a much better use of limited resources to provide only those services that an individual needs, thereby individualizing the risk-reduction impact, than to provide a generalized intervention to all offenders that may not target the necessary deficits.

The second consideration is specific responsivity. Whereas *general responsivity* dictates that effective programs follow a cognitive-behavioral or social-learning orientation, *specific responsivity* relates to the individual characteristics of offenders that should be considered in the delivery of interventions (Andrews & Bonta, 2010). These include a client's individual strengths, ability, motivation, personality, and bio-demographic characteristics. General responsivity considerations have been widely studied and examined meta-analytically, and cognitive-behavioral interventions have been associated with a 15% reduction in recidivism over control groups (Smith, Gendreau, & Swartz, 2009). However, there is a noteworthy absence of empirical evidence regarding specific

responsivity. This is true even though some risk/needs tools, such as the Level of Service/Case Management Inventory (LS/CMI; Andrews, Bonta, & Wormith, 2004), contain a section devoted to specific responsivity factors such as gender-specific issues, mental disorder, and interpersonal anxiety. Other interview-based and questionnaire-based classification approaches also exist. Andrews, Bonta, and Wormith (2006) noted the limited evaluations of responsivity systems in the context of risk and need, and emphasized the need for attention to specific responsivity domains—but this has yet to be accomplished in a systematic manner.

Other research has attempted to gauge the adherence to RNR at a number of correctional programs using a standardized assessment (Matthews, Hubbard, & Latessa, 2001). The results indicated that correctional programs typically do not follow the principles of effective intervention. For instance, the majority of programs received unsatisfactory scores with respect to pre-treatment assessment and program characteristics, and few had objective methods for assessing risk, need, and responsivity. Approximately 27% of programs assessed specific responsivity (though in a non-standardized manner); 16% varied intensity of treatment in accordance with risk level; and when risks or needs were assessed, this was done in a subjective manner guided largely by clinical judgment. However, even these studies focus more on the programmatic level than individual aspects of RNR implementation. To determine if RNR is truly an effective intervention, we believe it is important for correctional providers to begin considering the principles of risk, need, and specific responsivity when developing treatment plans for their clients.

Identification of Treatment Targets.

Specialized risk assessment instruments. The third-generation of specialized risk assessment tools assess both static and dynamic risk factors, and the fourth-generation of instruments incorporates case management variables, thereby facilitating the implementation of a more individualized RNR approach. By providing information about an individual's specific needs, these results may be used to determine the services necessary to target and improve upon those needs. The fourth generation instruments also facilitate the consideration of specific responsivity factors, which is useful information for a treatment provider to consider when determining if an individual is more appropriate for group versus individual treatment, for example, or whether any intellectual deficits may interfere with treatment. A strong example of a fourth-generation instrument for use with adults is the LS/CMI (Andrews et al., 2004). There are also options for justice-involved juveniles and sexual offenders.

Linking assessment and intervention. Even when using a third- or fourth-generation specialized risk assessment tool, there are several steps that should be taken to ensure the appropriate assessment-intervention linkage is made in light of specific criminogenic needs and responsivity factors. These steps can be summarized as follows:

1. *Supplement formal RNR assessment with behavioral analysis, record review, and collateral interviews.* In most cases, the domain of strong criminogenic needs for an individual will be covered by a specialized risk-need measure. Occasionally, however, a review of the individual's history of offending and violence obtained through records, collateral interviews, and behavioral analysis will reveal an unusual risk factor, or relevant strengths that may serve as protective factors. This information can be used to complement the measurement of risk and need using a specialized tool, more fully individualizing the assessment and providing a check on the comprehensiveness and accuracy of the information obtained with a specialized tool.
2. *Identifying appropriate interventions for risk-relevant needs.* Once a clinician has identified the needs, he or she must determine the approach to target these needs. For many criminogenic needs, a correctional or forensic facility may already have programming available, as with common deficits such as substance use, anger problems, educational deficits, or limited vocational skills. However, if an intervention does not exist for an identified deficit, then treatment staff must devise an individualized approach using an existing modality, using evidence-based interventions whenever possible.
3. *Avoiding the assignment of individuals to all available programs.* The literature related to the risk factor has demonstrated that providing intensive interventions to lower-risk individuals may have iatrogenic effects. In addition, some forms of treatment begin with the expectation that the individual will openly and honestly acknowledge a problem. Those without such a problem to honestly acknowledge may risk being seen as "in denial"—or may inadvertently promote genuine denial among those in a group with a problem. For these reasons, it is important to be deliberate in matching an individual to interventions based on a thorough consideration of risk level and clear criminogenic needs.
4. *Tailoring interventions in light of specific responsivity considerations.* Information regarding specific responsivity is often obtained from both self-report and past records. Such information may affect the way an intervention is delivered, giving the treatment-provider valuable information about the need for alterations that range from minor adjustments to major changes. If an individual is cognitively limited, for example, then interventions that rely on verbal facility or abstractions might be profitably adjusted to include a greater emphasis on modeling, role playing, and behavioral tracking. Similarly, treatment for males and females may have a somewhat different focus, particularly when addressing topics related to trauma and adverse events (Covington & Bloom, 2006).

The RNR model has promoted substantial empirical gains in the area of risk-need assessment and intervention-planning for justice-involved populations. Through an increased focus on individualized implementation of the RNR model, these gains can be more fully implemented on an individual level, complementing the programmatic advances that have been made.

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Actual Innocence Research

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Explaining Racial Disparities in False Confession Rates

Cynthia J. Najdowski, University of Illinois at Chicago

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.

As counterintuitive as it may seem to some, we now know that some individuals confess to crimes they did not commit. Indeed, nearly one-fourth of DNA exoneration cases involved a false confession or admission (see Innocence Project; <http://www.innocenceproject.org>). A vast psychological literature has developed to understand both the situational characteristics of interrogations and the dispositional characteristics of suspects that may lead to false confessions. Yet one issue that remains largely unexplained is the racial discrepancy in false confessions; that is, African Americans are disproportionately represented among known false confessors. This issue is the topic of this column. Our author discusses the case Mississippi exonerees Larry Ruffin, Bobby Ray Dixon, and Phillip Bivens, who all falsely confessed to a rape and murder of which they were innocent. After providing a brief description of the case, she discusses the possible reasons for the racial disparities on false confessions, and calls for continued research to understand this important phenomenon.

Our guest-author this month is Cynthia J. Najdowski. Cindy is a most impressive doctoral student at the University of Illinois, Chicago, who works with Professor Bette Bottoms. She has multiple research interests: perceptions of juvenile defendants, race and interrogations, and sexual assault experiences and offenders. Cindy is extremely prolific with more than 20 articles and book chapters, and an edited volume. Finally, Cindy is the recipient of numerous awards, including the honor of being named a Consortium for Police Leadership in Equity Emerging Scholar.

Explaining Racial Disparities in False Confession Rates

Cynthia J. Najdowski
University of Illinois at Chicago

Case Overview

In 1980, Larry Ruffin, Bobby Ray Dixon, and Phillip Bivens were each wrongfully convicted of raping and murdering Eva Gail Patterson in her Mississippi home (see Innocence Project, n.d., and Robertson, 2010). All three African American men confessed

to the crime but later recanted, claiming that the police had coerced them into making false statements. Despite the fact that the men's confessions were inconsistent not only with each other but also with the evidence, Dixon and Bivens felt pressured to enter false guilty pleas to avoid the death penalty. And even though Dixon retracted his confession while testifying in Ruffin's trial, Ruffin was convicted by a jury and sentenced to life in prison. A few years ago, Dixon sought help from the Innocence Project New Orleans. In 2010, DNA testing on evidence in the case proved the innocence of all three men. After serving 30 years in prison for crimes they did not commit, all three men were exonerated, although Ruffin's exoneration was posthumous as he died in 2002. *Racial Disparities in False Confessions*

Cases like this are not as rare as one might expect and when they occur, they are more likely to involve Blacks than Whites. In fact, between 53% and 73% of adult false confessors who have been wrongfully convicted and later exonerated are Black (Death Penalty Information Center, 2009; Garrett, 2008). These rates stand in stark contrast to the fact that only approximately 13% of the U.S. population is Black, and might even underestimate the frequency with which minority suspects confess falsely because of disparities in exonerations themselves (Gross, 1996).

What might explain racial disparities in false confession rates? To date, this question has received little theoretical or empirical attention. In this article, I review the potential contributing effects of (a) investigators' biased racial attitudes and effects of stereotypes on investigators' perceptions and judgments and (b) suspects' experiences of and reactions to stereotype threat.

The Potential Role of Investigators' Biased Attitudes and Perceptions

Racial bias in the criminal justice system at large, in police departments' policies, or on the part of individual officers has been used to explain why Blacks are disproportionately more likely than Whites to experience a variety of criminal justice outcomes (e.g., Coker, 2003), including stops, searches, and arrests. Social psychologists have also demonstrated that stereotypes that depict Blacks as prone to crime (Devine, 1989) can have subtle influences on police officers' perceptions of individuals, information processing, and decision making (e.g., Eberhardt, Goff, Purdie, & Davies, 2004). Biased attitudes and perceptions can cause investigators to jump to the conclusion that Black suspects are lying or guilty. More subtly, however, they might cause investigators to engage in biased hypothesis testing, by which they focus their attention on evidence that confirms suspects' guilt and ignores alternative explanations for such evidence (e.g., Meissner &

Kassin, 2002; O'Brien, 2009). Either of these processes might cause investigators to become overconfident in Black versus White suspects' guilt and exert more effort to try to get Blacks to confess. In support, Kassin, Goldstein, and Savitsky (2003) found that mock interrogators who expected most suspects to be guilty versus innocent of a theft planned to ask more guilt-presumptive questions (see also Hill, Memon, & McGeorge, 2008) and actually engaged in more coercive techniques (e.g., threats of punishment, presentation of false evidence) during mock interrogations. More direct evidence comes from Leo's (1996) observational study of actual interrogations, which revealed that investigators used more tactics (e.g., offering justifications/excuses, appealing to the suspect's conscience) when questioning minority than White suspects.

Not surprisingly, suspects are sensitive to the amount of pressure exerted by investigators. For instance, when investigators ask guilt-presumptive rather than neutral questions, suspects perceive that investigators are trying harder to get them to confess and feel more pressure to confess (Hill et al., 2008), and also think they are more likely to be judged guilty (Kassin et al., 2003). Under such conditions, innocent suspects might, inadvertently, respond by behaving in ways that the investigator perceives as deceptive or suspicious. For example, when subjected to guilt-presumptive rather than neutral questions, mock suspects appear more nervous and defensive, their denials are deemed less plausible, and they are more likely to be judged guilty rather than innocent, regardless of their actual guilt or innocence (Hill et al., 2008; Kassin et al., 2003). Such self-fulfilling prophecies and behavioral confirmation can create a vicious cycle whereby suspects react to investigators in ways that investigators perceive as confirming their presumptions, and investigators, increasingly convinced of suspects' guilt, push harder and harder for suspects to confess. Ultimately, innocent suspects who increasingly feel as though denial is futile may prolong the stress of being interrogated whereas confessing, in contrast, will relieve the stress, the more likely they are to confess falsely (see Ofshe & Leo, 1997). Because investigators are likely to use more coercive tactics with Black than White suspects (Leo, 1996), Black suspects probably feel more pressure to confess than do White suspects, and might be more likely to try to escape the interrogation by confessing.

Suspects' Experiences of Stereotype Threat

Although studies have explored how stereotypes depicting Blacks as criminals influence police officers' perceptions and decision making, research has only recently considered how such stereotypes might affect innocent Blacks. Najdowski and Goff (2011) showed that Blacks are significantly more likely to report that they experience *stereotype threat*, or concerns about being judged unfairly due to negative stereotypes, in police encounters than are Whites. Further, experiencing stereotype threat is associated with feeling significantly more anxiety and self-consciousness in police encounters. These findings are important because stereotype threat and its psychological correlates (i.e., anxiety and arousal, self-regulatory efforts; for review, see Schmader et al., 2008) produce the same nonverbal behaviors that are, ironically, the same as those displayed by individuals who are believed to be lying or guilty. For example, gay men who are primed to think of the stereotype that depicts them as child molesters are perceived

by observers as more anxious than gay men who are not primed (Bosson, Haymovitz, & Pinel, 2004), just as liars, when motivated, can appear more nervous and tense than do truth-tellers (DePaulo et al., 2003). Anxious and lying individuals are each more likely to avert their gaze than are their less anxious (Waxer, 1977) and truth-telling counterparts (DePaulo et al., 2003). Individuals who attempt to control their behavior have been shown to fidget less than others (Richeson & Shelton, 2003), and motivated liars fidget less than truth-tellers (Sporer & Schwandt, 2007). Also, individuals who are either under high cognitive load or lying appear to observers to be thinking harder than individuals who are under low cognitive load (Hrubes & Feldman, 2001) or telling the truth (Vrij et al., 2008). Thus, threatened Blacks might be more likely than non-threatened Whites to appear as though they are lying or guilty in police interrogations. Research supports this hypothesis. For example, by examining clips from a reality television show depicting police-citizen interactions, Johnson (2007) found that Blacks engaged in more deceptive behaviors (e.g., less eye contact, more smiling, more hand movements) than did Whites, particularly when they were innocent (i.e., witnesses, recipients of non-crime-related services) versus suspected of a crime (i.e., based on witness statements, evidence, admissions, being caught in the act). Johnson explained these differences in nonverbal behavior in terms of racial differences in communication styles, but, to the extent that Black participants were concerned that the officers they were interacting with were going to be biased by the criminal stereotype, it is possible that the effects were at least exacerbated by stereotype threat.

Some of the nonverbal behavioral symptoms of stereotype threat are not only actually indicative of lying, but also precisely the cues that police investigators rely on to distinguish liars from truth-tellers (for review, see Vrij, 2008). In fact, suspects' nonverbal behaviors might have a stronger influence than their race on investigators' judgments. In a mock investigation paradigm in which the suspect's race and behavior were varied separately, White Dutch officers perceived Black Surinamese suspects to be less suspicious than White Dutch suspects, but perceived suspects who had more speech disturbances as more suspicious than suspects who had fewer speech disturbances (Vrij & Winkel, 1994). Given that nonverbal cues might be associated with deception but also related to stereotype threat, anxiety/arousal, self-regulatory efforts, and cognitive load, however, police investigators' beliefs about the diagnosticity of nonverbal cues might not be entirely accurate. As a consequence, investigators might be more likely to misclassify innocent Blacks than Whites as guilty.

Stereotype threat and its effects on nonverbal behavior might contribute to the tendency for investigators to use more tactics with minority than White suspects (Leo, 1996). In turn, although both Black and White suspects probably perceive investigators' use of coercive tactics as evidence that they are being perceived as guilty of the crime in question, Black suspects probably feel this threat to a greater degree because they are also concerned about being perceived as a stereotypical Black criminal. Also, self-fulfilling prophecies and behavioral confirmation are probably amplified for Black compared to White suspects because Black suspects are already concerned about being misperceived as guilty and prone to exhibiting the kinds of behaviors that investigators interpret as evi-



dence of guilt. Such effects could ultimately contribute to the fact that Blacks are more likely than Whites to confess falsely.

Research Ideas

The literature reviewed provides indirect evidence about the roles of investigators' biased attitudes and perceptions and suspects' stereotype threat in explaining racial disparities in false confession rates. Yet, studies are needed to test directly how innocent Black and White suspects' experiences in interrogations might differ and how those differences might affect their likelihood for confessing to crimes not committed. Such knowledge could be garnered by testing relations between investigators' explicit and implicit racial attitudes and their tendency to differentially presume guilt, engage in biased hypothesis testing, and/or use coercive tactics with Black versus White suspects. Researchers could also control for investigators' attitudes and measure how cognitively accessible stereotypes depicting Blacks as criminals are during interrogations with Black versus White suspects, and whether differential priming of stereotype-related concepts relates to investigators' perceptions and judgments. Research should also focus on suspects' experiences in interrogations. For example, actual false confessors could be surveyed about the degree to which they were concerned about being perceived as criminals by police investigators due to racial stereotypes, and whether Black and White false confessors differed in how much anxiety and pressure to confess they felt while being interrogated. Researchers could also conduct mock interrogation studies to measure racial differences in these constructs in real time, as well as mock suspects' decisions to confess falsely. Because so little is currently known about why Blacks are more likely than Whites to confess falsely to crimes they did not commit, there is ample opportunity for research to make a novel contribution to understanding racial issues related to actual innocence.

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AP-LS Teaching Techniques

Using John Grisham's *The Innocent Man* to Create a Significant Learning Experience for Undergraduate Students in a Psychology and the Law Course

Emily Stark, Minnesota State University, Mankato

Imagine a man, suffering from alcoholism and schizophrenia, drifting through his small town, known mostly for getting thrown out of bars. When a graphic murder occurs, this man's name gets linked to the victim, and police focus on him as a suspect. Although there is no evidence against him, a combination of poor police work and a town's desire for closure lead to this innocent man being convicted of the crime and sentenced to death. Down to his last appeal, after spending 12 years on death row, a fair and honest judge is finally convinced to take a closer look at this man's case, and he is eventually freed. These are the true events that happened to Ron Williamson, sent to death row for a murder he didn't commit, and his story is told in John Grisham's only non-fiction book, *The Innocent Man: Murder and Injustice in a Small Town*.

I chose to use this book as assigned reading in my Psychology and the Law course to introduce students to topics related to our legal system through the lens of a true case of a man wrongly convicted. The course is a lower-level psychology course, designed for students interested in learning more about forensic psychology and other topics related to psychology and the legal system. The students in the course were mostly sophomore, junior and senior psychology majors. Several law enforcement majors and corrections majors were also enrolled. In the course, we covered areas including forensic psychology and determining competence, interrogations and false confessions, lie detection and polygraphs, eyewitness memory, racism in the courtroom, jury decision-making, and the death penalty. The book *The Innocent Man* was a natural fit with the course; it raises issues of determining competency and how our legal system deals with people with mental health problems. The book also explores false confessions, flawed eyewitness testimony, jail snitches, police and prosecutors under pressure, courtroom trials and jury decisions, death penalty sentencing, and the appeals process. I wanted students to be able to learn more about the process of investigation, trials, and appeals, while also seeing the effect that mistakes can have on the human beings involved. Although students also read assigned textbook chapters, I hoped that *The Innocent Man* would reinforce these concepts while engaging the students with this real-life story.

Students read the book over the course of a semester, and completed several assignments relevant to this reading. First, I broke the book down into seven sections of two or three chapters each, and assigned a short worksheet of reading questions for each section. We read one section about every two weeks, a pace which did not seem problematic for the students to complete. For the worksheets, I wrote questions to help direct students' attention to important points of the book (such as asking them to summa-

rize the evidence presented in the main trials, or to identify key characters), as well as asking their opinion on some of the events (such as whether they felt the police had acted competently, or if the conditions on death row were ethical). Students had to complete worksheets for points and to prepare for in-class discussions, where we reviewed the main events of the section, and students expressed their opinions or asked questions about the events of that section. We had lively discussions about the reading, and I was impressed with the number of students who participated and asked questions throughout—they showed a high level of engagement with the story. I also tied the events in the book to the lecture topics throughout class. For example, when discussing factors that could lead to false confessions, I asked students which elements were present in some of the confessions detailed in *The Innocent Man*. This helped students to draw connections between the elements of the story and the specific course topics.

Students were also tested on material from the book, with several multiple choice questions on each of their class exams. These factual questions focused on identifying characters and main events, and primarily served as another encouragement to students to complete all the reading and to review the main points covered in each section of the book. Finally, after we had completed reading and discussing the book, I assigned a reflection paper, in which students commented on three topics: Their overall reaction to the book, whether the book changed how they thought about the legal system in the United States, and if they would recommend any reforms to our legal system based on reading the book. I used these reflection papers, along with anonymous evaluation comments, to assess whether *The Innocent Man* was a valuable reading assignment for this class and if the students appreciated reading the book.

Almost unanimously, students had a positive overall reaction to reading *The Innocent Man*. One student noted,

“Most often times [sic] when I am required to read a book for a class I usually loathe the idea, not because I am against reading but because more often than not books that are required for a course usually only serve the purpose of being educational and aren't concerned with captivating the reader with any kind of excitement or suspense. However, after several pages into *The Innocent Man* I realized how much I was intrigued by Ron Williamson's story, and as I continued I noticed more and more my desire to know how the story would end.”



Many of the responses echoed this comment of initially being hesitant to have another reading assignment in addition to our course text, but then finding themselves captivated by the real-life events described and enjoying reading the book. Another student simply stated, “It has plenty of things that I find interesting, aspects such as baseball, a questionable murder, and a faulty court case.” The value in using a book like *The Innocent Man* is that it can engage students who might be quick to dismiss more traditional texts, while still being a valuable learning experience. I was surprised and impressed by the passion of many of the responses to the book—reading this story was clearly a significant experience for many of the students.

Several students commented on the connection between the book and the topics covered in class. One student wrote that they “liked that the book explained what was happening in the legal process along the way and I was able to relate it to course material.” Another student paper supported my own reasons for assigning the book: “I feel this book did a good job at tying [together] a lot of the topics that we went over in class; false-confessions, police interrogations, mental competency, the procedures of a trial, eyewitness testimony, lie detection, pre-trial publicity, jury processes, and even death penalty and death row. We as readers got an inside view that would otherwise be harder to imagine.”

When asked if the book changed how they thought about the legal system in the United States, I found a variety of responses. Some students were astounded by the events of the book: “I truly thought this would never be a possibility; to have someone go to jail and ...end up on death row although they were innocent.” Another stated, “Before reading this book I had never really thought about innocent people in our legal system.” Many students were disappointed by the refusal of police and prosecutors in the book to admit any mistakes after a very flawed investigation: “Although I knew that not everyone is perfect and our criminal justice system has flaws, I still believed that people who work for it would have the right morals to admit their wrongfulness.”

For the law enforcement majors in the class, some connected the events of the book to their own future careers as police officers. “It helped me realize how good of a job I must do when I’m a law enforcement officer,” said one student, and another commented, “I also realize that there are so many things that all law enforcement majors should be taught.” Many of these students also noted the pressure that is put on police to find suspects, especially in high-publicity cases. It seems as if some of these students had not thought very specifically about the impacts of their actions as future law enforcement professionals, and the consequences that can come from mistakes. I hope that all of my students, whether preparing for careers in law enforcement, corrections, or psychology, were able to reflect on the pressures and requirements of their future careers as a result of reading *The Innocent Man*.

Students’ suggestions of potential reforms to our legal system were particularly insightful. A few students recommended that the death penalty be eliminated completely. One stated, “We still cannot rely on the system to potentially work things out because the system is a human-run function, and humans make mistakes.” Other students focused on ways to improve police investigations,

suggesting mandatory recording of police interrogations, better training about the possibility of false confessions, and not allowing police to present false evidence or lie to suspects in hopes of getting a confession. One student also recommended increased psychological training for police, saying that officers “should also be aware of the confirmation bias when questioning suspects. It is important that police officers look at the evidence objectively and from a scientific approach.”

One issue that was raised repeatedly, probably due to the number of future psychologists in the course, was the lack of any competency screenings for Ron Williamson throughout his first trial and sentencing. The book clearly describes Williamson’s mental health struggles throughout his life, and this resonated with students. Several responses went so far to suggest that competency screenings be mandatory and applied to everyone in court for a serious crime. Others were more realistic about applying reforms; as one student noted, “The justice system...is already so overcrowded or booked it would be difficult to reform the process. The frustrating part is that I can name many things that would have helped Ron but to apply them to all cases is not practical and in many ways not possible for the criminal justice system to handle.” I thought that this comment was insightful, as the student realized the value of many reforms, but also understood that the practicality of implementing them was also just as important. In future classes, I would like to expand on this element of the assignment, and get more information from students about how they would specifically reform our legal system in realistic ways, perhaps asking students to tie in research that relates to potential reforms. This would help to connect the book more deeply to relevant research, and show students how researchers can work with law enforcement agencies to improve our legal system processes.

Finally, when examining the results of the anonymous class evaluation, students had a positive response to the reading. Over 92% of the students agreed that when I teach this class again, I should definitely include *The Innocent Man* as an assigned reading, and 95% of the students said they had completed most or all of the readings. Also telling was that several students specifically commented on this book in an evaluation question asking them to note one thing that they particularly enjoyed and/or learned a lot from in this class—here, a few highlighted this book as the most enjoyable aspect of class, and indicated that they had learned a lot from reading and discussing it.

I was initially hesitant to assign reading from a “popular” author like John Grisham; I worried that students would dismiss the book as light reading, or that they might enjoy the reading but not think deeply about the issues raised throughout. However, through the combination of in-class discussions and the final reflection paper, students showed a deep and consistent level of engagement with the issues of the book, and put a lot of consideration into suggesting reforms to the legal system inspired by their reading. I was impressed with many of their responses and ideas, as well as the passion with which they reacted to the book. Not only was reading *The Innocent Man* a significant learning experience for my students, but reading and listening to their responses was a significant learning experience for me as an instructor. I encourage other instructors to incorporate alternative reading assign-

ments such as this one for students to learn about real cases and to reflect on their own thoughts about the legal system.

Please contact me (emily.stark@mnsu.edu) if you would like more information about my course or *Innocent Man* assignments.

Worksheet Questions

Part 1: Chapters 1-3

1. What were the events of the evening leading up to Debbie's murder? Is anyone appearing as a suspect already?
2. What do you think of the 'clues' left at the scene of Debbie's murder?
3. How does Chapter 2 present Ron Williamson? What kind of person is he?
4. What problems does Ron have in Chapter 3? What impression do you have of him as an adult?

Part 2: Chapters 4 and 5

1. Who is Dennis Fritz? How is he connected to Ron?
2. What do you think of the police investigation as presented in Chapter 4? Do you think they made any mistakes in their investigation?
3. Who is Denise Haraway? What information do the police have about her disappearance?
4. What do you think of the interrogations described in Chapter 5? Did the police jump to conclusions during this process? What evidence did they have against Tommy Ward? What do you think of this evidence?

Part 3: Chapters 6 and 7

1. What kinds of psychiatric problems and abnormal behaviors is Ron showing? How has he been diagnosed? How have the courts dealt with him?
2. What do you think of the new interpretation of the palm prints? Why do you think the OSBI agent changed his interpretation of the prints?
3. Chapter 7 describes the beginning of Ron's trial. What is the evidence that the prosecution has against Ron?
4. Who was Ron's defense lawyer? What do you think of his abilities?

Part 4: Chapters 8 and 9

1. What evidence is presented against Dennis Fritz in his trial as described in Chapter 7? What do you think of this evidence? What was the outcome of Dennis' trial?
2. What evidence is presented against Ron Williamson in his trial as described in Chapter 8? What do you think of this evidence?
3. What is the relevance of the *Brady v. Maryland* case to Ron's trial?
4. How do you think Ron's behavior at his trial influenced the jury?
5. After finding Ron guilty, the jury now needs to determine if he will get the death penalty. What additional evidence or other considerations comes up at this phase of the trial?

Part 5: Chapters 10 and 11

1. What is death row like for Ron? How does he react to being in prison? What types of physical and mental breakdowns are detailed in these chapters? Do you think Ron was treated ethically?
2. What is Greg Wilhoit's story?
3. How does Dennis react to being in prison?

Part 6: Chapters 12 and 13

1. What is the H unit like? Do you think this is an ethical place for inmates?
2. What are the different steps in Ron's appeal process?
3. Who is Judge Frank Seay? What role does he play in Ron's case?
4. How do the prosecutors of Ron's original case respond to Ron being granted a new trial?

Part 7: Chapters 14-17, authors note at end

1. What happens in Ron's new trial? What is the main piece of evidence that shows that Ron and Dennis are innocent? How do the prosecutors respond to this evidence?
2. How does Ron react to being free? How does the town respond?
3. What is the outcome of Ron's lawsuit against the people who wrongfully convicted him?
4. In the author's note, what does Grisham say are the causes of wrongful convictions?

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,
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Division 41/American Psychology-Law Society

Executive Committee (EC) Meeting Minutes

Miami, FL March 2, 2011

I. Attending: Patty Griffin, Ed Mulvey, Brian Cutler, Kathy Gaskey, Eve Brank, Ron Roesch, Antoinette Kavanaugh, Jennifer Groscup, Brad McAuliff, Chris Meissner, Lora Levett, Patty Zapf, Margaret Bull Kovera, Daryl Kroner, Randy Otto, Bill Foote, Chris Finello, Kevin O'Neil, Dave DeMatteo, Dianne Sivasubramaniam, Ryan Montes, Lauren Kois, Karen Galin, Jennifer Woolard, and Mark Costanzo.

II. Patty Griffin called the meeting to order at 1: 08 PM

III. Introduction and meeting procedures:

A. Thank you: President Griffin welcomed the EC to the meeting and thanked the co-chairs Margaret Bull Kovera and Patty Zapf, CE chair Karen Galin, and the administrative assistant, Kathy Gaskey, for their hard work on the conference.

B. Meeting procedures: Griffin reviewed meeting procedures and policies. 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. Minutes: Meissner motioned to approve minutes. Mulvey seconded. The motion passed.

IV. Treasurer's Report: McAuliff reported that the organization is in excellent financial shape. Our dues income is slightly higher than last year, and we should be able to maintain our current dues structure. Based on the EC vote last year, our long term investments are being managed by High Tower Advisors. From 9/21/10 until 12/31/10 we had an investment return of +2.4%. This is a much better return than we experienced with APA managing our investments.

McAuliff noted that the past three annual conferences have had lower revenues than expenses. On average, the costs have been about \$24k over revenue. McAuliff suggested that the EC consider this and discuss at APA in August whether we should consider raising registration costs or lowering costs in some way (e.g., lower food and beverage costs). In addition, we need to decide if the continuing education program should be self-sustaining.

V. Meeting information:

A. Current conference:

Kovera and Zapf reported that there were a few changes that the conference co-chairs made to accommodate the international organizations including the sunset cruise welcome reception and more availability of coffee/tea during breaks. In addition, all three presidents from the three organizations have sessions/invited addresses.

Gaskey reported the conference has had 954 online preregistrations. Before onsite registration, the conference is ahead of budget. Galin reported 74 preregistered for the CE pre-conference workshops and a few more onsite.

B. Future Conferences

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

The Division 41 theme will be Veteran, military service members, and criminal justice. Additional programming will represent the broad interests of Division 41. Co-chairs Levett and Finello reported that APA allotted 16 substantive programming hours and 7 non-substantive hours. This allotment is based on the number of members in our division and division attendance at the past three APA conventions (measured by the number of people who indicate that Division 41 is their primary division during APA registration). We experienced a slight reduction in programming hours because division attendance at APA has declined.

The EC meeting will be held from 5 to 9 pm to accommodate the APA Council meeting and our division representatives. The EC dinner will occur on a different, to be determined, evening.

In total, 44% of symposium/skill building sessions/conversation hour proposals were rejected and one proposal was accepted as a poster. Eleven percent of paper submissions were rejected, 18% of papers were accepted as posters, and 8% of posters were rejected. Division 41 will be co-sponsoring with Division 33 the symposium: "Perspectives on Intellectual Disability and the Death Penalty: Toward More Effective Contributions of Psychologists in Atkins Cases."

In an effort to increase programming for Division 41 at APA and to make better use of the hospitality suite, the co-chairs are working on creating programming for the hospitality suite. Thus far, the hospitality suite programming includes two discussion hours following submitted symposia and an informal social hour for students and ECPs. More invitations are out to presenters on possible discussion hours following symposia. Any division members who are interested in holding such discussion hour or using the hospitality suite should contact Lora Levett (llevett@ufl.edu) or Chris Finello (CFinello@pmhcc.org)

2. APLS, March 15 – 17, 2012, Caribe Hilton, San Juan, Puerto Rico

Conference co-chairs Galin, Woolard, Sivasubramaniam will be meeting this week to discuss the conference.

3. APA, August 2 – 5, 2012, Hotel, TBA, Orlando, Florida

A co-chair is still needed for the 2012/2013 APA Division 41 programming.

4. APLS, March, 2013

The conference advisory committee (CAC) and Gaskey will work with a meeting planner to find a hotel in Portland, Se-

attle, or Las Vegas. The CAC and Gaskey will present the top three ranked choices to the EC through email by April 1, 2011.

VI. New Business:

A. Administrative Support Contract Proposed Process: Brank reported that as part of our administrative assistant contract we have the option of providing up to a 3% raise each year; however, we do not have procedures or policies for deciding the amount of raise and any other method of providing or receiving feedback with our administrative assistant. At our EC meeting in August we decided that in order to be fair to our administrative assistant we needed to have some sort of evaluation process. Using an example provided by Otto from another organization, Brank, McAuliff, Griffin, Mulvey, Cutler, and Gaskey worked to develop a process and corresponding online evaluation documents. Feedback concerning the below described process and documents should be provided to Eve Brank (ebrank2@unl.edu).

Annually by June 15th the administrative officer will submit to the division secretary a self-evaluation form. The division secretary will provide copies of the self-evaluation to the past president, current president, incoming president, and treasurer. Annually by June 15th, the current president will solicit evaluations from current EC members (voting and non-voting members including committee chairs). Completed evaluations will be due to the division secretary no later than July 1st. Using the summary compiled by the division secretary, the current president will write a formal employee evaluation letter that will include a summary of the evaluations, suggestions for improvement, and information about monetary compensation for the upcoming year. The president will supply the administrative officer with this letter prior to the APA convention. Annually at the APA convention, the past president, incoming president, current president, treasurer, and secretary will have a meeting with the administrative assistant to discuss the evaluation. A final letter will be mailed to the administrative officer after the meeting. A maximum of a 2% salary increase will be given if the overall score from the formal evaluation letter falls within “meets requirements” and a maxi-

imum of 3% if the overall score falls within the “exceeds requirements” category. The division officers will also consider the financial status of the division in making this decision. The division secretary will maintain copies of all the documents and letters and will pass them to the next division secretary upon completion of term.

B. Memberships

Griffin reported that she has been working with Gaskey to develop accurate records of our membership. One major complication is that some members enroll through APA and some through the division. Discussion was had about a number of changes that we could implement to better understand who are members are. Meissner moved that there be an ad hoc committee on membership. Mulvey seconded. Unanimous support. Cutler, O’Neil, Griffin, Levett, Brank, and Kois noted willingness to serve on this committee as representatives from the EC. Griffin will work to develop a committee that also includes non-EC members. The membership committee will also investigate whether APA should be managing the membership through their web portal. In addition, the membership committee will develop strategies for including more information on the membership applications (e.g., research interest areas, whether the person would be interested in serving on committees).

C. Small Grants Initiative Proposal

Norman Poythress submitted a proposal for a small grants initiative. The MacArthur Competence Assessment Tool- Criminal Adjudication (MacCAT-CA) receives royalties that are deposited in a fund held at the University of South Florida. The publisher, PAR, Inc. makes regular deposits into the account. Currently, a committee consisting of John Monahan, Richard Bonnie, John Petrilla, and Norman Poythress oversee the funds, but would like to divest themselves of that responsibility and have proposed that the funds be transferred to an AP-LS account for the purpose of funding research in the adjudicative competence area. Discussion was had about how to process such proposals and whether we could use one of our current mechanisms. Foote moved that we should start the process of transferring the funds; Mulvey seconded; the motion passed. Griffin will discuss further with Poythress about the specifics of how they would like the money to be spent and work

with McAuliff on transferring to AP-LS the royalties and current funds.

D. Proposed Interrogation Resolution

Griffin reported in response to a request from Nathalie Gilfoyle, APA general counsel, Otto worked with Saul Kassin to transform the False Confessions White Paper (published in Law and Human Behavior) into a formal APA resolution. In response to this request, Otto worked with Kassin to transform the White Paper into the traditional form of an APA resolution. Otto and Foote provided the draft to the EC through email last fall and the EC voted through email 10 to 1 to approve it. However, Nathalie Gilfoyle suggested that some of the language of the resolution should be amended in order to make it more useful for amicus briefs and other needs of general counsel. Kavanaugh suggested that there be some changes with reference to the camera angle portion of the resolution because some newer research may call in to question the effects with regard to race of interrogator/witness. Kavanaugh, Mulvey, and Kassin will discuss these concerns and forward a new resolution to Otto no later than July 1, 2011. Otto will present through email to the EC for a vote in order for Foote and Otto to present the resolution as a new business item at the APA Council of Representatives meeting in August.

E. Finance Oversight Committee

McAuliff reported that he made a call in the fall newsletter and through email for members for the new Investment Advisory Committee. Only one person, Pamela Robins, has expressed interest thus far. We are still in need of people who are “financially minded” to serve on this advisory committee. We have the professional services from High Tower, but it is important to have other AP-LS members involved to communicate with our investors and to develop investment guidelines. Interested AP-LS members should contact Brad McAuliff (bdm8475@csun.edu)

F. Proposed Presidential Initiative: Strategic Planning for AP-LS Future

Cutler reported that for his presidential initiative he would like to develop a strategic planning process and strategic plan. The purpose would be to allow us to think about our future strategically and to develop a plan that provides, among other



things, guidance in identifying areas that need to be strengthened, provide guidance for how to make budget decisions, and provide some baselines for evaluating current initiatives. Discussion was had about how this was long overdue. The EC encouraged Cutler to hire an outside consultant to assist in the process. For instance, SCORE is a group of retired professionals who help with these kinds of things for free. Cutler will develop a task force to begin working on developing a plan and report at APA about his progress.

G. AP-LS Publications and Communications Committee (P&C)

1. Law and Human Behavior editor's term:

The bylaws state that the LHB Editor term is 5 years, but prior to Cutler's appointment, there was an understanding that the term was to be 6 years (consistent with APA editor terms). Cutler will investigate how APA does the editor transition and call for new editors.

2. New Law and Human Behavior editor:

Cutler's term as Editor ends December 31, 2011. The P&C committee posted a call for nominations in the AP-LS Newsletter and AP-LS Web Page. The committee puts forward Dr. Margaret Bull-Kovera as their recommendation for Editor-in-Chief effective January 1, 2012. Brank moved to appoint Kovera as the new Editor-in-Chief of LHB; Foote seconded; the motion passed.

3. New newsletter editor: The term of our current Editor, Jennifer Groscup, ends on in August, 2011 (APA Convention). The P&C posted a call for nominations in the AP-LS Newsletter and on the AP-LS Web Page. The committee puts forward Dr. Matthew Huss for a three-year term as Newsletter Editor effective at the APA 2011 convention. Groscup moved to appoint Huss as the new newsletter editor; Meissner seconded; the motion passed.

H. Members-at-large

Per the division bylaws, the members-at-large are to have designated responsibilities. Groscup volunteered to be the student liaison and Meissner volunteered to be the Conference Advisory Committee liaison.

I. By-laws

Griffin, Brank, and Cutler will work on some updating and clarifications for the bylaws

and report back to the EC at the August meeting or earlier.

VII. Committee and Board Member Reports

A. APA Council Representatives

Foote and Otto reported that at the February 2011 Council of Representative meeting APA President Melba Vasquez announced a number of initiatives focusing around issues of immigration and disparities in education related to ethnic and racial minorities.

One new initiative presented at the Council meeting was the development of guidelines for telepractice, which is a growing issue in forensic evaluations. Interested persons from division 41 should contact Randy Otto (otto@fmhi.usf.edu) or Bill Foote (fornpsych@aol.com).

Norman Anderson, the APA CEO, reported on the APA strategic plan, which is moving along, and is now at the level of beginning initiatives. Two initiatives are under way: 1) a process for evaluating APA governance structure to determine how well it functions; and 2) an evaluation of the Public Education Campaign.

On the litigation front, APA is now the defendant in a second lawsuit. This one focuses on the additional dues assessment that practitioners are asked to pay to the APA Practice Organization. The question is whether this is a voluntary assessment that was made clear to APA members. Both APA and the plaintiffs agree that it was a voluntary assessment, but the plaintiff claims that APA fraudulently presented the dues payment as a mandatory one. The suit is in the early phases.

Gary VanDenBos presented a report on APA publishing. The trend for e-licensing revenue to outstrip the print revenue continues, but with less growth in the e-licensing side. The Press is initiating a series of efforts to increase this growing and potentially a more lucrative market.

The revision of the guidelines for psychological evaluations in child protection matters was accepted. Council approved a resolution affirming research on the psychological aspects of global climate change. Council approved

guidelines for the evaluation of dementia and age related cognitive change.

The APA Budget is on solid ground. Last year resulted in an operating margin (excess) of \$665,920. That money will be held over and serve as a cushion for the 2011 budget. The 2011 budget projects \$106.8 million in income and just a little less in expenses, with a \$20,000 margin.

The Council discussed a new dues structure with the initial proposal to reduce dues for everyone by \$40, and rescind discounts offered to members of Canadian Psychological Association (CPA), state/territorial/provincial associations, and select scientific organizations (e.g., APS). After some debate, the Council voted to postpone this motion until the August meeting. In the interim, the Membership Committee was directed to consult with CPA about the change

The director of the Archives of the History of American Psychology, housed at the University of Akron, in Akron, OH presented some material on the status of the museum-like operation. The museum includes instruments and publications dating back to the late 19th century, and provides a tangible time line of the development of the science and practice of psychology. Council allocated \$60,000 for the Archive's continued operation over the next three years

B. Conference Advisory Committee (CAC)

DeMatteo reported the committee has been working on the appointments for co-chairs and are still in need of APA co-chairs for 2012/2013. The CAC has recently added future co-chairs to the committee membership. Gaskey will work with the committee to develop guidelines and documents for future conference. The CAC will report back to the EC in August with their progress. The committee also made student travel awards in the amount of \$500 each to 20 students.

C. Continuing Education

Galin reported that there are four full day and two half day workshops at the meeting today. Galin will provide the yearly continuing education report to APA by March 21st and will need to pay the registration fee. Galin will be staying on as CE chair, but she is the only person on the

committee and needs members. Interested members should contact Karen Galin (kgalin@geocareinc.com) or Patty Griffin (pgriffin@navpoint.com).

D. Corrections

Daryl Kroner reported that the corrections committee has had a slow and continuous increase in the number of correctional related activities at AP-LS and APA. The committee plans to continue with the following activities: an invited speaker at AP-LS; allowing members of the Criminal Justice Section of Division 18 to receive AP-LS membership rates for the conference; including pre-conference workshops on corrections issues; pursue continuing education credits for the pre-conference workshops and conference sessions; continue the use of the corrections expert review panel; and facilitate student poster awards for corrections research. Discussion was had about the success of this committee in bringing in more members with correction interests. Kroner will report to the EC in August regarding the number of conference attendees who had correction interests

E. Dissertation Award Committee

DeMatteo reported that the dissertation committee received 29 dissertations for 2010. First, second, and third place awards were awarded and the winners were invited to present their research at the AP-LS Friday night poster session.

F. Early Career Psychologists (ECP)

Levett reported that the committee has recently awarded five grants-in-aid. The committee received 13 applications, 12 of which included matched funds or in-kind matches from the applicant's university. All proposals were reviewed by at least two external reviewers and evaluated on overall quality, originality, and potential contribution. Awardees were informed that they must submit an annual report on February 15th of each year until project completion. Upon project completion, the awardee will submit a project summary and submit to present the results at either AP-LS or APA.

Chris Meissner gave a grant workshop at the AP-LS conference entitled, "From the granting agency's perspective: Grant writing for early career professionals and students in law and social sciences." Please let Lora Levett (llevett@ufl.edu) know if you have any suggestions for ECP workshops for next year.

The ECPS also have a social at AP-LS and another one at APA.

ECPs within 3 years of their most recent degree were offered reduced conference fees and also have membership dues at reduced rates.

The ECP committee is brainstorming about more ideas of how to improve AP-LS's support for ECPs. The committee will return to the EC in August with new ideas and directions for the committee. Levett will rotate off this committee in August and a new chair will need to be appointed.

G. Fellows

Kovera reported that two nominations for fellow status were forwarded to APA; APA will review in August.

H. Grants-in-Aid

DiCataldo submitted a report indicating that the committee is in the process of reviewing submissions. This past fall, the committee funded 16 out of 27 submitted proposals.

I. Interdisciplinary Grants

Spellman submitted a report indicating that the committee had awarded one proposal to Drs. Gary Patronek and Kenneth J. Weiss on the topic of animal hoarding. As requested by Spellman, the EC discussed the viability and future of the Interdisciplinary Grant mechanism. The EC decided that the funding mechanism should be suspended for the time being. Mulvey and Meissner will work on developing ideas for this program that possibly include working with other organizations.

J. Minority Affairs Committee (MAC)

Hunt submitted a report indicating that MAC awarded two research mini-grants to students doing research related to diversity issues. The committee also awarded travel awards for students. The third annual MAC luncheon was held at AP-LS for the travel and research award winners. The APPLE program is seeking quality applications and the committee is working to reestablish the Ambassadors Program.

K. Nominations Committee

Mulvey reported that the committee developed the slate for next year's EC members. The committee asked whether more than two persons could be put forward in the future. According to our by-laws, the committee is to nominate at least two persons

for each office. In the future more than two may be put forward if desired.

Mulvey motioned to award Norman Poythress the Distinguished Contributions Award, Otto seconded; the motion passed.

L. Professional Development of Women

Meissner reported that the committee's conference events have been well attended. This year the committee sponsored guest speaker Dr. Karen Wyche from Howard University. The committee maintains a listserv, but plans to change it into a blog in order to better accommodate some of the more sensitive issues addressed by participants. The blog will include a statement that the views posted on it are not the official views of AP-LS or APA.

The committee had 625 survey respondents to their online survey about gender-related issues in psychology and law. Data analysis will be completed this spring and the results of this survey will be presented to the EC in August.

M. Specialty Guidelines

Otto reported that the guidelines are on their fifth draft. A few weeks ago the APA committees provided feedback. The main issue left to change is the formatting of the guidelines. The guidelines committee unanimously decided that they believed there were good reasons to not change the current formatting. Griffin will provide a letter to CODAPAR to request that they support AP-LS not changing the format of these guidelines. Foote moved to have the committee move forward in submitting the guidelines this month without changing the format; Kavanuah seconded; the motion passed.

N. Student Section

Montes reported that the student section website became part of the main AP-LS website. The student section is trying to get more students into the organization, but they are not capturing undergraduate students with their campus representatives. Suggestions for how to do this are welcome. The student section is also updating the professional interviews that are available on their website.

O. Teaching, Training, and Careers Committee (TTC)

Costanzo reported that the committee will have a symposium at the conference. The committee continues to recruit authors for their Teaching Techniques newsletter



column. The committee plans to compile these articles within a website link so that they are more easily accessible. The committee is still seeking syllabi for the AP-LS website. The Graduate School guide is now available on the AP-LS website and includes links to program websites.

The 2011 Outstanding Teaching and Mentoring Award was awarded to Brian Bornstein from the University of Nebraska-Lincoln.

Garrett Berman will be the new chair of the committee and the committee is seeking new members. The committee is especially interested in members from a large research university, community college, and/or a law school. Interested persons should contact Garrett Berman (gberman@rwu.edu).

P. Web Editor

O'Neil reported that our current interaction between the Website, membership databases, and email lists need to be improved because there are too many separate databases and other problems. There is an option to have our website hosted by APA. Discussion was had about the potential benefits of moving our website to APA's format. One specifically would be that we could maintain our content but not have to address design issues. Another consideration is whether we would want to move our membership management to APA Division Services. For those AP-LS members who are not APA members, APA would charge \$18 per hour for processing. Another issue is the way in which APA maintains persons as members even if they have not paid for the current year. Cutler, O'Neil, and Mulvey will investigate the website and membership management issues in more depth and report to the EC in August.

APA has recently created APA Communities (apacommunities.org) that is a social networking tool for APA members and division members to interact with one another.

VIII. Publications

A. Law and Human Behavior

During the period of January 1 through December 31, 2010, LHB received 204 original manuscript submissions, a substantial increase over the same period in 2009 (21 manuscripts, +11%). This is the first time in LHB's history that more than 200 origi-

nal manuscripts were submitted in one year. Rejection rate for 2010 was 73% a decrease from the previous year (82%). In most cases, authors received decision letters in two months or less (median = just under 5 weeks). As of this writing, there are 44 accepted manuscripts in the publication pipeline – exclusive of those scheduled for publication in the February, 2011 issue — most of which have been published in the Online First section of Springer's web page. The number of accepted manuscripts is higher than previous years, and this should enable us to publish at least seven articles per issue (we have been publishing six or seven per issue). The quality of accepted papers is excellent. There are 20 manuscripts under review and 23 manuscripts in revise and resubmit or accept with minor revision status (typical numbers for this time of year). Journal operations continue to run smoothly. The journal continues to generate considerable revenue for AP-LS (see Treasurer's report).

Cutler appointed three new editorial board members for 2011: Deborah Connolly, Daryl Kroner, and Diane Sivasubramaniam (LHB was lacking in editorial board members whose first names begin with "D"). Cutler's term as editor-in-chief expires on December 31, 2011. Cutler has informed all associate editors and editorial board members that their terms will expire on that date as well. The to-be-appointed editor-in-chief will therefore have the opportunity to appoint new associate editors and a new editorial board.

In 2008 we signed a contract with Springer; the contract is set to expire December 2011. Discussion was had about the contract for LHB. Mulvey moved that Cutler, Kovera, and Griffin may do a call for an RFP without needing further EC input. Meissner seconded; the motion passed.

B. Newsletter Report

Groscup's term is ending in August; see information above in New Business concerning the new editor. There is still an open position for the co-editor of the Research Briefs column (clinically oriented articles). Interested members should contact Jennifer Groscup (jgroscup@scrippscollege.edu) or Maria Hartwig (mhartwig@jjay.cuny.edu).

The new column "Actual Innocence Research" began this year and addresses cases and research related to wrongful convictions. Ideas for the column or submissions, please contact Allison Redlich (aredlich@albany.edu). Other committees or authors who wish to submit regular or feature articles should contact Groscup (jgroscup@scrippscollege.edu).

Groscup continues to work to get previous newsletter editions online in easier to access forms.

C. Book Award

Woolard reported the Book Award committee received 4 nominations this year. The committee selected G.D. Lassiter and C.A. Meissner's edited volume, "Police interrogations and false confessions: Current research, practice, and policy recommendations." Committee members are in the process of developing recommended rating criteria for future book award committees. The committee is also considering the possibilities of recommending that the award alternate between edited volumes and authored volumes in order to recognize the differential contributions of authors and editors to the two types of books. The committee will continue to strategize about methods for increasing the visibility of the Call for Nominations and the number of books nominated each award cycle.

D. Book Series Report

Zapf reported that two book proposals are under review, one book just came out, and several are in progress. If interested in proposing a book for the series, please contact Patricia Zapf (patricia.zapf@gmail.com).

E. Psychology, Public Policy, and Law

Roesch reported that PPP&L submissions have increased. The journal had 86 submissions in 2010, which represents a 26% increase over the 2009 submission rate. Although the journal is still below their allotted page limit, Roesch reported that he expects it will be closer to allocation in 2011. The journal's impact factor is 2.14 and ranked well in both psychology and law journals and law journals.

Meeting was adjourned at 5: 14 pm.

Respectfully submitted,
Eve M. Brank
Division Secretary

AP-LS NEWS, Summer 2011

APA Annual Convention 2011 Division 41 Schedule

Washington, DC

August 4 - 7, 2011

Co-Chairs: Lora Levett & Chris Finello
website: www.apa.org/convention11/program.html

Come to Washington D.C. August 4th – 7th and check out the exciting Division 41 AP-LS program!

This year's program theme is Veterans, Military Service Members, and Criminal Justice, and we've got some terrific panels planned around this theme in addition to our general AP-LS programming. If you would like a copy of the complete program, please email the program co-chairs – Lora Levett (llevett@ufl.edu) and Chris Finello (cfinello@pmhcc.org).

We will have a hospitality suite in the Renaissance Washington Hotel. All are welcome to come by the suite. Also, look for fliers at the conference sessions and in the hospitality suite with a list of informal programming events that will be held there. 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

VETERANS, MILITARY SERVICE MEMBERS, AND CRIMINAL JUSTICE THEMED PROGRAMMING:

Invited Symposium: Responding to Emergent Issues for Combat Veterans Involved in the Criminal Justice System

8/04 Thu: 1:00 PM - 2:50 PM Convention Center, Room 206

Chair

Patricia A. Griffin, PhD, Pennsylvania Mental Health and Justice Center of Excellence, Wyndmoor

Papers:

Title: Why This Is Different

Henry J. Steadman, PhD, Policy Research Associates, Inc., Delmar, NY

Title: View From the Bench: A Veterans Trauma Court

The Hon. Ronald G. Crowder, JD, District Court, Colorado Springs, CO

Title: U.S. Department of Veterans Affairs Responds: The Veterans Justice Outreach Initiative

James McGuire, PhD, LCSW, U.S. Department of Veterans Affairs, Los Angeles, CA

Title: Connecticut's Jail Diversion Efforts for Veterans

Dave Kennedy, Southeastern Mental Health Authority, Norwich, CT

Presidential Address

8/04 Thu: 4:00 PM - 4:50 PM Renaissance Washington Hotel, Mount Vernon Square Room A

Title: Diverting Veterans With Behavioral Health Problems From the Justice System

Patricia A. Griffin, PhD, Pennsylvania Mental Health and Justice Center of Excellence, Wyndmoor

Invited Address: Eric Elbogen, PhD

8/06 Sat: 9:00 AM - 9:50 AM Convention Center, East Overlook Room

Title: Assessing and Managing Violence Risk Among Iraq and Afghanistan Veterans

Eric B. Elbogen, PhD, University of North Carolina at Chapel Hill

Invited Address: Annette Christy, PhD

8/06 Sat: 11:00 AM - 11:50 AM, Convention Center, Room 204B

Title: What Is a Veteran? Why Identification of Veterans in the Criminal Justice System Is Important to Research, Policy, and Clinical Practice

Annette Christy, PhD, University of South Florida

Invited Symposium: American Academy of Forensic Psychology

8/05 Fri: 4:00 PM - 4:50 PM Convention Center, Room 152B

Chair

Anita Boss, PsyD, Independent Practice, Alexandria, VA

Participants:

Michael Sweda, PhD, Walter Reed Army Medical Center, Washington, DC Paul Montalbano, PhD, Walter Reed Army Medical Center, Washington, DC

Maj. Samantha Benesh, PhD, Walter Reed Army Medical Center, Washington, DC Maj. Raymond McClenen, PsyD, Walter Reed Army Medical Center, Washington, DC

In 2007, Walter Reed Army Medical Center (WRAMC) initiated both a two-year postdoctoral training program in forensic psychology and a Forensic Psychology Service. The scope of forensic psychological training opportunities, forensic consultation, and forensic research opportunities in the military will be discussed. WRAMC forensic psychologists and postdoctoral fellows have consulted on courts martial cases worldwide, and the training program offers rotations with the FBI, US Marshals, and other federal agencies along with a placement at St. Elizabeths Hospital in Washington DC. Differences between military and civilian forensic practice will be discussed, along with new opportunities that will occur with the opening of the Center for Forensic Behavioral Sciences at the new Walter Reed National Military Medical Center.



Paper Session: Veterans, Military Service Members, and Criminal Justice Programming—I

8/04 Thu: 9:00 AM - 9:50 AM, Convention Center Room 102A

Chair

Annette Christy, PhD, University of South Florida

Papers:

Title: Rebuilding the Forensic Criminal Justice System in Post-Katrina New Orleans: The Development of a Veterans Treatment Court

Gina M. Manguno-Mire, PhD, Tulane University School of Medicine

John W. Thompson, MD, Tulane University School of Medicine

Arthur L. Hunter, JD, New Orleans Criminal District Court, LA

Lilia Valdez-Lindsley, LCSW, Southeast Louisiana Veterans Health Care System, New Orleans

Title: Veterans on Trial: Juror Attitudes and Behaviors Toward Veterans With Posttraumatic Stress Disorder

Jennifer O. Kelly, MA, University of Alabama

Stanley L. Brodsky, PhD, University of Alabama

Title: Veteran Peer Mentors in Florida's SAMHSA Justice Diversion Trauma Recovery Initiative

Annette Christy, PhD, University of South Florida

Colleen Clark, PhD, University of South Florida

Sarah Rynearson-Moody, MS, University of South Florida

Autumn Frei, MS, University of South Florida

Paper Session: Veterans, Military Service Members, and Criminal Justice Programming—II

8/05 Fri: 5:00 PM - 5:50 PM Convention Center, Room 103A

Chair

Christopher M. Weaver, PhD, MA, Palo Alto University

Papers:

Title: Distinguishing Between Authentic and Feigned PTSD in Veterans Seeking Disability Status

Erika L. Liljedahl, PsyD, NCS, Inc., Chicago, IL

Title: Understanding the Transition of Military Veterans Into Law Enforcement Careers

Laura A. Zimmerman, PhD, Applied Research Associates, Arlington, VA

Arnold Daxe, MA, International Association of Chiefs of Police, Alexandria, VA

Title: Police and Veteran Interaction Training: Impacting Police Knowledge, Skills, and Attitudes at Post-Training and Follow-Up

Christopher M. Weaver, PhD, MA, Palo Alto University

Alexandra Garber, BA, Palo Alto University

David Joseph, PhD, Oakland Veterans Center, CA

Shara N. Dongon, BA, Palo Alto University

Amy Fairweather, JD, Swords to Plowshares, San Francisco, CA

Michael van Derwood, MA, Swords to Plowshares, San Francisco, CA

DIVISION 41 – GENERAL PROGRAMMING:

Invited Address: Richard Rogers, PhD

8/05 Fri: 1:00 PM – 1:50 PM, Convention Center, Room 204B

Richard Rogers is the recipient of the 2011 Award for Distinguished Contributions to Research in Public Policy.

Symposium: Role of Public Policy in Forensic Psychology Training and Practice—Benefiting Us and Them

8/05 Fri: 10:00 AM - 10:50 AM, Convention Center, Room 103B

Chair

Arthur Evans, PhD, City of Philadelphia, PA

Papers:

Title: Obtaining Public Policy Experience in Graduate School: Gaining Skills for the Next Step

Kathleen Kemp, MA, MS, City of Philadelphia, PA

Title: The Importance of Public Policy Experience at the Internship and Fellowship Stages: Applying What You've Learned

Amanda Zelechowski, PhD, JD, City of Philadelphia, PA

Title: Putting It All Together: Starting and Maintaining a Career in Public Policy

Christina Finello, PhD, JD, City of Philadelphia, PA

Symposium: Understanding and Addressing the Commercial Sexual Exploitation of Adolescent Girls in the United States

8/06 Sat: 12:00 PM - 12:50 PM, Convention Center, Room 102B

Chair:

Abigail M. Judge, PhD, Harvard Medical School

Papers:

Title: Clinical Issues Affecting the Identification, Assessment, and Treatment of Adolescent Girls Involved in Commercial Sexual Exploitation in the United States

Jennifer A. Murphy, PhD, Harvard Medical School

Title: My Life My Choice Project: A Curriculum to Prevent Involvement in Commercial Sexual Exploitation

Audrey Porter, Justice Resource Institute, Boston, MA

Lisa Goldblatt Grace, LCSW, MPH, Justice Resource Institute, Boston, MA

Symposium: Juvenile Psychopathy and Juvenile Punishment--What the Psychological Literature and the Supreme Court Tell Us

8/07 Sun: 9:00 AM - 10:50 AM, Convention Center, Room 152A

Chair:

Antoinette E. Kavanaugh, PhD, Northwestern University

Papers:

Title: U.S. Supreme Court Opinions

Uduakobong N. Ikpe, PhD, JD, Institute for Behavioral Sciences and the Law, Miami, FL

Title: Persistence of Juvenile Psychopathy Into Adulthood

Casey Sharpe, PsyD, Chicago School of Professional Psychology

Title: Emerging Legislative Trends in Imposing Life Without Parole for Juveniles Who Commit Homicide Offenses

Jammie S. Rubio, BS, Chicago School of Professional Psychology

Title: Do Laws Authorizing Transfer of Juveniles Into Adult Court Ignore Prevalent Psychological Literature on Adolescent Development?

Elissa Johnson, BA, Loyola University Chicago

Title: Broader Legal Implications of Juvenile Psychopathy Research and Incarceration Racial Disparities Among Juvenile Offenders

Kendell L. Coker, PhD, Chicago School of Professional Psychology

Discussants:

Sacha M. Coupet, PhD, JD, Loyola University Chicago

Laura G. Kirsch, PhD, Curry College

Paper Session: Assessment Instruments in Various Forensic Contexts

8/04 Thu: 8:00 AM - 8:50 AM, Convention Center, Room 209A

Chair

Christopher M. Weaver, PhD, MA, Palo Alto University

Papers:

Title: PTSD Symptom Validity: Initial Psychometric Data on Malingering Detection Strategy Indices in a Piloted New PTSD Instrument

Christopher M. Weaver, PhD, MA, Palo Alto University

Kim Yano, MA, MS, Palo Alto University

Rebecca Jackson, PhD, Palo Alto University

Erina Hsu, MA, Palo Alto University

Hannah Neumann, BA, Palo Alto University

Alexandra Garber, BA, Palo Alto University

Title: The Measure of Delinquency—Revised: Examining Delinquent Behavior in a College Sample

Amy Rodriguez, MA, University of Alabama

Dia N. Brannen, PhD, University of Alabama

Victoria Tomczak, PhD, University of Alabama

Carl B. Clements, PhD, University of Alabama

Title: Comparing the M-PULSE Inventory and MMPI-2: Empirical Overlap and the Prediction of Liability Outcomes in 7,161 Law Enforcement Officers

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

Robert D. Davis, PhD, MP, Matrix, Inc., Baton Rouge, LA

Cary D. Rostow, PhD, MP, Matrix, Inc., Baton Rouge, LA

Paper Session: Developments in Assessment of Competency to Stand Trial

8/06 Sat: 8:00 AM - 8:50 AM, Convention Center, Room 144A

Chair

Linda J. Baum, PhD, Eastern Virginia Medical School

Papers:

Title: Examination of Factors Contributing to Juveniles' Competence to Stand Trial

Allison M. Osborn, PsyD, Child Study and Treatment Center, Lakewood, WA

Fran Lexcen, PhD, Child Study and Treatment Center, Lakewood, WA

Title: Malingered Incompetence to Stand Trial: Do Psychiatrists Rely on Certain Symptom Patterns When Assessing Potential Malingering?

Lia N. Rohlehr, MA, Fordham University

Barry Rosenfeld, PhD, Fordham University

Debbie Green, PhD, Fordham University

Brian Belfi, PsyD, Kirby Forensic Psychiatric Center, New York, NY

Title: Competency Restoration: Factors Associated With an Inability to Restore

Linda J. Baum, PhD, Eastern Virginia Medical School

Tracy O'Connor Pennuto, JD, PhD, Eastern Virginia Medical School

Lisa-Marie Brown, BA, Regent University

J.D. Ball, PhD, Eastern Virginia Medical School

Paper Session: Emerging Issues in Juvenile Justice

8/07 Sun: 8:00 AM - 8:50 AM, Convention Center, Room 143A

Chair:

Susan G. Goldberg, PhD, JD, Duquesne University

Papers:

Title: Searching for the Transformative Subject: Parole Decision Making, Institutional Programming, and Juvenile Violence Risk Assessment

Kevin Barnes-Ceeney, MA, City University of New York John Jay College of Criminal Justice

Title: Applying Culturally Competent Group Interventions to African American and Latino Adolescents in Juvenile Justice Settings

Britne R. Amos, MA, Western Michigan University

Darlene Perry, PhD, Chicago School of Professional Psychology

Kendell L. Coker, PhD, Chicago School of Professional Psychology

Title: Disproportionate Minority Confinement Among Juvenile Sex Offenders: Findings and Implications

Dawn Lovelace, PsyD, Virginia Department of Juvenile Justice, Culpeper

Miho M. Outhouse, PsyD, MA, Virginia Department of Juvenile Justice, Culpeper

Susan G. Goldberg, PhD, JD, Duquesne University

Paper Session: Contemporary Issues in Psychology and Law

8/07 Sun: 11:00 AM - 11:50 AM, Convention Center, Room 204C

Chair

David S. DeMatteo, JD, PhD, Drexel University

Papers:

Title: Death Penalty Mitigation: The Combined Effect of Age and Criminal History on Sentencing

Michael E. Keesler, BA, Drexel University

Melinda Wolbransky, MS, Drexel University

Pam Laughon, PhD, University of North Carolina at Asheville

David S. DeMatteo, JD, PhD,

Title: Severity of Intimate Partner Violence Behaviors in Spain: What Is the Role of Stalking?

Rosa M. Vinas-Racionero, MA, City University of New York John Jay College of Criminal Justice

Chitra Raghavan, PhD, City University of New York John Jay College of Criminal Justice

Miguel-Angel Soria-Verde, PhD, Universitat de Barcelona, Spain

Remei Prat-Santaolalia, PhD, Universitat Autònoma de Barcelona, Bellaterra, Cerdanyola del Valles, Spain

Title: Factors Affecting Judges' Decision Regarding Sentencing: The Role of Mental Health Evaluations

Patrick H.F. Baillie, PhD, Alberta Health Services, Calgary, AB, Canada

Skill-Building Session: The Psychologist's Role in the Collaborative Divorce Process

8/05 Fri: 8:00 AM - 8:50 AM, Convention Center, Room 204B

Teresa F. Parnell, PsyD, Teresa F. Parnell, PsyD, P.A., Maitland, FL



Poster Session I

8/04 Thu: 11:00 AM - 11:50 AM, Convention Center Halls D and E

Posters:

Title: Executive Functioning: Assessing for Conduct Problems and Criminal Behavior

Christian M. Trausch, BA, Alliant International University—Irvine

Title: Forensic Expertise for Individuals on the Autistic Spectrum

C. Rick Ellis, EdD, Independent Practice, Virginia Beach, VA

Title: Signature and Victim Resistance in Serial Rape

Negin Pahlavan, MA, Argosy University, Washington, DC

Jessica R. Gurley, PhD, Argosy University, Washington, DC

James E. Sexton, PhD, Argosy University, Washington, DC

Title: Crime, Justice, and Ignorance: The Importance of Public Education in Public Policy

Natalie M. Anumba, MS, Drexel University

David S. DeMatteo, JD, PhD, Drexel University

Title: View From the Inside: Women in Prison

Lorraine A. Land, PhD, Academic Assessment Alternatives, LLC,

Washington, DC

Title: Outcome Evaluation of a Specialized Mental Health Probation Unit

Damon Mitchell, PhD, Central Connecticut State University

Stephen M. Cox, PhD, Central Connecticut State University

Title: From Victim to Perpetrator: The Role of Childhood Sexual Abuse in the Later Commission of Sexual Offenses

Adeena M. Gabriel, BA, Fairleigh Dickinson University

Robert A. Prentky, PhD, Fairleigh Dickinson University

Title: Correlations Between Selected Rorschach Variables and IQ Measures for Juvenile Offenders in Washington, DC

Author: Marc J. Diener, PhD, Argosy University, Washington, DC

Cari Brault, MA, Argosy University, Washington, DC

George Striker, PhD, Argosy University, Washington, DC

Malcolm Woodland, PhD, Child Guidance Clinic, Washington, DC

Title: Developing a Partnership Between Argosy University, Seattle and the Northwest Immigrant Rights Project to Provide Cross-Cultural Forensic Assessments

Claudette S. Antuna, MSW, LCSW, Argosy University, Seattle

Beverly I. Underwood, MSW, MA, Argosy University, Seattle

Title: Factor Structure of the PCL-R in a Multiethnic Population of Insanity Acquittes

Wendy Chan, PsyD, Patton State Hospital, CA

Joanne M. Hung, BA, Azusa Pacific University

Annette Ermshar, PhD, Alliant International University—Los Angeles

Robert Welsh, PhD, Azusa Pacific University

Kevin Reimer, PhD, Azusa Pacific University

Title: Forensic Utility of the Rorschach Inkblot Test

Jason M. Smith, MS, BS, Carlos Albizu University Doral Campus

Enna E. Taylor, MS, BS, Carlos Albizu University Doral Campus

David Landry, MS, BS, Carlos Albizu University Doral Campus

Carl Gacono, PhD, Independent Practice, Austin, TX

Title: Criminal Responsibility Evaluations: Legal Professionals' Preference Between Psychologists and Psychiatrists As Mental Health Experts Witnesses

Krystal R. Gregg, MA, George Fox University

Alex Milkey, PsyD, Northwest Forensic Institute, LLC, Portland, OR

Mary A. Peterson, PhD, George Fox University

Kathleen A. Gathercoal, PhD, George Fox University

Title: Criminal Thinking and Callousness in College Psychopaths

Rebecca L. Schwartz, MS, West Virginia University

William Fremouw, PhD, West Virginia University

Title: Do Jurors' Gender and Age Moderate Differences in Perceptions of Witness Credibility and Defendant Guilt?

Kathlyn Vo, BA, Palo Alto University

Rowena G. Gomez, PhD, Palo Alto University

Christopher M. Weaver, PhD, MA, Palo Alto University

Nicole D. Ng, BA, Palo Alto University

Yuliana Noniyeva, BA, Palo Alto University

Viktoriya Samarina, BA, Palo Alto University

Kaycee Rashid, BA, Palo Alto University

Title: Substance Abuse and Posttraumatic Stress Disorder in Incarcerated Males: The Revictimization Cycle and Recommendations for Integrated Treatment

Annemarie D' Ambrosio, MA, Argosy University, Washington, DC

Jessica R. Gurley, PhD, Argosy University, Washington, DC

Title: Exploration of Gambling and Criminal Behaviors Among Members of Veterans Organizations

Samantha R. Dugan-Wilson, BS, School of Professional Psychology at Forest Institute

Matthew Dzak, BS, School of Professional Psychology at Forest Institute

Title: Perceived Climate Toward Sexual Minorities in a Juvenile-Justice Setting

Heidi J. Erickson, BA, Regent University

Mark A. Yarhouse, PsyD, Regent University

Lee Underwood, PsyD, Regent University

Title: Parent—Child Estrangement in High-Conflict Divorce Cases: An Exploratory Study

Sara Salter, PhD, Nova Southeastern University

Jan Faust, PhD, Nova Southeastern University

Martha Jacobson, PhD, Independent Practice, Hollywood, FL

Title: Examination of Cinematic Killers Using a Serial-Killer Typology With Associated Characteristics

Jim F. Iaccino, PhD, MA, Chicago School of Professional Psychology

Jenna E. Dondero, MA, Chicago School of Professional Psychology

Title: Intrasubtest Scatter on Intellectual Measures As an Indicator of Poor Effort in Litigated Multidiagnostic Disability Claimants

Luis M. Iturriaga, PhD, Independent Practice, San Diego, CA

Title: Building a Practice Based on Hatred: Perils and Rewards of Working With Custody and Visitation Issues

Edward D. Farber, PhD, Independent Practice, Reston, VA

Title: Criminal Thinking and Psychiatric Presentation: A Comparison of Offenders With Mental Illness and Psychiatric Patients

Nicole R. Gross, MA, Texas Tech University

Sean M. Mitchell, Texas Tech University

Matthew N. Gutierrez, Texas Tech University

Robert D. Morgan, PhD, Texas Tech University

Poster Session II

8/06 Sat: 10:00 AM - 10:50 AM, Convention Center Halls D and E

Posters:

Title: Assessment of Litigation History and Malingering Measures Among Personal Injury Litigants

Ashley K. Christiansen, MA, University of Houston

Mary-Madison Eagle, BA, University of Houston

Ivy Ruths, MA, University of Houston

John P. Vincent, PhD, University of Houston

Title: Evaluation of Self-Esteem, Coping, and Spirituality in First-Responders Versus Normals

Ryan M. Weston, BA, Saint Leo University

Tara Baseil, BS, Saint Leo University

Kevin M. Kieffer, PhD, Saint Leo University

Title: Deconstructing the Minds of Jurors: Beliefs About DNA Evidence and Their Relation to Guilty Verdicts

Michelle L. Nadeau, PhD, MA, Texas Woman's University

Sally D. Stabb, PhD, Texas Woman's University

Linda J. Rubin, PhD, Texas Woman's University

Kenneth Foster, PhD, Texas Woman's University

Christian L. Hart, PhD, Texas Woman's University

Title: Misjudging Defendant Demeanor in False Confession Cases: An Estimate of Prevalence

Wendy P. Heath, PhD, Rider University

Title: Assessment in Law Enforcement Academies: Predictors of Peace Officer Student Success

Laura E. Plybon, PhD, MA, Drury University

Tony Bowers, MS, Drury University Law Enforcement Academy

Title: Predicting Parent Depressive Symptoms in Family Litigation Cases

Jan Faust, PhD, Nova Southeastern University

Rebecca Hernandez, BA, Nova Southeastern University

Crystal Langlois, MS, Nova Southeastern University

Erin K. Conant, BA, Nova Southeastern University

Sarah M. Nelson, BA, Nova Southeastern University

Katie Hoefling, MS, Nova Southeastern University

Title: Use of Rorschach in Court: An Examination of Case Law

Jessica R. Gurley, PhD, Argosy University, Washington, DC

Mitchell H. Hugonnet, PharmD, Superior Court of DC Child Guidance Clinic, Washington, DC

Marlena Clemons, BS, Argosy University, Washington, DC

Joanne Friedman, MA, Argosy University, Washington, DC

Brian Mcaleney, BA,

Brittany Sheehan, BS, Argosy University, Washington, DC

Title: Predictors of Juvenile Transfer to Adult Court

Victor M. Araujo, University of California—Irvine

Joseph R. Bodle, University of California—Irvine

Title: Effects of Incarceration on Blame Attribution in Cases of Stranger and Acquaintance Rape

Ashley S. Kopp, BS, School of Professional Psychology at Forest Institute

Jamie A. Bell, MS, School of Professional Psychology at Forest Institute

Title: Impact of Experience on Learning and Retention in Police Officers Trained to Respond to Veterans in Crisis

Shara N. Dongon, BA, Palo Alto University

Erina Hsu, MA, Palo Alto University

Alexandra Garber, BA, Palo Alto University

Christopher M. Weaver, PhD, MA, Palo Alto University

Title: Factor Structure of the Psychopathy Checklist—Revised With Female Insanity Acquittes

Janira Jacobs-Beye, PsyD, Pleasant Valley State Prison, Coalinga, CA

Andres Chou, MA, Azusa Pacific University

Kevin Reimer, PhD, Azusa Pacific University

Robert Welsh, PhD, Azusa Pacific University

Annette Ermshar, PhD, Alliant International University—LA

Kimberly Alfano, PsyD, Independent Practice, Los Angeles, CA

Title: Identifying Pseudopsychopathy: Development of a Diagnostic Tool for Psychopathy Induced by Frontal Lobe Damage

Jennifer L. Christman, MA, Argosy University, Washington, DC

Jessica R. Gurley, PhD, Argosy University, Washington, DC

Alison August-Fedio, PhD, PsyD, Argosy University, Washington, DC

Title: Roles of Criminal Record and Mental Illness in College Admissions: Student Perceptions of Hypothetical Applicants

Kendra M. Anderson, BA, University of Central Arkansas

Femina P. Varghese, PhD, University of Central Arkansas

Nathaniel Norwood, University of Central Arkansas

Title: You've Been Served: An Examination of Attitudes Toward Jury Service

Jacqueline R. Pope, PhD, Western Kentucky University

Alayna McDade, MA, Western Kentucky University

Title: Anticipating the Effects of Health Information Technology Within the Mental Health Field

Ashley S. Harron, MA, Widener University



Title: Effect of Prior Mental Health Problems on Symptom Presentation in Simulated Civil Litigation

Ivy Ruths, MA, University of Houston
Ashley K. Christiansen, MA, University of Houston
Mary-Madison Eagle, BA, University of Houston
John P. Vincent, PhD, University of Houston

Title: Substance Use Outcomes in PTSD+ Veterans: Is Psychopathy a Predictor?

Sheresa C. Christopher, BA, Palo Alto University
Daniel Bowman, MA, VA Palo Alto Healthcare Services, Menlo Park, CA
Hannah Neumann, BA, Palo Alto University
Caroline Mok, MS, Palo Alto University
Jodie Trafton, PhD, VA Palo Alto Healthcare Services, Menlo Park, CA
Christopher M. Weaver, PhD, MA, Palo Alto University

Title: Homosexual and Same-Sex Stalking: An Analysis of Student Perception

Scott S. Shipman, BS, Missouri State University
Paul Deal, PhD, Missouri State University

Title: Veterans Court in the 15th Judicial Circuit of Alabama: Preliminary Outcome Measures and Caseload Projections for Year One

Amy F. Hinton, MPA, Auburn University at Montgomery
Thomas A. Petee, PhD, Auburn University at Montgomery
Tracy S. McCooey, JD, 15th Judicial Circuit of Alabama, Montgomery

Title: Correlates of Continuity and Change in Psychopathic Traits in Adolescent Sex Offenders

Jan Everhart Newman, JD, BA, Auburn University
Barry R. Burkhart, PhD, Auburn University
Jessica Y. Britt, No Degree, Auburn University
Kelli Thompson, Auburn University

Title: Impact of Family Involvement in Treatment on Recidivism Rates of Juvenile Male Sex Offenders

Irene A. Guya-Allen, MA, University of North Dakota

Executive Committee Meeting

8/03 Wed: 5:00 PM - 8:50 PM, Renaissance Washington Hotel, Meeting Rooms 8 and 9

Business Meeting, Division 41

8/04 Thu: 5:00 PM - 5:50 PM, Renaissance Washington Hotel, Mount Vernon Square Room A

Division 41 Social Hour

8/04 Thu: 6:00 PM - 7:50 PM, Renaissance Washington Hotel, Mount Vernon Square Room

APF/APA Awards Ceremony

08/05 Fri: 4:00 PM – 6:00 PM, Grand Hyatt Washington Hotel, Independence Ballroom A
Presentation of the Distinguished Contributions to Research in Public Policy Award to Richard Rogers

Presidential Column, Continued from p. 2

Membership

Developing a better understanding of our membership has been one of my priorities over this past year. We have now received our 2010 AP-LS/APA joint membership numbers; consistent with the trend of recent years, we continue to see a decline in joint membership.

Our 2010 joint membership was 1,726, which is 96 fewer joint members than 2009 and almost 600 fewer than our 2,325 highest joint membership of 2000. Of the 2010 joint members, 1,529 are APA Members (doctorate in psychology or related field), 22 are APA Associates (masters or 2 years of psychology graduate study), and 175 are APA Fellows. These numbers do not include our student members (853 at last count), international affiliates, or members of AP-LS but not APA.

Women represent 33% of our AP-LS/APA members, while 22% of our 175 fellows are women. Almost 84% of our AP-LS/APA members identify their race/ethnicity as White, while 2% identify themselves as Black, 2% as Hispanic, and 1% as Asian-American. Almost 10% do not specify race/ethnicity; nearly 99% have a doctorate.

Fewer than 7% of our joint AP-LS/APA members are under the age of 40. Our mean age is 58 years, and 11% of our organization is 70 years or older. A total of 10% of our joint members completed their degrees less than 10 years ago. Degree completion occurred 20+ years for 66% of our AP-LS/APA members.

The vast majority (77%) describe their current major field as Health Service Provider, with another 10% in Research and related sub-fields. Some 79% are licensed. A total of 146 members (9%) hold forensic diplomate status from ABPP. Another 87 (5%) have a clinical psychology diplomate from ABPP, with an additional 68 holding other ABPP diplomates.

The primary work settings for full-time employed joint members are independent practice (42%), university and other academic settings (24%), government (10%), and hospital and other human service settings (10%). Two percent of our AP-LS/APA joint members are retired with half of those describing themselves as still working.

Despite knowing more than we did about our membership, it would be helpful to learn more. In particular, we know less than we should about those who are AP-LS but not APA members, since much of our membership information comes from APA. Both Brian Cutler and Bill Foote plan to devote significant energy to this issue.

Finally, many thanks to a productive and collegial Executive Committee. It has been a real pleasure working with all of you. As I leave this position, I also want to acknowledge those of you who built AP-LS and led it before me. I hope that our collective efforts will continue to support a strong, vibrant organization that many of us consider our professional home.

Minority Affairs Committee: Diversity in Psychology and Law Column

Remembering David Baldus

by Jennifer Hunt & Sam Sommers

David C. Baldus, a researcher whose work greatly advanced the field's understanding of racial discrimination in death penalty cases, died on June 13, 2011 from complications of colon cancer. Professor Baldus served on the faculty of the University of Iowa College of Law for 42 years, holding the Joseph B. Bye Professorship. He published numerous law review articles and book chapters, as well as two books, "Statistical Proof of Discrimination" and "Equal Justice and the Death Penalty."

Professor Baldus became interested in effects of race on capital cases following the Supreme Court's 1976 ruling in *Gregg v. Georgia*. This ruling held that, if sentencing procedures that minimized discretion and arbitrariness were followed, a death sentence should not be considered cruel and unusual punishment under the Eighth Amendment. Baldus was concerned, however, that the procedures approved by the Court would not eliminate racial discrimination in capital sentencing.

To investigate whether such discrimination occurred, Professor Baldus and his colleagues, Charles Pulaski and George Woodworth, began a groundbreaking analysis of over 2,000 murder cases in the state of Georgia. They coded the cases on over 200 dimensions, including the race of the defendant and of the victim. Their research (Baldus, Pulaski, & Woodworth, 1983) demonstrated that, although defendant race could not be shown to have a strong impact on capital sentencing when all other factors were controlled, the race of the victim did, with defendants accused of murdering White victims receiving the death penalty 4.3 times more often than defendants accused of murdering Black victims. Notably, the impact of victim race persisted even when hundreds of other case variables were statistically controlled.

This research had a profound effect on the field's understanding of racial discrimination in charging and sentencing decisions, showing that simply comparing defendants of different races may obscure some of the subtle and complex manifestations of racial bias in criminal trials. In addition, Baldus's approach to quantitatively demonstrating discrimination in actual cases made important methodological contributions to the growing field of empirical legal studies (Baldus, 1980).

The Georgia study came before the Supreme Court in the case *McCleskey v. Kemp* (1987), in which a Black defendant appealed his death sentence on the grounds that it violated the Equal Protection Clause of the 14th Amendment and the Cruel and Unusual Punishments Clause of the 8th Amendment. In a controversial 5-4 decision, the Court held that statistical evidence of aggregate racial discrimination does not provide evidence that bias occurred in any individual case, nor does it indicate a "systemic defect" in the state's capital sentencing procedures. However, years later, when asked if there was any case in which he regretted his vote, *AP-LS NEWS, Summer 2011*

Justice Lewis Powell—who had written the majority's opinion—quickly cited *McCleskey* (Jeffries, 1994).

After *McCleskey*, Professor Baldus continued to conduct research on racial discrimination in the administration of the death penalty and the selection of juries, assessing cases in Philadelphia (Baldus, Woodworth, Zuckerman, Weiner, & Broffitt, 1998), Southwest Arkansas (Baldus, Brain, Weiner, & Woodworth, 2009), and Nebraska (Baldus, Woodworth, Grosso, & Christ, 2002). This body of research demonstrated that different patterns and magnitudes of racial discrimination existed across jurisdictions. On the basis of this work, Baldus argued that racial discrimination in capital sentencing was not "inevitable," and that it was possible to devise legal procedures that reduce the impact of race without "eviscerating" the death penalty. He also called for greater attention to racial biases related to the perceived worth of crime victims and was a strong advocate for the continued empirical study of discrimination in the law (Baldus & Woodworth, 2004).

On a more personal note, Professor Baldus served as a mentor—both formally and informally—for generations of scholars inspired by research in the burgeoning area of empirical legal studies. Despite his status as one of the pioneers in this area, he remained eminently approachable and unfailingly generous with his thoughts and time.

For example, one of us (SS) recalls feeling daunted when, as a junior faculty member, he was scheduled to give a presentation at an empirical legal studies conference for which Professor Baldus was the assigned discussant. However, Professor Baldus gave a thoughtful, measured, and kind response to the presentation, followed by a collegial conversation and offer of collaboration. In the years after, several similar encounters left the distinct impression that, for all of his academic accomplishments and legal legacy, Professor Baldus may have been even more impressive as a person, colleague, and friend.

Professor David C. Baldus was a pioneer in the area of empirical legal studies and a major contributor to our understanding of racial discrimination in legal contexts. He will be missed tremendously, both intellectually and personally.

References

- Baldus, D. (1980). Quantitative methods for judging the comparative excessiveness of death sentences. In M. Saks & C. Baron (Eds.), *The use/nonuse/misuse of applied social research in the court* (pp. 83-94). Cambridge, MA: ABT Books.
- Baldus, D., Brain, J., Weiner, N.A., & Woodworth, G. (2009). Evidence of racial discrimination in the use of the death penalty: A story From southwest Arkansas (1990-2005) with special reference to the case of death row inmate Frank Williams, Jr. *Tennessee Law Review*, 76, 555-830.

Continued on p. 41



Research Briefs

Editor: Maria Hartwig, Ph.D

Applebaum, K. L., Savageau, J. A., Trestman, R. L., Metzner, J. L., & Baillargeon, J. (2011). **A national survey of self-injurious behavior in American prisons.** *Psychiatric Services, 62*, 285-290. Surveyed mental health directors of U.S. prison systems regarding self-injurious behavior among inmates. Directors overall reported fewer than 2% of inmates engage in self-injurious behavior, most often among those in maximum-security or lockdown units and personality disordered inmates. Most directors acknowledged little record keeping on self-injurious behavior and inconsistency in staff responses to such behavior.

Blackburn, A. G., Fowler, S. K., Mullings, J. L., & Marquart, J. W. (2011). **When boundaries are broken: Inmate perceptions of correctional staff boundary violations.** *Deviant Behavior, 32*, 351-378. doi: 10.1080/01639621003748837. Examined gender differences in inmate perceptions of staff boundary violations among 499 male and 436 female inmates in a state prison system. Male offenders were significantly more supportive of professional boundary violations than female offenders, and victims of sexual abuse were significantly less supportive of boundary violations than nonvictims. However, the effect of gender mediated the effect of prior victimization on support of boundary violations.

Cold, J. & Ullrich, S. (2011). **Prisoners with psychosis in England and Wales: Diversion to psychiatric inpatient services?** *International Journal of Law and Psychiatry, 34*, 99-108. doi:10.1016/j.ijlp.2011.02.003. Investigated

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

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!

the prevalence of psychotic illness in prisons in England and Wales, as well as differences between psychotic prisoners and household samples. Prisoners were more often substance abusers, demonstrated behavior problems prior to their criminal record, were less likely to have been inpatients and less likely to be receiving mental health treatment. The authors note that diversion is not possible without improved screening for psychosis among prisoners.

Combalbert, N. Bazex, H., & Andronikof, A. (2011). **Study of the correlation between psychiatric and psychological diagnoses in sample offenders.** *International Journal of Law and Psychiatry, 34*, 44-48. doi: 10.1016/j.ijlp.2010.11.007. Examined the inter-observer agreement on diagnoses of 505 male offenders made by psychiatrists and psychologists in France between 1990 and 2003. The results indicate an inter-observer agreement ranging from 0.55 (low) to 0.71 (good). The authors recommend the use of the same assessment protocol and/or diagnostic method to improve the consistency of offender assessment.

Cullen, A. E., Soria, C., Clarke, A. Y., Dean, K., & Fahy, T. (2011). **Factors predicting dropout from the reasoning and rehabilitation program with mentally disordered offenders.** *Criminal Justice and Behavior, 38*, 217-230. doi: 10.1177/0093854810393659. Data from a randomized controlled trial of a program for mentally disordered offenders (n = 44) were examined to determine predictors of dropout from treatment. Half of the offenders left the program prematurely. Dropout was found to be associated with scores on two scales of the HCR-20, Factor 2 score on the PCL-R, antisocial personality disorder, psychopathy, and recent violence, with the last three factors being the strongest predictors.

Diseth, R. R., Bøggwalk, K., & Høglend, P. A. (2011). **Attitudes among stakeholders towards compulsory mental health care in Norway.** *International Journal of Law and Psychiatry, 34*, 1-6. doi: 10.1016/j.ijlp.2010.11.001. Investigated attitudes toward coercion in mental health care under Norwegian Mental Health Care Act among 62 respondents comprising 6 comparison groups: former pa-

tients, patient relatives, supervisory commission members, psychiatrists, physicians, and lawyers. Differences in attitudes were found between groups. The most commonly shared attitude was that a trusting relationship between patient and therapist is more important than the right to an attorney. Psychiatrists and physicians expressed more agreement with the current law than other groups.

Eytan, A., Haller, D. M., Wolff, H., Cerutti, B., Sebo, P., Bertrand, D., & Niveau, G. (2011). **Psychiatric symptoms, psychological distress and somatic comorbidity among remand prisoners in Switzerland.** *International Journal of Law and Psychiatry, 34*, 13-19. doi:10.1016/j.ijlp.2010.11.003. Reviewed 1510 medical files of the prison health service in 2007 to investigate the prevalence of psychiatric symptoms and complaints among remand prisoners. Results indicated associations between psychological symptoms and physical health problems, as well as between substance abuse and somatic health problems. The authors conclude that coordinated health care services are greatly needed in correctional settings.

Gretton, H. M. & Clift, R. J. W. (2011). **The mental health needs of incarcerated youth in British Columbia, Canada.** *International Journal of Law and Psychiatry, 34*, 109-115. doi:10.1016/j.ijlp.2011.02.004. Investigated mental health needs among a sample of 205 male and female incarcerated youth offenders in Canada. The results revealed 91.9% of males and 100% of females met criteria for at least one mental disorder, and substance abuse and dependence disorders were highly prevalent. The authors express hope that their findings will assist clini-

cians, administrators, and policymakers in addressing the mental health needs of incarcerated youth.

King, R. & Robinson, J. (2011). **Obligatory dangerousness criteria in the involuntary commitment and treatment provisions of Australian mental health legislation.** *International Journal of Law and Psychiatry, 34*, 64-70. doi: 10.1016/j.jljp.2010.11.010. Created a classification system using benchmarks for need for care and dangerousness, and investigated the application of this system to Australian mental health legislation. Involuntary civil commitment and treatment (IC&T) legislation of the 8 jurisdictions were successfully classified by the benchmarks. Results suggest this classification system reliably classifies 75% of Australia's mental health legislation and that Australia relies more on the need for care than dangerousness in terms of IC&T.

Kubiak, S. P., Essenmacher, L., Hanna, J., Zeoli, A. (2011). **Co-occurring serious mental illness and substance use disorders within a countrywide system: Who interfaces with the jail and who does not?** *Journal of Offender Rehabilitation, 50*, 1-17. doi: 10.1080/10509674.2011.536717. Examined the relationship between jail and mental health systems using administrative data of 1,440 individuals diagnosed with both a serious mental illness and a co-occurring substance abuse disorder. Results indicated 63% of individuals experienced incarceration within the 48 month period examined. The median length of incarceration was 14 days. Severe substance abuse and being diagnosed with a mental at a young age were significant predictors of incarceration.

Lunsky, Y., Gracey, C., Koegl, C., Bradley, E., Durbin, J., & Raina, P. (2011). **The clinical profile and service needs of psychiatric inpatients with intellectual disabilities and forensic involvement.** *Psychology, Crime & Law, 17*, 9-23. doi:10.1080/10683160903392277. Compared psychiatric diagnoses and clinical issues of forensic psychiatric inpatients with intellectual disability (ID) to non-forensic inpatients with ID and to forensic inpatients without ID. Results indicated the forensic inpatient group had unique demographic characteristics (younger, longer hospitalization and fewer resources) and clinical profiles (more likely to have a personality disorder diagnosis and exhibit more severe symptoms) relative to both groups.

Monahan, K. C., Goldweber, A., & Cauffman, E. (2010). **The effects of visitation on incarcerated juvenile offenders: How contact with the outside impacts adjustment on the inside.** *Law and Human Behavior, 35*, 143-151. doi:10.1007/s10979-010-9220-x. Investigated effects of parents' visitation on 276 newly incarcerated adolescent offenders (14-17 years) in a secure juvenile facility. The youths were interviewed over a 60-day period. Results suggested a positive impact of visitations, regardless of its quality, on the youths. Those who received visits reported more decline in depressive symptoms and the greater the number of visits, the greater the decline.

Olver, M. E., Stockdale, K. C., & Wormith, J. S. (2011). **A meta-analysis of predictors of offender treatment attrition and its relationship to recidivism.** *Journal of Consulting and Clinical Psychology, 79*, 6-21. doi:10.1037/a0022200. Reported a meta-analysis of data from 114 studies of 41,438 of-

fenders receiving treatment services. The overall attrition rate was 27.1%, with higher rates for sex offender and domestic violence programs. Predictors of attrition included antisociality, younger age, low intelligence, low motivation, and risk score. Attrition was a significant predictor of recidivism. The authors conclude that those who would benefit the most from treatment are the least likely to complete.

Ramsay, C. E., Goulding, S. M., Broussard, B., Cristofaro, S. L., Abedi, G. R. & Compton, M. T. (2011). **Prevalence and psychosocial correlates of prior incarcerations in an urban, predominantly African-American sample of hospitalized patients with first-episode psychosis.** *Journal of the American Academy of Psychiatry and Law, 39*, 57-64. Examined the rates of prior incarcerations at first contact with mental health treatment services among a sample of 109 urban, low-income, predominantly African-American patients hospitalized for a first-episode psychosis. 57.8% reported a history of incarceration, and 58.1% of those previously incarcerated reported more than one past incarceration, suggesting the importance of early intervention during the prodrome phase of psychosis.

Ray, B., Dollar, C. B., & Thames, K. M. (2011). **Observations of reintegrative shaming in a mental health court.** *International Journal of Law and Psychiatry, 34*, 49-55. doi: 10.1016/j.jljp.2010.11.008. Investigated stigmatizing and reintegrative shame in criminal and mental health courts among 87 criminal and 91 mental health court cases. Mental health courts are more likely to use reintegrative than stigmatizing shame and more likely to demonstrate respect and

forgiveness than disapproval. It is proposed that the reintegrative shame reduces criminal recidivism. Future research to measure reintegrative shame and its effects on recidivism is suggested.

Ritter, C., Teller, J. L. S., Marcussen, K., Munetz, M. R., & Teasdale, B. (2011). **Crisis intervention team officer dispatch, assessment, and disposition: Interactions with individuals with severe mental illness.** *International Journal of Law and Psychiatry, 34*, 30-38. doi: 10.1016/j.jljp.2010.11.005. Examined 2174 crisis intervention team officers' reports describing individuals in a mental illness crisis from a five year period, to evaluate factors influencing transport decisions of transport to treatment, transport to jail, or no transport. Calls dispatched as suspected suicide were more likely to be transported to treatment than calls describing mental disturbance. Calls dispatched as calls of assistance, disturbance, suspicious person, assault, suspicion of crime, and to meet a citizen were less likely than mental disturbance dispatches to result in transportation to treatment.

Rotter, M., Carr, A., Magyar, M., & Rosenfeld, B. (2011). **From incarceration to community care: Structured assessment of correctional adaptation.** *Journal of the American Academy of Psychiatry and Law, 39*, 72-77. Examined persistent attitudes and behaviors developed by mentally ill offenders during incarceration by administering the Structured Assessment of Correctional Adaptation (SACA) to 149 male residents of a long-term state psychiatric hospital. The SACA demonstrated that patients with histories of incarceration scored higher on the Correctional Adaptation measure. The SACA appears



reliable and valid in examining correctional adaptations that result in antitherapeutic traits and inhibit offenders' transition into clinical settings.

Scott, M. C., Edwards, L., Lussier, L. R., Devine, S., & Easton, C. J. (2011). **Differences in legal characteristics between Caucasian and African-American women diverted into substance abuse treatment.** *Journal of the American Academy of Psychiatry and Law, 39*, 65-71. Examined differences in the legal characteristics of 122 Caucasian and African-American female offenders diverted into substance abuse treatment. African-American offenders were more likely to have been incarcerated at the time of their substance dependency assessment, be undereducated, crack cocaine dependent, and overly exposed to violence than Caucasian offenders, and to have served 13 as opposed to 4 months for their instant offense. However, no differences in the severity of the instant offense were found.

Singh, N. N., Lancioni, G. E., Winton, A. S., Singh, A. N., Adkins, A. D., & Singh, J. (2011). **Can adult offenders with intellectual disabilities use mindfulness based procedures to control their deviant sexual arousal?** *Psychology, Crime, & Law, 17*, 165-179. doi: 10.1080/10683160903392731. Examined the effectiveness of individual self-control strategies, Meditation on the Soles of the Feet, and Mindful Observation of Thought in allowing sexual offenders with intellectual disabilities to control their deviant sexual urges. Participants (n = 3) were most able to control their deviant sexual urges when using Mindful Observations of Thought.

Vinkers, D. J. & Duits, N. (2011). **Crime and mental disorders among native Dutch and ethnic minority juvenile defendants in the Netherlands.** *International Journal of Law and Psychiatry, 34*, 131-134. doi: 10.1016/j.ijlp.2011.02.008. Examined the prevalence of mental disorders, criminal responsibility decisions, and treatment suggestions from pre-trial psychological evaluations of native Dutch and ethnic minority juveniles. While prevalence of mental disorders was comparable for the two groups, criminal responsibility was more often considered diminished or strongly diminished for native Dutch than ethnic minority youth, and recommendations for juvenile institutionalization were more likely for ethnic minorities than native Dutch juveniles.

Warren, L. J., Mullen, P. E., & Ogloff, J. R. P. (2011). **A clinical study of those who utter threats to kill.** *Behavioral Sciences & the Law, 29*, 141-154. doi:10.1002/bsl.974. Examined psychiatric characteristics and subsequent violence among 144 adults, in a community-based forensic mental health center, who expressed explicit threats to kill others. Over 20% committed assaults within 12 months. Significant risk factors include substance abuse, prior violence, limited education and untreated mental disorders. Results indicated that threateners were a psychiatrically complex group similar to other offenders, habitual in their threatening behaviours and usually targeted those they interact with regularly.

Worley, R. M. & Worley, V. B. (2011). **Guards gone wild: A self-report study of correctional officer misconduct and the effect of institutional deviance on "care" within the Texas prison system.** *Deviant Behavior, 32*, 293-319. doi:10.1080/01639621003772738.

Investigated deviant acts by correctional staff as perceived by 501 correction officers from 13 Texas prison facilities. The majority of staff perceived that other staff members were involved in inappropriate or illegal behavior. The authors suggest that this may lead to increased job stress and burn-out if measures are not taken to prevent deviant behavior.

DELIQUENCY/ ANTISOCIAL BEHAVIOR

Baskin-Commers, A. R., Newman, J. P., Sathasivam, N., & Curtin, J. J. (2011). **Evaluating the generalizability of fear deficit in psychopathic African American offenders.** *Journal of Abnormal Psychology, 120*, 71-78. doi:10.1037/a0021225. Examined 92 incarcerated African Americans with a paradigm that involved the possibility of electric shock when certain stimuli appear on screen. Bursts of white noise were also administered. Fear responses did not differ across different levels of psychopathy, contrary to prior studies with White participants. The authors question whether theories of emotional deficits and psychopathy extend to African Americans.

Clare, J. (2011). **Examination of systematic variations in burglars' domain-specific perceptual and procedural skills.** *Psychology, Crime, & Law, 17*, 199-214. doi: 10.1080/10683160903025810. Compared the self-reported strategies and success rates of 53 novice and 53 expert burglars. Offenders classified as expert were rated as more competent at their initial burglaries, and were less likely to victimize or sell stolen goods to people they knew and more likely to steal smaller and higher value items. They were also more motivated against their victims

and victim hardening strategies than novices.

Edens, J. F., Marcus, D. K., & Vaughn, M. G. (2010). **Exploring the taxometric status of psychopathy among youthful offenders: Is there a juvenile psychopath taxon?** *Law and Human Behavior, 35*, 13-24. doi:10.1007/s10979-010-9230-8. Examined whether juvenile psychopathic traits are better represented by a taxon or dimensional construct using two self-report measures from 723 delinquents. Results from taxometric analyses supported a dimensional model (similar to adult samples). Additional analyses comparing dichotomous and dimensional classification models in predicting relevant criterion measures (e.g. hostility, delinquent behavior and substance abuse) revealed better validity for the dimensional model.

El-Sheikh, M., Hinnant, J. B., & Erath, S. (2011). **Developmental trajectories of delinquency symptoms in childhood: The role of marital conflict and autonomic nervous system activity.** *Journal of Abnormal Psychology, 120*, 16-32. doi:10.1037/a0020626. A longitudinal study (n = 251) examined parent-reported delinquent behaviors of young boys and girls from age 8 to 10. Parents also reported on verbal and physical aggression with their partners over that span. Higher skin conductance baseline levels in combination with lower reactivity levels were associated in increased delinquency for children from high-conflict homes. Results highlight the interaction of biological and environmental contributors to delinquency.

Finger, E. C., Marsh, A. A., Blair, K. S., Reid, M. E., Sims, C., Ng, P., et al. (2011). **Disrupted reinforcement signaling in the**

orbitofrontal cortex and caudate in youths with Conduct Disorder or Oppositional Defiant Disorder and a high level of psychopathic traits.

American Journal of Psychiatry, 168, 152-162. fMRI scans were administered on 30 youths as they performed a passive avoidance learning task. Those with behavioral issues and psychopathic traits exhibited decreased orbitofrontal and caudate activity during the task. Amygdala activity was decreased as well but not as a function of the learning task. The authors expand on these findings in the context of decision making among children with psychopathic traits.

Forsyth, C. J., Asmus, G., Forsyth, Y. A., Stokes, B. R., & Mayne, M. (2011). **Child delinquents: Examining the market for criminal futures.** *Deviant Behavior*, 32, 441-450. doi: 10.1080/01639621003800380. Examined characteristics of 80 offenders younger than 13 years of age (child delinquents) using offense history data from the Office of Juvenile Justice. The findings revealed twelve-year-old black males represented half of adjudicated child delinquents and that there was an overrepresentation of black children in custody.

Kjellstrand, J. M. & Eddy, J. M. (2011). **Parental incarceration during childhood, family context, and youth problem behavior across adolescence.** *Journal of Offender Rehabilitation*, 50, 18-36. doi: 10.1080/10509674.2011.536720. Examined family social advantage, parent health, parenting strategies, youth externalizing behavior, and delinquency among adolescents who had incarcerated parents during childhood and adolescents who did not. Parental incarceration was associated with lower family income, lower par-

ent education, lower socioeconomic status, and poor parental health, as well as higher depression, inappropriate discipline, youth externalizing behavior, and delinquency, as compared to families without incarcerated parents.

Marion, B. E. & Sellbom, M. (2011). **An examination of gender-moderated test bias on the Levenson self-report psychopathy scale.** *Journal of Personality Assessment*, 93, 235-243. doi: 10.1080/00223891.2011.558873. Investigated the validity and gender-moderated test bias of Levenson's Self-Report Psychopathy Scale (LSRP) among a sample of 403 undergraduate students. Results indicated similar predictive ability in predicting psychopathic personality traits among male and female students, but there were small, gender-specific under and overprediction of scores for low empathy, aggression, and antisocial behavior.

Meloy, J. R., Mohandie, K., & Green, M. (2011). **The female stalker.** *Behavioral Sciences & the Law*, 29, 240-254. doi:10.1002/bsl.976. Investigated characteristics of the prototypical female stalker from 146 stalkers. Results suggested significant differences from their male counterparts—an average stalking duration of 17 months and 50% recidivism rate. The most dangerous subgroup was the prior sexually intimate stalkers who were both verbally and physically violent while the least dangerous was Hollywood celebrities' stalkers. Similar to their male counterparts, threats and letter writing were significant predictor variables for stalking violence.

Nijhof, K. S., Vermulst, A., Scholte, R. H. J., van Dam, C., Veerman, J. W., & Engels, R. C. M. E. (2011). **Psychopathic traits of Dutch adolescents in residential care: Identifying**

subgroups. *Journal of Abnormal Child Psychology*, 39, 59-70. doi: 10.1007/s10802-010-9445-7. Employed confirmatory factor analyses to determine whether a sample of 214 institutionalized adolescents would be classified into subgroups by psychopathic traits. Results indicated three subgroups: those scoring high on the three dimensions of grandiosity/manipulation, callous/unemotional, and impulsive/irresponsible and thus psychopathy-like, those who had moderate scores on the first two dimensions and higher scores on impulsivity/irresponsibility, and those who scored low on all three dimensions.

Strand, S., & McEwan, T. E. (2011). **Same-gender stalking in Sweden and Australia.** *Behavioral Sciences & the Law*, 29(2), 202-219. doi:10.1002/bsl.981. Compared same- (n = 94) and opposite-gender (n = 160) stalking cases on demographic, offense, clinical, and behavioural characteristics. The groups were mostly similar; differing in prior relationship between stalker and victim, stalker's motivation and had greater prevalence of intimate partner stalkers in the opposite-gender group. Results suggest stalker's motivation and nature of prior relationship to victim were more important to the course and conduct of a stalking episode.

Vaidyanathan, U., Hall, J. R., Patrick, C. J., & Bernat, E. M. (2011). **Clarifying the role of defensive reactivity deficits in psychopathy and antisocial personality using startle reflex methodology.** *Journal of Abnormal Psychology*, 120, 253-258. doi:10.1037/a0021224. Examined startle reflex in 108 incarcerated offenders. Participants viewed pleasant, unpleasant, and neutral pictures which were or were not presented with white noise. Poorer

reactivity was associated with higher scores on Factor 1 (affective-interpersonal) of psychopathy. Factor 2 (antisocial deviance) and symptoms of Antisocial Personality Disorder were associated with poorer reactivity but to a lesser degree and as a function of Factor 1 scores.

Veen, V. C., Stevens, G. W. J. M., Andershed, H., Raaijmakers, Q. A. Q., Doreleijers, T. A. H., & Vollebergh, W. A. M. (2011). **Cross-ethnic generalizability of the three-factor model of psychopathy: The Youth Psychopathic Traits Inventory in an incarcerated sample of native Dutch and Moroccan immigrant boys.** *International Journal of Law and Psychiatry*, 34, 127-130. doi:10.1016/j.ijlp.2011.02.007. Examined the cross-ethnic generalizability of the three-model factor of the Youth Psychopathic Traits Inventory (YPI) by comparing the results of the measure on two incarcerated samples, a majority ethnic group (Dutch) and minority ethnic group (Moroccan). Results showed a similar three-factor structure among both samples, indicating similar manifestations of psychopathy between the two ethnic groups.

Wallinius, M., Johansson, P., Larden, M., & Dernevik, M. (2011). **Self-serving cognitive distortions and antisocial behavior among adults and adolescents.** *Criminal Justice and Behavior*, 38, 286-301. doi: 10.1177/0093854810396139. A self-report questionnaire designed to assess self-serving cognitive distortions associated with antisocial behavior was administered to groups of offender and non-offender adults and adolescents (n = 364) in Sweden. Results indicated that such distortions were more common in the offending groups and were



predictive of antisocial behavior in adults. Factor analysis suggested the presence of a "criminal mind" factor in the questionnaire.

Walters, G. D. (2011). **The latent structure of life-course-persistent antisocial behavior: Is Moffit's developmental taxonomy a true taxonomy?** *Journal of Consulting and Clinical Psychology, 79*, 96-105. doi:10.1037/a0021519. Longitudinal survey data for 2,175 men and women with at least one reported delinquent act were analyzed. Results suggest that the latent structure of delinquency that is limited to adolescence or remains persistent through life is dimensional rather than categorical.

Wingrove, T., Korpas, A. L., & Weisz, V. (2011). **Why were millions of people not obeying the law? Motivational influences on non-compliance with the law in the case of music piracy.** *Psychology, Crime, & Law, 17*, 261-276. doi: 10.1080/10683160903179526. Participants (n = 172) were presented with scenarios of stealing music: from a store, downloading illegally, or downloading illegally and file sharing. Participants viewed the nature of downloading as different from taking from a store. Downloading and sharing were less associated with participants' self-ratings of deterrence, obligation to obey the law, and personal morality. This finding was also true for participants' self-reported engagement in illegal downloading.

FORENSIC ASSESSMENT

Barnett, M. E., Brodsky, S. L., & Neal, T. M. S. (2011). **Mitigation evaluations: A survey of current practices.** *Journal of Forensic Psychology Practice, 11*, 21-41. doi: 10.1080/

15228932.2011.521724. The authors investigated the use of their scale, the Mitigation Evaluations Survey (MES), to determine the characteristics and content of mitigation assessments among 266 psychologists. The results revealed that many participants endorsed the 14 content areas of the MES as being either crucial or recommended for mitigation evaluations, but that the number of participants that endorsed the 14 content areas was reduced when participants given a hypothetical referral question about a mitigation evaluation.

Gardner, J. F., Varela, J. G., Scogin, F. R., & Boccaccini, M. T. (2011). **Association between the Inwald Personality Inventory interpersonal conflict measures and perceived quality of law enforcement officer response to domestic disturbances.** *Journal of Forensic Psychology Practice, 11*, 42-60. doi: 10.1080/15228932.2011.521725. Investigated the relationship between the interpersonal conflict measures of the Inwald Personality Inventory (IPI) and responses to domestic disturbances among 76 law enforcement officers who rated themselves and were rated by supervisors and peers. The results indicated correlations between peer ratings and the guardedness, undue suspiciousness, and spouse/mate conflicts. The authors note interpersonal problems may lead to poor performance, and experience in law enforcement and with conflicts may lead to improved performance during domestic disturbances.

Gibbons, P., Collins, M., & Reid, C. (2011). **How useful are indices of personality pathology when assessing domestic violence perpetrators?** *Psychological Assessment, 23*, 164-173. doi:10.1037/a0021289.

Examined personality pathology among 177 male perpetrators of domestic violence (DV) using the Millon Clinical Multiaxial Inventory (MCMI-III). 54% were found to be indicative of a personality disorder and 37% (of total) found to be indicative of severe personality pathology. There was a sizeable diversity of personality pathology. Response bias was found in 26% of respondents and those on the MCMI-III Modifying Indices was related to self-reported severity of psychopathology.

McDermott, B. E., Dualan, I. V., & Scott, C. L. (2011). **The predictive ability of the Classification of Violence Risk (COVR) in a forensic psychiatric hospital.** *Psychiatric Services, 62*, 430-433. Nursing records from a forensic facility were used to evaluate the utility of the COVR to predict aggression within a forensic facility. Scores on the COVR were moderately correlated with institutional aggression. The instrument classified aggressors and non-aggressors at a similar level to other risk instruments (PCL-R, VRAG, HCR-20). The authors contend the results support use of the COVR to be extended from community aggression to institutional aggression.

Mokros, A., Neumann, C. S., Stadtland, C., Osterheider, M., Nedopil, N., & Hare, R. D. (2011). **Assessing measurement invariance of PCL-R assessments from file reviews of North American and German offenders.** *International Journal of Law and Psychiatry, 34*, 56-63. doi: 10.1016/j.ijlp.2010.11.009. Examined the factorial structure of the PCL-R among North American and German samples of male offenders. The results indicated the 18 item, 4-factor model was comparable between the two samples in terms of interpersonal and lifestyle factors, but that there

were differences in terms of the affective and antisocial factor. The authors conclude that comparisons between North Americans and Germans in terms of psychopathy should be limited to only interpersonal and lifestyle factors.

Lindsay, W. R., Hamilton, C., Moulton, S., Scott, S., Doyle, M., & McMurrin, M. (2011). **Assessment and treatment of social problem solving in offenders with intellectual disability.** *Psychology, Crime, & Law, 17*, 181-197. doi: 10.1080/10683160903392756. Examined social problem solving style as a factor to consider in assessment of individuals with intellectual disability. Study one (n = 132) evaluated the Social Problem Solving Inventory-Revised (SPSI-R) using a factor analysis and found a four factor solution. Study two (n = 10) evaluated a social problem solving program (SPORT) and found participants became less impulsive and more positive in social problem solving.

Lynam, D. R., Gaughan, E. T., Miller, J. D., Miller, D. J., Mullins-Sweatt, S., & Widiger, T. A. (2011). **Assessing the basic traits associated with psychopathy: Development and validation of the Elemental Psychopathy Assessment.** *Psychological Assessment, 23*, 108-124. doi:10.1037/a0021146. Developed a new self-report measure of psychopathic traits based on the five-factor model (FFM) of personality. The measure was administered to three independent undergraduate sample (n = 210-354) and the scales were found to be internally consistent and unidimensional, and strongly related to the original FFM scale. The measure also demonstrated incremental validity in predicting existing psychopathic measures over the FFM and significantly correlated with three psychopathy measures.

AP-LS NEWS, Summer 2011

Mathie, N., & Wakeling, H. (2011). **Assessing socially desirable responding and its impact on self-report measures among sexual offenders.** *Psychology, Crime & Law, 17*, 215-237. doi:10.1080/10683160903113681. Examined 1730 convicted adult sexual offenders' socially desirable response pattern in self-reports as measured by the Balanced Inventory of Desirable Responding-6 (BDIR: 6, Paulhus, 1984). Results indicated extent of socially desirable responding to be lower than expected and that lower levels of risk of recidivism were significantly associated with higher scores on BDIR: 6. Impression management is suggested to be more of a trait than validity check.

Otto, R. K., Musick, J. E., & Sherrod, C. (2010). **Convergent Validity of a Screening Measure Designed to Identify Defendants Feigning Knowledge Deficits Related to Competence to Stand Trial.** *Assessment, 18*, 60-62. doi:10.1177/1073191110377162. Investigated the convergent validity of the Inventory of Legal Knowledge (ILK) by comparing the response style of adult criminal defendants to other measures of response styles. Results indicated moderate correlations between the measures and provide some support of the ILK as a valid measure of response style.

Patry, M. W., Magaletta, P. R., Diamond, P. M., & Weinman, B. A. (2010). **Establishing the Validity of the Personality Assessment Inventory Drug and Alcohol Scales in a Corrections Sample.** *Assessment, 18*, 50-59. doi:10.1177/1073191110368484. Examined the validity of the Personality Assessment Inventory (PAI) substance abuse scales in 1,120 male and female

nonclinical inmates. Both the drug and alcohol scales displayed good convergent (high correlations with both relevant proximal and distal indicators of substance abuse) and discriminant validity (no "erroneous" correlations after controlling for the other scale).

Pierson, A. M., Rosenfeld, B., Green, D., & Belfi, B. (2011). **Investigating the relationship between antisocial personality disorder and malingering.** *Criminal Justice and Behavior, 38*, 146-156. doi: 10.1177/0093854810389292. Two groups of forensic patients (n = 71) were administered the SIRS to examine whether those with antisocial personality disorder were more likely to be classified or suspected of malingering. Results showed no differences in rates of either clinician-suspected or SIRS-classified malingering between groups. There was a high, though not significant, level of disagreement between clinical determinations and SIRS-classifications of malingering.

Pirelli, G., Gottdiener, W. H., & Zapf, P. A. (2011). **A meta-analytic review of competency to stand trial research.** *Psychology, Public Policy, and Law, 17*, 1-53. doi: 10.1037/a0021713. A meta-analysis of 68 studies of competency to stand trial examined characteristics of competent versus incompetent defendants. Analyses showed those with psychotic disorders were eight times more likely to be found incompetent than those without such a diagnosis. Being unemployed and having a previous psychiatric hospitalization each doubled the likelihood of being found incompetent. Results also showed larger effect sizes for assessment instruments focused on trial competency than for traditional measures.

Sheridan, L., & Roberts, K. (2011). **Key questions to consider in stalking cases.** *Behavioral Sciences & the Law, 29*, 255-270. doi:10.1002/bsl.966. Developed 11 questions for police officers to identify potentially dangerous stalkers from an analysis of detailed responses of 1,565 victims. Results of significant correlates for physical assault and severe violence supported earlier research (e.g. visiting victim's home, history of violence) despite employing a different method. The most important correlate in cases of severe violence was high level of victim fear.

Skilling, T. A., Doiron, J. M., & Seto, M. C. (2011). **Exploring differences in youth and parent reports of antisociality among adolescent sexual and nonsexual offenders.** *Psychological Assessment, 23*, 153-163. doi:10.1037/a0021229. Compared self- and parent reports of antisocial behaviour between adolescent sexual and nonsexual offenders. Adolescent sexual offenders scored lower on these measures on both self- and parent reported symptoms. Additionally, parents of sexual offenders reported less antisocial behaviour than their sons and parents of nonsexual offenders reported more antisocial behaviour than their sons. This pattern was replicated on impulsivity reports, but less so with antisocial personality traits.

Snoyman, P. & Aicken, B. (2011). **Self-reported impulsivity in male offenders with low cognitive ability in New South Wales prisons.** *Psychology, Crime, & Law, 17*, 151-164. doi: 10.1080/10683160903392541. Examined the impulsivity scores (Barratt Impulsiveness Scale version 11) of offenders with low cognitive ability (n = 108). The scale was able to discriminate

between violent offenders, property offenders, and sexual offenders. Overall offenders with low cognitive ability were more likely to act without thinking and had a lack of concern for consequences.

Taxman, F. S., Rhodes, A. G., & Dumenci, L. (2011). **Construct and predictive validity of criminal thinking scales.** *Criminal Justice and Behavior, 38*, 174-187. doi: 10.1177/0093854810389550. A randomized trial of 250 drug-using probationers examined the psychometric properties of a scale assessing criminal thinking. Factor analysis found a high degree of overlap among three of the subscales and limited ability of the instrument to correlate with known predictors of recidivism. Scores did correlate with treatment-related predictors, suggesting that those with higher levels of criminal thinking may be harder to engage in treatment.

LAW ENFORCEMENT, CONFESSIONS, & DECEPTION

Blandón-Gitlin, I., Sperry, K., & Leo, R. (2011). **Jurors believe interrogation tactics are not likely to elicit false confessions: Will expert witness testimony inform them otherwise?** *Psychology, Crime, & Law, 17*, 239-260. doi: 10.1080/10683160903113699. Two studies were conducted to understand jurors' perceptions of factors affecting coerced confessions. Participants in study one (n = 126) rated the coerciveness of interrogation tactics and how likely they would elicit confessions from guilty and innocent suspects. They rated the tactics as coercive, but only able to elicit confessions from guilty suspects. In study two expert testimony improved mock jurors' (n = 147)



perceptions of coercion and false confessions.

Boydell, C. A. & Read, J. D. (2011). **Accuracy of and confidence in mock jailhouse informants' recall of criminal accounts.** *Applied Cognitive Psychology, 25*, 255–264. doi: 10.1002/acp.1672. Explored the effects of rehearsal and retention interval on recall of details and strength of the accuracy–confidence relationship for such details from a criminal admission. Results suggest that confidence can be a reasonable predictor of accuracy, depending on whether the admission is rehearsed, the length of retention interval, and the centrality of details to the crime recounted.

O'Brien, A. J., McKenna, B. G., Thom, K., Diesfeld, K. & Simpson, A. I. F. (2011). **Use of tasers on people with mental illness: A New Zealand database study.** *International Journal of Law and Psychiatry, 34*, 39–43. doi: 10.1016/j.ijlp.2010.11.006. Investigated the use of tasers by the New Zealand police during a one-year trial from 2006–2007. Tasers were used on 141 people and discharged 19 times. Of the 141 individuals, 21% were involved in mental health emergencies. Tasers were more likely to be discharged at mental health emergencies than at criminal arrests. The authors conclude that the use of tasers will greatly impact individuals with mental illness and that, as a result, guidelines should be implemented to manage their use in mental health emergencies.

Shao, Y., & Ceci, S. J. (2011). **Adult credibility assessments of misinformed, deceptive and truthful children.** *Applied Cognitive Psychology, 25*, 135–145. doi:10.1002/acp.1652. Preschool children (n = 24) either spontaneously reported the truth; lied in response to coaching, or spontaneously

reported misinformation from a prior misleading suggestive interview. Participants (n = 129) assessed their credibility. Children who had experienced misleading suggestive questioning were rated as less credible than the other two groups. Adults could accurately detect truth-telling children above chance, whereas accuracy was below chance detecting both lying and misinformed children.

Snook, B., & Keating, K. (2011). **A field study of adult witness interviewing practices in a Canadian police organization.** *Legal and Criminological Psychology, 16*, 160–172. doi:10.1348/135532510X497258. Examined witness interviewing practices in a Canadian police organization. Ninety witness interviews were coded for interviewing practices. Results showed that closed-ended and probing questions were the most widely asked. The 80–20 talking rule was violated in 89% of the interviews, interviewers rarely interrupted the witnesses, and free narratives were requested often.

Vrij, A., Leal, S., Mann, S. A. & Granhag, P. A. (2011). **A comparison between lying about intentions and past activities: Verbal cues and detection accuracy.** *Applied Cognitive Psychology, 25*, 212–218. doi: 10.1002/acp.1665. Compared lying about intentions and past activities. In Experiment 1, truth tellers and liars left a building to collect and deliver a package. They were interviewed about their intentions before leaving and about their activities after completing the mission. Experiment 2 had participants read transcripts of these interviews. Although Experiment 1 revealed more cues to deceit in the past activities interviews (plausibility and detail) than in the intentions interviews (plausibility),

participants in Experiment 2 were most accurate at distinguishing between true and false intent.

LEGAL DECISION-MAKING/JURY RESEARCH

Bottoms, B. L., Kalder, A. K., Stevenson, M. C., Oudekerk, B. A., Wiley, T. R., & Perona, A. (2011). **Gender differences in jurors' perceptions of infanticide involving disabled and non-disabled infant victims.** *Child Abuse & Neglect, 35*, 127–141. doi: 10.1016/j.chiabu.2010.10.004. Examined the effects of juror gender and infant victim disability on juror responses to infanticide cases among male and female undergraduates who read a summary of a mock trial and made decisions concerning guilt and sentencing. Results indicated that women provided more guilty verdicts and perceived the defendant to have more intent to kill their victim than male jurors. Manipulations of infant victim disability did not have an effect on judgments of guilt, but resulted in less severe sentences and reduced empathy for the victim.

Burris, C. T. & Rempel, J. K. (2011). **'Just look at him': Punitive responses cued by 'evil' symbols.** *Basic and Applied Social Psychology, 33*, 69–80. doi: 10.1080/01973533.2010.539961. Three studies examined the influence of evil symbols on punitiveness. In study one (n = 148), the myth of pure evil was activated in participants who saw evil rather than neutral symbols. Participants (n = 96) in study two were less comfortable and more punitive towards sex offenders when primed with evil cues. In study three participants (n = 122) rated ambiguous behavior as more negative and were more punitive when primed with evil cues.

Daftary-Kapur, T., Groscup, J. L., O'Connor, M., Coffaro, F., & Galieta, M. (2011). **Measuring knowledge of the insanity defense: Scale construction and validation.** *Behavioral Sciences & the Law, 29*, 40–63. doi:10.1002/bsl.938. Developed a scale, based on Perlin's (1995) insanity defense myths, to assess laypersons' knowledge of the insanity defense for choosing fair and impartial juries. Two studies were conducted – the first to revise items and subscales; the second to investigate the revised scale's validity and reliability. The revised scale demonstrated improved validity and reliability; and acceptable predictive validity in predicting insanity defense verdicts.

Gregory, A., & Winter, R. J. (2011). **More than the sum of its parts? Itemizing impairment in civil cases.** *Legal and Criminological Psychology, 16*, 173–187. doi: 10.1348/135532510X496204. Examined if making multiple damage awards influenced civil mock jurors' assessments of those awards. Participants (n = 120) read a case vignette that included information regarding four types of injuries: loss of enjoyment of life, mental anguish, disfigurement, and physical disability/impairment. Participants rendered either one award for pain and suffering, two awards (one for physical and one for mental pain and suffering), or four awards (one for each pain and suffering element). Participants who rendered four awards provided higher overall non-economic damage awards. The variability of damage awards also increased as the number of awards increased.

Hosch, H. M., Culhane, S. E., Jolly, K. W., Chavez, R. M., & Shaw, L. H. (2010). **Effects of an alibi witness's relationship**

to the defendant on mock jurors' judgments. *Law and Human Behavior*, 35, 127-142. doi:10.1007/s10979-010-9225-5. In two studies, participants (n = 733) indicated they were more likely to lie to support a close relative's alibi, and less likely to believe alibi-supporting testimony provided by a close relative.

Martire, K. A., & Kemp, R. I. (2011). **Can experts help jurors to evaluate eyewitness evidence? A review of eyewitness expert effects.** *Legal and Criminological Psychology*, 16, 24-36. doi:10.1348/135532509X477225. Reviewed research assessing the impact of eyewitness expert evidence. The authors identified three research designs, two indirectly measuring the expert's impact on juror discrimination accuracy and one which does so directly. Across a total of 24 experiments, three have used the superior direct methodology, only one of which provides evidence that expert testimony can improve jurors' ability to discriminate between accurate and inaccurate eyewitness identifications.

Reardon, M. C., & Fisher, R. P. (2011). **Effect of viewing the interview and identification process on juror perceptions on eyewitness accuracy.** *Applied Cognitive Psychology*, 25, 68-77. doi:10.1002/acp.1643. Examined whether showing a video of a witness's initial attempts to identify a perpetrator would help discriminate accurate from inaccurate witnesses. During a simulated trial in which the witness testified under direct examination and cross-examination, mock jurors saw either the witness's testimony or the witness's testimony plus footage of an interview in which the witness described and attempted to identify the perpetrator. Jurors in the examina-

tion-plus-video condition discriminated between accurate and inaccurate witnesses better than jurors in the examination-only condition.

Wright, D. B., Strubler, K. A., & Vallano, J. P. (2011). **Statistical techniques for juror and jury research.** *Legal and Criminological Psychology*, 16, 90-125. doi:10.1348/135532510X487655. Describes statistical techniques suitable for the main questions in jury research. The authors discuss how to examine manipulations that may affect levels of reasonable doubt and how to measure reasonable doubt using the coefficients estimated from a logistic regression. They then compared models designed for analyzing the data like those which often arise in research where jurors first make categorical judgments (e.g., guilty or not) and then dependent on their response may make another judgment (e.g., punishment). Finally, they examined how to take into account that jurors are part of a jury using multi-level modeling.

RISK ASSESSMENT/ COMMUNICATION

Blacker, J., Beech, A., Wilcox, D., & Boer, D. (2011). **The assessment of dynamic risk and recidivism in a sample of special needs sexual offenders.** *Psychology, Crime & Law*, 17, 75-92. doi:10.1080/10683160903392376. Assessed predictive validity of four risk assessment scales (RRASOR, SVR-20, RM2000-V and ARMIDILIO-Stable and -Acute) on 88 sexual offenders (44 with intellectual disability (ID) and 44 matched mainstream) over a mean 8.8-year follow-up period. Results indicated that ARMIDILIO was the best predictor for recidivism among special needs sexual offenders while RRASOR and RM2000-V

were little better than chance. The SVR-20 was better in predicting recidivism among the non-ID sample.

Eke, A. W., Hilton, N. Z., Meloy, J. R., Mohandie, K., & Williams, J. (2011). **Predictors of recidivism by stalkers: A nine-year follow-up of police contacts.** *Behavioral Sciences & the Law*, 29, 271-283. doi:10.1002/bsl.975. Examined predictors of stalking and violent recidivism in a prospective follow-up of 78 stalkers from a high-risk sample. 77% recidivated within an 8.8-year follow-up. Stalking recidivism (56%) was predicted by pre-index offending scores (Cormier-Lang) and prior diagnosis of mental illness while violent recidivism (33%) was predicted by risk factors consistent with existing research. Stalkers with mental illness had more police contact as complainants and more likely to have non-violent reoffending.

Fitzgerald, S., Gray, N., Taylor, J., & Snowden, R. (2011). **Risk factors for recidivism in offenders with intellectual disabilities.** *Psychology, Crime & Law*, 17, 43-58. doi:10.1080/10683160903392293. Replicated previous studies' findings that criminological variables are better than clinical variables at predicting recidivism among offenders with intellectual disability (ID; n = 145) over a two-year follow-up period. The Offender Group Re-conviction Scale was also subsequently analysed with a subset of the sample (n = 85) and found to have excellent predictive efficacy for offenders with ID.

Hastings, M. E., Krishnan, S., Tangney, J. P., & Stuewig, J. (2011). **Predictive and incremental validity of the Violence Risk Appraisal Guide scores with male and female jail inmates.** *Psychological Assessment*, 23, 174-183. doi:10.1037/

a0021290. Examined the predictive and incremental validity of the Violence Risk Appraisal Guide (VRAG) among 328 male and 145 female inmates with felony charges. Results indicated a significant gender difference – VRAG scores predicted institutional misconduct during incarceration and recidivism in first year post-release only for male inmates and the prediction was beyond that accounted for by psychopathy. The VRAG score did not reach significance in prediction for the females.

Silver, E., Piquero, A. R., Jennings, W. G., Piquero, N. L., & Leiber, M. (2010). **Assessing the Violent Offending and Violent Victimization Overlap Among Discharged Psychiatric Patients.** *Law and Human Behavior*, 35, 49-59. doi:10.1007/s10979-009-9206-8. Examined overlap of violent offending and violent victimization among 826 discharged psychiatric patients over first 10 weeks after discharge. Findings showed significant covariation between violent offending and violent victimization which remained after adjusting for demographic, clinical and social risk factors. Besides unique risk factors for both, several factors were found to be predictive of both outcomes.

SEX OFFENDERS

Babchishin, K. M., Hanson, R. K., & Hermann, C. A. (2011). **The characteristics of online sex offenders: A meta-analysis.** *Sexual Abuse: A Journal of Research and Treatment*, 23, 92-123. doi: 10.1177/1079063210370708. A meta-analysis of 27 studies of online and offline sex offenders was conducted to investigate similarities and distinctions between these groups. Online offenders were significantly younger than offline offend-



ers, and more likely to be Caucasian, have greater victim empathy and sexual deviancy, but lower impression management than offline offenders. Offenders of both types reported significantly higher rates of childhood physical and sexual abuse than the general population.

Beggs, S. M., & Grace, R. C. (2011). **Treatment gain for sexual offenders against children predicts reduced recidivism: A comparative validity study.** *Journal of Consulting and Clinical Psychology, 79*, 182-192. doi:10.1037/a0022900. Examined methods of measuring treatment progress in a sample of 218 child molesters and predictions of subsequent recidivism. Three different methods of measuring treatment progress all predicted sexual recidivism. One psychometric battery administered pre- and post-treatment predicted recidivism after controlling for static and dynamic risk factors.

Briggs, P., Simon, W. T., & Simonsen, S. (2011). **An exploratory study of internet-initiated sexual offenses and the chat room sex offender: Has the internet enabled a new typology of sex offender?** *Sexual Abuse: A Journal of Research and Treatment, 23*, 72-91. doi: 10.1177/1079063210384275. Clinical evaluation data and chat room transcripts of 51 individuals convicted of an internet-initiated sex offense in Colorado were studied. Authors conclude that chat room sex offenders are distinct from other sex offenders and are characterized by less severe criminogenic factors. Chat room offenders can be divided into those motivated by contact and those motivated by fantasy. Implications for crime

prevention and offender treatment are discussed.

Nunes, K. L., Babchishin, K. M., & Cortoni, F. (2011). **Measuring treatment change in sex offenders.** *Criminal Justice and Behavior, 38*, 157-173. doi: 10.1177/0093854810391054. Treatment change was assessed at the group and individual level in a group of 313 sex offenders. Results of group-level analyses were generally more positive than those at the individual level. Group-level analyses showed significant change on measures of cognitive distortions associated with sexual offending, loneliness, and dynamic factors associated with increased risk of recidivism.

Olver, M. E., & Wong, S. C. (2011). **A comparison of static and dynamic assessment of sexual offender risk and need in a treatment context.** *Criminal Justice and Behavior, 38*, 113-126. doi:10.1177/0093854810389534. A sample of 321 treated sex offenders was assessed regarding risk of recidivism. Static factors were measured with the Static-99, and a dynamic risk factor, treatment change, was also measured. Offenders classified as high-risk by the actuarial instrument with low treatment change had significantly higher rates of recidivism than high-risk offenders with higher levels of treatment change. Implications for including dynamic risk information in sex offender risk assessments are discussed.

Parent, G., Guay, J., & Knight, R. A. (2011). **An assessment of long-term risk of recidivism by adult sex offenders: One size doesn't fit all.** *Criminal Justice and Behavior, 38*, 188-209. doi: 10.1177/0093854810388238. The predictive accuracy of nine instruments used to evaluate risk of reoffense in sex offenders was

examined, including the VRAG, SORAG, RRASOR, Static-99, and PCL-R. Three groups of offenders were studied (n = 590) over a fifteen-year follow-up period. All instruments yielded marginal to modest predictive accuracy and were more effective for predicting sexual recidivism of child molesters and the violent and non-violent recidivism of rapists.

Tsopelas, C., Spyridoula, T., Athanasios, D. (2011). **Review of female sexual offenders: Findings about profile and personality.** *International Journal of Law and Psychiatry, 34*, 122-126. doi:10.1016/j.ijlp.2011.02.006. Investigated the characteristics of female sexual offenders with regard to psychiatric disorders, victimization, and subtypes. Findings indicated female abusers are young, friends or relatives of the victim, use more coercion and persuasion than male sexual offenders, and are legally charged with less severe offenses than male sex offenders. The authors emphasize that a female sexual offender typology should be developed based upon characteristics.

Wakeling, H. C., Howard, P., & Barnett, G. (2011). **Comparing the validity of the RM2000 scales and OGRS3 for predicting recidivism by internet sex offenders.** *Sexual Abuse: A Journal of Research and Treatment, 23*, 146-168. doi: 10.1177/1079063210375974. Four actuarial risk assessment instruments were examined regarding their ability to predict various types of reoffending in a sample of 1,344 internet sex offenders in the U.K. Rates of reoffense were low overall, and all four tools showed at least moderate accuracy in predicting recidivism outcomes, with the very-high-risk group reoffending at a markedly higher rate than offenders in other risk categories.

WITNESS ISSUES

Flowe, H. (2011). **An exploration of visual behaviour in eye-witness identification tests.** *Applied Cognitive Psychology, 25*, 244-254. doi: 10.1002/acp.1670. Used eye-tracking to examine the contribution of internal and external features across eyewitness identifications. Participants studied faces and were tested with simultaneous or sequential lineups. In Experiment 2, the recognition of previously studied faces was tested in a show-up. Foils were analyzed for less time in the simultaneous compared to the sequential condition, whereas a positively identified face was analyzed for a comparable time across lineups. In simultaneous lineups and show-ups, more time was spent analyzing internal features of the test faces compared to sequential lineups.

Flowe, H. D. & Humphries, J. E. (2011). **An examination of criminal face bias in a random sample of police lineups.** *Applied Cognitive Psychology, 25*, 265-273. doi: 10.1002/acp.1673. A random sample of police lineups was evaluated to determine how criminal appearance is associated with lineup choices. Mock witnesses were or were not provided with a description of the culprit. Participants self-reported why they had selected a given face. In Study 2, lineup faces were rated with respect to criminal appearance, distinctiveness, typicality and physical similarity. Criminal appearance was the primary reason for face selection in the no description condition. When provided with a description, mock witnesses based their choice on the description.

Lange, N. D., Thomas, R. P., Dana, J., & Dawes, R. M. (2010). **Contextual biases in**

the interpretation of auditory evidence. *Law and Human Behavior*, 35, 178-187. doi:10.1007/s10979-010-9226-4. Participants (n = 244) asked to transcribe a noisy audio recording were more likely to include dubious guilt-inducing details when the audio was presented as a defendant's statement or an error-filled transcript was provided.

McAllister, H. A., Baiamonte, B. A., Ory, J. H., & Scherer, J. A. (2010). **The effect of wanted posters on prospective and retrospective memory.** *Law and Human Behavior*, 35, 104-109. doi:10.1007/s10979-010-9224-6. Viewing a "wanted poster" before monitoring a location via video for 45m led participants (n = 184) to correctly identify the suspicious individual four times as often as they identified an innocent individual in a target-absent film.

McAllister, H. A., Blaze, J. T., Brandon, C. A., Deschamps, J. D., Fultyn, C. A., Parker, C. C., Salcido, A., Tarver, C., & Thibodeaux, J. L. (2011). **Mug book exposure effects: Retroactive interference or criterion shift.** *Applied Cognitive Psychology*, 25, 127-134. doi:10.1002/acp.1651. Tested whether a delay between a mug book task and a lineup task moderates a simple mug shot exposure effect. After witnessing of a simulated theft, participants searched either a small, large or no mug book. Participants then viewed a target present or target absent lineup either immediately or 48 hours later. Fewer suspects were identified and more lineups rejected in the mug book conditions.

Nelson, K. J., Laney, C., Fowler, N., Knowles, E. D., Davis, D., & Loftus, E. F. (2011). **Change blindness can cause mistaken eyewitness identification.** *Le-*

gal and Criminological Psychology, 16, 62-74. doi:10.1348/135532509X482625. Investigated the effects of change blindness and crime severity on eyewitness identification accuracy. Participants (n = 717) who viewed videos designed to induce change blindness were more likely to falsely identify the innocent actor. Crime severity did not influence detection of change; however, it did impact accuracy. Those who viewed a more severe crime were more accurate.

Paterson, H. M., Kemp, R. I., & Ng, J. R. (2011). **Combating co-witness contamination: Attempting to decrease the negative effects of discussion on eyewitness memory.** *Applied Cognitive Psychology*, 25, 43-52. doi:10.1002/acp.1640. Participants viewed a crime-video which they then discussed with a co-witness. Some participants were warned they may have been exposed to misinformation during the discussion before all were interviewed individually. In Experiment 1, participants made remember/know judgments about each component of their free recall, and in Experiment 2 were asked to indicate the source of their memories. Co-witness information was incorporated into participants' testimony, and was not reduced using warnings and source-monitoring instructions.

Stevenage, S. V., Howland, A., & Tippelt, A. (2011). **Interference in eyewitness and earwitness recognition.** *Applied Cognitive Psychology*, 25, 112-118. doi:10.1002/acp.1649. Employed an old/new recognition task in order to examine if seeing and hearing the target interfered with subsequent recognition. Participants studied visual or audiovisual stimuli prior to a face recognition test, and studied audio or

audiovisual stimuli prior to a voice recognition test. Analyses revealed a greater ability to recognize faces than voices, and faces accompanying voices interfered with subsequent voice identification but voices accompanying faces at study did not interfere with subsequent face identification.

Wong, C. K., & Read, J. (2011). **Positive and negative effects of physical context reinstatement on eyewitness recall and identification.** *Applied Cognitive Psychology*, 25, 2-11. doi:10.1002/acp.1605. Investigated the impact of context reinstatement (CR) on eyewitness recall and identifications. Participants viewed a staged theft and were asked, a week later, to identify the culprit and recall the event in either the same or in a different physical environment. Results suggested that CR enhanced the perceived familiarity of the lineup members, increasing participants' willingness to make a choice. When the target was present, CR improved facial discrimination and identification accuracy, but also inflated confidence. CR improved free recall details.

OTHER

Cerulli, C., Gellman, R. A., Nichols, C., Hall, D., Conner, K. R., & Caine, E. D. (2011). **Mental and physical health symptoms of family court intimate partner violence petitioners.** *International Journal of Law and Psychiatry*, 34, 94-98. doi: 10.1016/j.ijlp.2011.02.002. Examined the effects of intimate partner violence among 95 females who sought protective orders from family court. The results indicated that a majority of the victims of intimate partner violence endorsed five or more clinically relevant mental health and social functioning

symptoms, and that they would utilize court-based mental health services if they were offered. The results highlight the importance and appropriateness of court-based mental health services.

Day, M. V., & Ross, M. (2010). **The value of remorse: How drivers' responses to police predict fines for speeding.** *Law and Human Behavior*, 35, 221-234. doi:10.1007/s10979-010-9234-4. Surveys of drivers (n = 1066) in Canada and the United States found that apologies were both the most common response when pulled over for speeding, and also the most effective strategy for avoiding tickets and reducing fines.

Fisher, W. H., Simon, L., Roy-Bujnowski, K., Grudzinkas, Jr., A., Wolff, N., Crockett, E., et al. (2011). **Risk of arrest among public mental health service recipients and the general public.** *Psychiatric Services*, 62, 67-72. Massachusetts records were examined for arrests and use of public mental health services for severe mental illness over a 9.5 year period. Those receiving public mental health services were more likely to have an arrest than the general population, particularly for assault on a police officer. Odds of being arrest for various charges generally coincided with offenses targeted in diversion programs.

Kahn, A. S., Rodgers, K. A., Martin, C., Malick, K., Claytor, J., Gandolfo, M., Seay, R., McMillan, J.R. & Webne, E. (2011). **Gender versus gender role in attributions of blame for a sexual assault.** *Journal of Applied Social Psychology*, 41, 239-251. doi:10.1111/j.1559-1816.2010.00711.x. Examined gender differences in attributions of blame for a sexual as-



sault. Women (n = 177) and men (n = 128) made attributions of blame for an assault in which the assailant's and victim's genders were manipulated. Women identified more with the victim, while men identified more with the assailant, regardless of the gender. Also, women blamed the assailant more than did men; however, the effect was not found for victim blame.

Langrehr, K. J. (2011). **Racial distinctions in the psychosocial histories of incarcerated youth.** *Psychological Services, 8*, 23-35. doi:10.1037/a0021795. Archival data from 134 juveniles incarcerated for serious/violent crimes were analyzed to assess histories of psychological disturbance, maltreatment, prior treatment, and prior probation. Rates of externalizing disorders were similar across rates, but internalizing disorders were more commonly identified among White juveniles. Although maltreatment rates were similar, White juveniles were more likely to receive counseling.

Murray, J., Thomson, M. E., Cooke, D. J., & Charles, K. E. (2011). **Influencing expert judgment: Attributions of crime causality.** *Legal and Criminological Psychology, 16*, 126-143. doi:10.1348/135532510X490183. Investigated the effects of attribution on expert clinical judgment in comparison to semi-experts and laypeople. Participants (12 experts, 21 semi-experts, and 22 laypeople) read crime scenarios and rated offender dangerousness, offender responsibility, and the seriousness of the crime and to suggest a suitable sentence length. Findings indicate that semi-experts are less subject to the influence of attributional manipulations than both experts and laypeople.

Page, K. S., & Jacobs, S. C. (2011). **Surviving the shift: Rural police stress and counseling services.** *Psychological Services, 8*, 12-22. doi:10.1037/a0221796. Rural Oklahoma police officers (n = 85) were surveyed about work stress, general stress, and social support. Social support from significant others, family, and friends was associated with lower stress in general, but only friend support was associated with lower work-related stress. The majority of officers (62.5%) expressed need for more counseling services, but most (70.6%) indicated they would prefer to speak to a fellow officer over a therapist.

Pardini, D. (2011). **Perceptions of social conflicts among incarcerated adolescents with callous-unemotional traits: 'You're going to pay. It's going to hurt, but I don't care.'** *The Journal of Child Psychology and Psychiatry, 52*, 248-255. doi:10.1111/j.1469-7610.2010.02336.x. A series of vignettes about responding to negative social events were presented to 156 male and female juvenile delinquents. Participants rated and prioritized their goals when assessing how to respond and rated expected outcomes. Those high on callousness were more likely to prioritize confrontational goals over mutual resolution. Levels of callousness had no effect on expectations for victim suffering due to confrontation.

Description of Law and Human Behavior

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

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

Law and Human Behavior: Online First

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

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

Book and Test Reviews

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

Division News and Information

Statement by APA Presidential Candidate to Division 41 by Donald N. Bersoff, Ph.D, J.D.

Division 41 does not endorse candidates for the APA presidency, but it has allowed me to inform you that I have been nominated for that office a third time and to briefly tell you why I have agreed to run again. For those of you who do not know me a few facts—I have been a member of the American Psychology-Law Society since the 1970s, served as treasurer and subsequently president of APLS (1980), and represented Division 41 for three terms on the Council of Representatives. From 1979-1990 I served as APA's first general counsel, submitting 50 amicus briefs to the US Supreme Court and lower courts during my tenure. I now direct the JD/PhD Program in Law and Psychology at Drexel University. I am the author of *Ethical Conflicts in Psychology*, now in its 4th edition, published by APA. In 2002, Division 41 honored me with its Lifetime Contribution Award. But I do not want to dwell on my bio (but see, May 2011 *Monitor* or www.donbersoff.com). What follows is what I really want to stress.

When I ran two years it was on a platform that promised to restore ethical, moral and scientific integrity. Apparently, that promise resonated with many members. I was pleased to have come in a strong third place against the most formidable group of nominees. Last year, I improved to a second place finish. But, I continue to believe that APA's reputation as the world's leading psychological organization is suffering because its reputation and integrity have been compromised for too long a time. Here are some examples.

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

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

It took until recently for the APA Board of Directors to finally state that psychologists' involvement in coerced interrogations of detainees, some of which involved torture and cruel and inhuman treatment, to be reprehensible conduct. But the Board also endorsed a resolution that puts many of our public institutional colleagues at risk. Recall that the 2008 resolution passed by APA members prohibits psychologists from working in settings where "persons are held outside of, or, in violation of either International Law or the US Constitution." The Board endorsed this policy without recognizing its unintended consequences. There are prisons and psychiatric and residential facilities for persons with mental retardation that courts have held to have unconstitutional conditions. Under the policy then, as Joel Dvoskin and others have pointed out, psychologists who work in such facilities may be charged with unethical conduct. In an attempt to solve one problem, APA may have gone overboard with an overbroad resolution. The amendments to the Standards 1.02 and 1.03 of the Ethics Code, that absolutely forbid violation of human rights, suffer from the same vagueness and ambiguity that permeate the rest of the Code.

Those of you who know me, know that I love the APA and have worked hard on its behalf. But in the recent past we have elevated political expediency over principled policies. We are also currently mired in two complex pieces of litigation (so it may not be a bad idea if a lawyer-psychologist were elected president). In any event, we are losing members and endangering our financial security. We are in danger of becoming like the AMA, which now represents only 19% of practicing physicians.

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

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



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).

Four proposals were received and reviewed over the past year: two of which are currently being revised for resubmission; one was passed on by Oxford; and a final is in contract with Oxford for publication in the series. This book is entitled, *Juveniles at risk: A plea for preventive justice* by Chris Slobogin and Mark Fondacaro. The most recently published book in the series is entitled, *The Miranda ruling: Its past, present, and future* by Larry Wrightsman and Mary Pitman. Congratulations to these authors on great additions to this series!

The following is an updated list on the status of the books that are still pending under the previous editor, Ron Roesch.

Arrigo, B. (in preparation). *Ethics, culture, and mental health*. NY: Oxford University Press.

Dvoskin, J., Skeem, J., Novaco, R., & Douglas, K. S. (in preparation). *Applying social science to reduce violent offending*. NY: Oxford University Press.

Mechanic, M. B. (in preparation). *Criminal cases involving battered women defendants and witnesses: Expert evidence on intimate partner battering and its effects*. NY: Oxford University Press.

Perlin, M. L. (in preparation). "The chimes of freedom flashing": Exploring the intersection between international human rights and mental disability law. NY: Oxford University Press.

Wrightsman, L. S. (in preparation). *What's the matter with Miranda? How America's best-known right went wrong*. NY: Oxford University Press.

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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• 2011 APA Conference Chairs		

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.

AP-LS NEWS, Summer 2011

2011 AP-LS Election Results

The winners of the APLS (Division 41) elections are:
 Willaim Foote, President-Elect
 Eve Brank, Treasurer
 Jeremy Blumenthal, Secretary
 David DeMatteo, APA Council Representative
 Lora Levett, Member at Large

Page 37



Division News and Information

AP-LS Mentorship Committee

Mentoring Tips for Become Engaged in Psychology and Law

By Maureen O'Connor

Professor, John Jay College of Criminal Justice, CUNY

At the 2010 American Psychology/Law Society meetings, an informative and wide-ranging session on mentoring was held. The topic I addressed at that session focused on professional engagement in the field of Psychology and Law. When I look back at many of my most rewarding experiences in the field, I link them to the opportunities that have come to me based on that engagement. Many of my closest colleagues and friends have been gained through initial meetings or work on committees of various sorts with smart, committed, hard-working people with a shared sense of values and purpose to advance our field. I hope the following thoughts about this important part of your career are useful to you.

1. Why become involved in national/international professional organizations?

One of the best ways for a student or entering professional to begin to feel as though you are joining a community of scholars and practitioners rather than merely studying about them is to get involved in local, state, national, or international professional organizations. In my experience, engagement in the broader profession provides many benefits including establishing professional contacts, finding like-minded scholars and colleagues with whom you can collaborate or share ideas, gain access to grant and travel funding opportunities, find out about job opportunities and/or learn about institutions that are posting job opportunities, meet journal editors and others who will serve as gatekeepers for your work, and finally, just have fun with people who share your substantive interests but also enjoy themselves as well.

2. Is the American Psychology/Law Society the only professional home for me?

I have been involved in the American Psychology/Law Society (Division 41 of the American Psychological Association) for several decades, and have found it to be a critically important home for my professional life. The conferences are essential for keeping up with the latest work in the field, and it plays a central role in setting the agenda for our field. It provides tremendous support and access for students, through governance, through awards, and through professional development opportunities. It is not, however, the only professional organization with relevance to people with interests in law and psychology.

Some other organizations that that you might profitably investigate include the American Psychological Association (APA) and its affiliated American Psychological Association of Graduate Students (APAGS), the Association for Psychological Science (APS), and the Law and Society Association. Within these and many other groups you will find people with law and psychology interests. APA and APAGS invest tremendous resources in the sup-

port of graduate students and early career scholars, and provide many opportunities for involvement – through membership, through governance positions, through committees and task forces, and through convention activity. In addition, APA has 54 Divisions, and specialized societies or committees within those as well. A number of prominent AP/LS members have also been active in the Society for the Psychological Study of Social Issues (SPSSI/Division 9 of the American Psychological Association). I am the current President-Elect, Margaret Kovera is the current Secretary-Treasurer, Rich Wiener was a recent Newsletter Editor, and Eve Brank edits the Courtwatch column in the *APA Monitor*, which is a SPSSI project. I've also been active in Division 35, the Society for the Psychology of Women; Division 2, Society for the Teaching of Psychology; and others over the years. Student membership fees are typically low and bring member benefits and access and exposure to scholars with particular focus in their work, and with opportunities for collaboration, for presentation/publication, and for grants and awards.

The Law and Society Association, and other more law-oriented organizations, bring you exposure to scholars who are thinking first about the legal/policy implications and second about the social science issues. A number of prominent AP/LS members have played critical leadership roles in Law and Society, including Shari Diamond and Valerie Hans, among others. The Association has always provided significant support for students. The first time I developed a syllabus for a Law and Psychology class as a graduate student, I did so not at AP/LS, but working with Phoebe Ellsworth at a Law and Society Graduate Student Workshop.

3. How do I balance national level service with the service commitments on my campus?

Ahh – the eternal balance question. There is no simple answer to this other than to say – local service is critically important for your program and your community so that your own and your colleagues' day-to-day existence as a graduate student is enhanced. It is also an excellent way to begin to build skills and confidence in putting together events, identifying unfilled needs, and getting to know students and faculty on your campus. Launching into more national level commitments expand this to include networking opportunities, building research and project capacities beyond your own campus, and gaining a perspective on your work, your field, and how they fit into a much larger universe. These skills are essential for a satisfying career. Psychically and pragmatically, the contacts you make, the researchers you get to know, the colleagues you work with will bring benefit throughout that career.

Continued on p. 39

Division News and Information

Mentorship Committee Column Continued from p. 40

4. How do I decide WHICH type of position/committee to become involved with?

Hopefully, your thinking about which organization and which position will derive from conversations with your mentor/advisors and other faculty and students who have participated in those organizations. If so, then you have excellent insider information that will guide your choices. If you are breaking new ground, or do not have the type of environment in which this guidance is provided, then I would strongly recommend you find out the names of several key governance people in the organization that seems to you to be a good fit for your interests, and email or call them to talk about possible roles for students in that organization. If that organization, such as AP/LS, SPSSI, Law and Society and many others have established student governance groups. In my experience, these groups are often eager for new volunteers to be nominated for open positions, and one phone call can pave the way. If, after you participate you find that you have selected an organization that does not seem to be the right fit for you, then complete your assignment/term, and move on to another; if, alternatively, you have been lucky enough to find a professional home that seems to be doing and supporting the types of activities you are interested in, then stay connected, amp up your involvement as time permits, and have what I believe will be one of the most satisfying experiences of your professional career.

Good luck!

American Academy of Forensic Psychology Workshop Schedule: 2011

The American Academy of Forensic Psychology, the membership of ABPP board certified forensic psychologists, presents an ongoing series of workshops and training seminars led by leaders in the field of forensic psychology. Workshops focus on contemporary psycho-legal issues relevant to forensic, child, clinical and neuropsychologists and are designed for those interested in pursuing psycho-legal topics in depth. The schedule for 2011-2012 can be found at www.abfp.com, along with a listing of the specific topics covered in each workshops. More information also appears in Conference and Workshop planner on page 35. The American Academy of Forensic Psychology is approved by the American Psychological Association to offer continuing education for psychologists. AAFP maintains responsibility for its programs.

Calls for Conferences and Papers

New Journal from SARMAC: Journal of Applied Research in Memory and Cognition (JARMAC)

Journal of Applied Research in Memory And Cognition (JARMAC), the official journal of SARMAC, is now receiving papers for publication (<http://ees.elsevier.com/jarmac>). The journal will feature innovative, creative empirical research targeting the overlap between cognitive theory and real-world application. JARMAC is receptive to analysis of any cognitive process (e.g. memory, attention, decision-making, problem-solving, perception, etc.) and toward application across many applied domains (e.g., law, education, health, aging, security, athletics, transportation, business, military, etc.). The journal will feature creative empirical papers, review articles, and target articles with invited commentaries. We encourage crisply written articles that will expand cognitive theory in interesting directions, and will provide insights into applying cognitive theory to understand and improve upon real-world problems. Papers will be made available on line immediately after acceptance (starting in August, 2011), and the first print issue will be published in January, 2012. Feel free to address any questions or comments to the editor, Ron Fisher (fisherr@fiu.edu). I look forward to working with you to explore the beauty and wonderment of cognition in action.

Call for Papers – CELS 2011 6th Annual Conference on Empirical Legal Studies

CELS 2011 will be held at Northwestern Law School on Friday November 4 & Saturday Nov. 5, 2011.

Paper submission deadline: Friday July 8, 2011.

The Sixth Annual Conference on Empirical Legal Studies (CELS 2011), sponsored by the Society for Empirical Legal Studies (SELS) will be held at Northwestern Law School, in Chicago, Illinois, on Friday, November 4 and Saturday November 5, 2011.

SELS works with the Social Science Research Network to provide online paper submission. To submit a paper for consideration, please go to the CELS 2011 Conference page on SSRN. (Do not go through the regular SSRN paper submission system.) There is no charge for submissions. All submissions will be peer-reviewed. Information about the CELS 2011, including the submission process, is available at the CELS 2011 website, at www.law.northwestern.edu/faculty/conferences/cels-2011/.

For information about the Society for Empirical Legal Studies please visit: <http://www.lawschool.cornell.edu/sels> CELS 2011 Co-Presidents:

Bernie Black
Shari Diamond
Emerson Tiller



Calls for Conferences and Papers

AP-LS 2012 Annual Conference, Puerto Rico

The 2012 AP-LS Annual Meeting will be held from March 14 to 17, 2012, at the Caribe Hilton hotel in San Juan, Puerto Rico.

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 three 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.)

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

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 23rd, 2011.**

All proposals should be submitted electronically via the conference website created for APLS by All Academic (link to be posted soon). Please check the APLS conference webpage (<http://www.ap-ls.org/conferences/>) 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 using the conference email address: aplsconference2012@gmail.com

Jennifer Woolard
Karen Galin
Diane Sivasubramaniam

Nominations, Awards, and Announcements

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 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 2011. First-, second-, and third-place awards will be conferred, and the winners will be invited to present their research at the 2012 AP-LS Conference, which is being held March 14-17, 2012, in San Juan, Puerto Rico.

To apply for the Dissertation Awards, please attach the following items in an e-mail to aplsdissertations@gmail.com by December 31, 2011: (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 signed letter of support (on letterhead) from the dissertation advisor. For more information, please contact Dave DeMatteo (dsd25@drexel.edu), Chair of the Dissertation Awards Committee.

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.

Interdisciplinary Research Grants Take a Sabbatical

The AP-LS Interdisciplinary Research Grants are taking a sabbatical. We will be revising this funding mechanism to be more in line with the needs and interests of our members and the availability of continuing funds. Thus, this year there is no October 15 deadline. For information about this award in the future, see:

<http://www.ap-ls.org/grantsfunding/InterdisciplinaryGrant.php?t=4>

The winners of the 2009 award, Dr. Gina Vincent and Dr. Jean King from the University of Massachusetts Medical School, presented their research at the 2011 AP-LS meeting. Their proposal was: fMRI Study of Adolescents with CU-CD and Co-Morbid Drug Abuse.

The winners of the 2010 award were Dr. Gary Patronek, a veterinary epidemiologist and founder of the Hoarding of Animals Research Consortium (HARC) and Dr. Kenneth J. Weiss, a Clinical Associate Professor of Psychiatry and Associate Director, Forensic Psychiatry Fellowship Program at the University of Pennsylvania School of Medicine. Their research explores interdisciplinary models for earlier intervention in cases of animal hoarding. There is a need for a method that could potentially divert hoarders or potential hoarders from the criminal justice system. Using prosecution for cruelty to animals as the primary tool for intervention, as is currently done, is unsatisfactory because it necessitates having a crime occur and victims suffer before there are legal grounds for intervention. Because we now recognize that compulsive caregiving and incompetent animal care are identifiable at a much earlier stage; cases could be amenable to early intervention and perhaps even prevention if suitable models could be developed. This research will be presented at the 2012 meeting.

MAC, Continued from p.36

Baldus, D., Pulaski, C., & Woodworth, G. (1983). Comparative review of death sentences: An empirical study of the Georgia experience. *Journal of Criminal Law and Criminology*, 74, 661-753.

Baldus, D., & Woodworth, G. (2004). Race discrimination and the legitimacy of capital punishment: Reflections on the interaction of fact and perception. *DePaul Law Review*, 53, 1411-1495.

Baldus, D., Woodworth, G., Grosso, C.M., & Christ, A.M. (2002). Arbitrariness and discrimination in the administration of the death penalty: A legal and empirical analysis of the Nebraska experience (1973-1999). *Nebraska Law Review*, 81, 486-754.

Baldus, D., Woodworth, G., Zuckerman, D., Weiner, N.A., & Broffitt, B. (1998). Racial discrimination and the death penalty in the post-Furman era: An empirical and legal overview, with recent findings from Philadelphia. *Cornell Law Review*, 83, 1638-1770.

Gregg v. Georgia, 428 U.S. 153 (1976).

Jeffries, J. (1994). *Lewis F. Powell, Jr.* New York: Charles Scribner's Sons.

McCleskey v. Kemp, 481 U.S. 279 (1987).



Fellowships and Positions

RISK MANAGEMENT CONSULTANT

Position available for a Risk Management consultant with both a JD and doctoral psychology degree. This is a part-time position that offers the practicing clinician an opportunity to expand his/her role and knowledge and become a vital part of a thriving consultancy business. Working as an independent contractor, this role may transition over time to a full time position based on experience and knowledge.

Responsibilities include telephone consulting and provision of CE trainings on a variety of ethical and risk management subjects. The ideal candidate will have at least 5-7 years of clinical experience with the ability to understand how a psychology practice operates; possess some knowledge of malpractice and licensing regulations and some expertise in conflict resolution and negotiation. Candidate should have the ability to apply legal and behavioral principles to the problems presented and offer sound judgment based on facts presented. Much of the work can be done from home, but candidate will also be traveling for presentations and workshops.

Requirements include a both a JD and a doctoral psychology degree, along with 5-7 years of clinical experience and current state licenses for both professions. Preference given to experienced candidate with previous psych-law interface. Candidate should be comfortable and have strong presentation skills and the ability to travel, including weekends. Computer proficiency – software, programs, internet. Must possess good oral, written and interpersonal skills and capacity to work effectively as a team member within the structure of the consultancy. Salary is competitive.

Interested candidates should send CV and salary expectations to jobs@apait.org

Fellowship and Position listings are included in the APLS News at no charge as a service to members and affiliates. All listings should be forwarded, in MS Word to Jennifer Groscup (jgroscup@scrippscollege.edu). Deadlines are January 1, May 1, and September 1. Any requests for Fellowship and Position listings should include details regarding which issues of the newsletter the listing should be included (i.e., a one-time listing, for a specified number of issues or period of time, or a listing that should appear on a regular schedule).

Funding Opportunities

AP-LS/Division 41

Stipends for Graduate Research

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

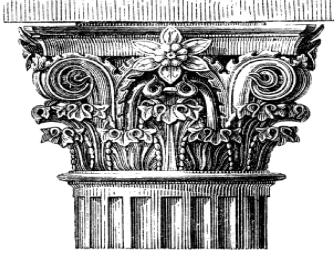
Interested individuals should submit a short proposal (a maximum of 1500 words excluding references) in electronic format (preferably Word or PDF) that includes: (a) a cover sheet indicating the title of the project, name, address, phone number, and e-mail address of the investigator; (b) an abstract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

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

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

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

Notes From The Student Chair



AP-LS

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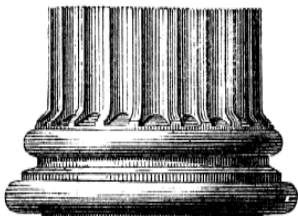
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Fellow student members,

For the past year it has been a pleasure working as your representatives and “voice” within the AP-LS. As the year has progressed, we have strived to continue the development of the Student Section and to expand use of social media to increase engagement. The campus representative program has been a huge success by augmenting our ability to disseminate information and receive feedback from student members..

One of our aspirations for the year was to update interviews on our Student Section page, with special attention to early career professionals. The updated interviews will soon be posted, with several being in video format accompanied with written transcripts. We hope that use of video interviews will increase feelings of accessibility to professionals in forensic psychology. Throughout the years, we have received comments from students expressing their amazement about meeting leaders in the field. It is our goal for these interviews to serve as a further bridge to interaction, as well as increase feelings of accessibility to professionals in forensic psychology.

The Student Section will be taking nominations for cabinet members from July 1 to July 22, with elections beginning on July 22 and concluding on August 12. Any current graduate student is eligible to run for an executive position through self-nomination. In order to facilitate student participation, we are organizing a roomshare service for the upcoming APA conference in Washington, D.C., from August 4-7. If you do not receive an e-mail regarding elections or the roomshare service, or would like to join the Student Section list-serv, please contact our web-editor, Lindsey Wylie.

As the Student Section transitions to a new cabinet, we are shifting our “vision” for the following year. Through discussion with the executive AP-LS cabinet, we wish to set an initiative for further connecting student members with each other as well as with experienced professionals of psychology and law. It is our ambition that the Student Section will act as a bridge for students and professionals to develop working relationships. Further, we hope that you will take advantage of our Campus Representative program and upcoming cabinet elections, as assuming leadership positions as a student develops career-essential networking and leadership skills.

We hope to see you at the APA conference and continue to look to your e-mails regarding Student Section-sponsored events. If you have any questions or issues that you would like to discuss, feel free to contact us; we greatly appreciate your feedback. Thank you for being our colleagues and continuing to encourage us to improve.

Warm Regards,
Ryan J. Montes
Lauren Kois



