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Summer Newsletter

Widening the Net (In a Good Way)

President Jennifer Woolard

Although the phrase “widening the net” has negative connotations in the justice system, suggesting that policy and practice changes may inadvertently bring more people into the legal system than perhaps necessary, I would like to claim that phrase as a laudable goal for AP-LS. We can widen our net to expand the topics and methodologies of our research, the membership of our organization, and the ways in which we engage the larger world on issues of social justice.

Our 2016 conference in Atlanta, Georgia illustrated the benefits of net-widening, bringing together 946 attendees for several days of presentations, networking, and meetings. Special thanks to our conference co-chairs Vanessa Edkins and Curt Carlson for organizing the more than 500 talks, posters, and addresses. And of course, none of it could happen without all the behind-the-scenes work by Kathy and Clyde Gaskey - thanks to you both! The meeting provided so many opportunities to learn about cutting-edge research and practice in psychology and law.

Our plenary speakers offered unique perspectives on several topics that don't usually receive a lot of attention at our annual meeting. Amy Bach, J.D., described how her organization, Measures for Justice, is empowering communities to reform their criminal justice systems by assembling county-level data about court processes and case outcomes. Her former mentor, Stephen Bright, J.D., of the Southern Center for Human Rights, challenged social scientists to continue generating research that can inform the struggle to promote human rights in criminal justice, particularly regarding issues of racial discrimination and indigent defense. Sarah Cook, Ph.D., provided a comprehensive overview of research, policy, and practice on violence against women,

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particularly regarding sexual assault on college campuses. Our plenary speakers brought expertise in the creation, application, and implementation of empirical research to bear on compelling social justice issues.

We also recognized several of our own AP-LS members' substantial contributions to research and teaching. Kirk Heilbrun, Ph.D., and Christopher Slobogin, J.D., shared the AP-LS Distinguished Contributions Award. In keeping with a shared award (which is highly unusual), Kirk and Chris described their collaborative efforts in developing the Criminal Justice Mental Health Standards and the implications for policy and practice. Chris Slobogin was also recognized by AAFP for his Distinguished Contributions to Forensic Psychology. His award address offered a number of ideas for empirical research related to preventive justice. Tess Neal, Ph.D., received the Saleem Shah Award for Early Career Excellence in Psychology and reviewed research on bias in expert decision making in the legal system. Finally, past-presidents Ron Roesch and Patty Zapf edited this year's AP-LS Book Award volume entitled "Criminal and Civil Law: A Handbook for Lawyers. Each of these awardees' accomplishments reinforced the critical intersection of research, law, and practice that serves as the foundation for AP-LS.

Our teachers, mentors, and students received recognition as well. Matthew Huss of Creighton was honored for his Outstanding Teaching and Mentoring, and Amanda Zelechowski of Valparaiso received the Early Career award from our Teaching, Training, and Careers Committee. Skye Stephens, Laura White, and Alana Krix won dissertation awards and showcased their work at the Saturday poster session. We also recognized undergraduate paper award winners Hannah Phalen, Siara Johnson, and Tyler Plogher. The top twenty student submissions garnered AP-LS travel awards to support their participation in this year's meeting.

It is inspiring and invigorating to see how many ways AP-LS members are not only talking the talk but also walking the walk of interdisciplinary research and practice. My own presidential address considered our individual and collective efforts toward our AP-LS mission statement: To enhance well-being, justice, and human rights through the science and practice of psychology in legal contexts. We already engage with so many issues, populations, and audiences that it can be difficult to track and honor all of our efforts. However, we still have a long way to go. In my address I offered three challenges - to expand our research methodologies to incorporate qualitative and mixed methods approaches and publish those in our journals; to understand legal and justice systems as *systems*, not just as opportunities for individuals to make decisions and affect outcomes; and to listen to and engage more folks on the front lines of social justice in both our research and our membership as an organization. I hope to work with many of you in the coming months to identify strategies and opportunities to meet these challenges. Let's widen our net and strengthen our capacities to engage science and, by doing so, engage justice.

-Jenn Woolard



Guest Column

Researcher-Practitioner Partnerships in Correctional Psychology: Why They Are Important and Tips Toward Building Them

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AP-LS Corrections Committee

AP-LS members who are psychologists in correctional settings often fulfill one of two professional roles. On the one hand, researchers seek to identify ways to better assess and treat criminal behavior and how to meet the needs of specialty groups, such as offenders with mental illness. On the other hand, practitioners, usually clinical psychologists, conduct assessments and provide treatment to offenders. Certainly, psychologists in both groups perform other tasks as part of their job duties, such as administrative work, formal teaching, and clinical supervision of students and interns. However, the two worlds of clinicians and researchers do not cross nearly as often as they could. In this article, we hope to open a dialog about researcher-practitioner partnerships with the goal of encouraging and facilitating these crucial interactions.

Why should practitioners develop partnerships with researchers?

In his 2010 presidential address to APA Division 18 (Psychologists in Public Service), Robert Morgan (current member of AP-LS's Corrections Committee) called upon public service psychologists to return to their roots as social scientists. Bob pointed to the fact psychologists in correctional settings (many of whom are also members of AP-LS) are often the only service providers for offenders—more people with serious mental illness are treated in correctional facilities than are treated in psychiatric hospitals. These individuals have complex treatment needs—practitioners in correctional settings are ideally situated to advance understanding of effective practices of this group because they work directly with them every day. Research has led to higher quality practices in corrections, but there is room for additional improvement. Bob also pointed out the need for practitioners to evaluate their current practices, because they are often asked to justify their existence to administrators and bureaucrats. However, there is usually little time for practitioners to devote to research or program evaluation. On the other hand, researchers are often looking for novel research ideas and opportunities. A practitioner-researcher partnership can be mutually beneficial because it can lead to publication for the researcher and improved practices for the practitioner.

Most practitioners have training in the social sciences, and many are active consumers of research to inform their clinical work. By working closely with researchers, practitioners can ensure that the research base adequately reflects their needs and those of their clients. In addition, researchers can help practitioners ensure they are adequately measuring outcomes of interest so they have useful data when asked to provide evidence of their effectiveness to administrators. Although many researchers have some experience doing clinical work, they may not fully appreciate the challenges faced by practitioners—partnerships can ensure that researchers produce research that is relevant to practitioners.

Why should researchers develop partnerships with practitioners?

Whereas practitioners lack the time to devote to research, researchers' primary goal is to conduct research. What researchers may lack is access to participants and secondary data to answer their research questions. In his 2010 article, Bob describes his longtime partnership with Daryl Kroner and Jeremy Mills, two psychologists working in correctional institutions (although Daryl has since defected to the world of academia). The trio have built a productive partnership that has resulted in grant funding and numerous publications, all while capitalizing on each individual's expertise and resources.

Researchers try to identify meaningful questions to study; as mentioned above, consultation with the practitioners who work on the front lines with the populations they seek to improve outcomes for can help refine research questions. In addition, practitioners can provide valuable insight into interventions developed by researchers—they can rely on their experience to let researchers know what won't work and why. Practitioners can also give researchers insight into the populations of interest given their experience working with their clients. For example, Wolff and colleagues (2013) conducted a survey of clinicians working with justice-involved clients and discovered that these clients had needs that were more complex than researchers

appreciated. The authors suggested that interventions to reduce the criminal justice involvement of individuals with serious mental illness could be improved by taking into account the input of practitioners. Practitioners likely have a wealth of information on a range of other concerns relevant to researchers. Given that practitioners often have training in social science research methods, they may also offer critical feedback on research design.

Tips for developing successful partnerships

Start small. Many partnerships are initiated when a researcher applies for a large research grant. However, partnerships don't necessarily require grant funding, and starting off with a small project can be a good way for teams to get to know each other. Practitioners may have data that researchers could analyze or ideas for data that could be collected easily. Working on a small project can help teams learn to work together and work out any issues without the stresses of a large grant.

Communication is key. When exploring the possibility of a partnership, it is a good practice to listen to the needs and interests of the other party rather than going in with a list of requests. As the partnership progresses, it is helpful to meet regularly to discuss any issues that have arisen and address them. It is helpful to have a memorandum of understanding (MOU) outlining the expectations and requirements of either side (these are generally required for federally funded grants). Misunderstandings are inevitable and should be expected. Keep in mind that the other party may use professional 'language' that is unfamiliar; ask them to clarify when needed.

Be flexible. The priorities of researchers and practitioners are often very different. While researchers are concerned with the collection of high-quality data, practitioners prioritize work with their clients. Practitioners may have interest in questions about local questions whereas researchers may have more 'big picture' questions. Using clear communication can result in a win-win scenario where both sides have their needs met.

Disseminate. After research is concluded, researchers, especially those in academic positions, seek to publish their work lest they perish. Research is often disseminated primarily to other researchers via academic journals, but the ostensible goal of correctional research is to solve real world problems. As noted by Phil Magaletta and his colleagues (2007) in their article "Toward the one: Strengthening behavioral sciences research in corrections," correctional researchers often devote a single paragraph to the implications for practice of their work. Researchers should be thoughtful in considering the range of possible applications for their work, and consult with practitioners to generate more ideas.

In addition, researchers should disseminate their findings to practitioners; not just those they partner with, but the field beyond. This can be accomplished by publishing in trade publications and attending practitioner-focused conferences.

Further reading:

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Legal Update

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

Identifying the Jurors Who Won't Stay Offline: Development of the Juror Internet Research Scale

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Introduction

These days, people are plugged in around the clock – researching nearby restaurants, scrolling through social media, seeing when the next bus will arrive. Access to as much information as one can sift through is expected to be constant and readily available. Given our tech-heavy culture, it is difficult enough for some people to sit through a jury trial, removed from their smart phones and tablets all day. Add to that the fact that jurors are required to refrain from researching the case throughout trial, even in their free time, and violations of these rules becomes highly probable.

For that reason, knowing who will follow the judge's rules is becoming increasingly important. A recent survey of 494 district court judges found that in the past two years, almost 7% had caught jurors using the internet to do research during a trial (Dunn, 2014). Given smartphone technology and the sheer number of people who use the internet regularly, this may seem like a small number, but because these infractions are difficult to detect, the extent of juror misconduct is undoubtedly a more serious problem than this figure suggests.

So who are the jurors who simply cannot stay off the internet during trial? We suspect that some jurors are more likely than others to follow judicial instructions regarding internet use. To test this idea, we developed the Juror Internet Research Scale (JIRS) to distinguish between those who are likely to follow the rules and those who will not. Our hope is that trial consultants and attorneys can utilize this scale to identify those jurors who are most likely to engage in internet research – a valuable tool in cases that have received media attention, particularly if the information jurors dig up is inadmissible in court.

Methodology

Juror Internet Research Scale Development

We generated potential scale items through a review of the available literature on juror internet use during trial. Initially, we identified and tested 27 items.

Study 1: Testing a Student Sample

The scale was first tested using a sample of 221 undergraduate student participants. Participants completed the 27 item JIRS as well as six additional scales.

Two scales were used to establish convergent validity -- a measure of self-control and a measure of perceived obligation to obey the law. Our hypothesis was that the JIRS would be inversely related to a scale measuring self-control and a scale measuring obligation to obey the law. This would provide theoretical support that the JIRS is measuring the construct of juror rule breaking through internet use. Three scales were used to establish discriminant validity. Here, we used measures of life contentment, religious faith, and general happiness. Our hypothesis was that the JIRS would be unrelated to these measures altogether. Finally, to assess the tendency to answer questions in a socially desirable way, participants completed the Marlowe-Crowne Social Desirability (MCSD) scale.

We conducted an exploratory factor analysis to identify the best items. Following factor analysis, we kept 10 of the original 27 items. We then conducted a second factor analysis on the 10-item version. The results showed that the scale as a whole measured a single construct, and that this single factor explained over 67% of the variability in answers. The factor loadings were all very good, indicating that each of the 10 individual items on the JIRS was measuring a single construct. The internal reliability of the JIRS was excellent ($\alpha = .95$).

We also found, as predicted, that the JIRS was negatively correlated with obedience to authority ($r = -.23$) and self-control ($r = -.21$), $p < .01$. In support of discriminant validity, the JIRS was not correlated with life contentment ($r = -.10$), general happiness ($r = -.03$), or religious faith ($r = -.11$). A small positive correlation was found with the measure of social desirability ($r = .18$), $p < .01$.

Overall, we concluded that our scale could be useful in predicting who would be more and less likely to do outside research during a trial. Namely, we found support that those low in self-control and

low in obedience to authority would be more likely to do internet research, while those high in self-control and high in obedience to authority would be less likely to do internet research.

Study 2: Testing a Community Sample

To check the student-sample results, we tested the JIRS with a community sample of 237 participants recruited through Amazon’s Mechanical Turk. We conducted an exploratory factor analysis with the community data on the same 10-item, final version of the JIRS tested with the student sample.

The community results mirrored the student results. Again, the items loaded on one factor, which accounted for over 71% of the variability. The items measured this single factor, as seen by good to strong factor loadings. The respondents answered consistently, making the internal reliability of the JIRS excellent ($\alpha = .95$). Replicating the results of the student sample, the JIRS

was again significantly negatively correlated with obedience to authority ($r = -.22$) and self-control ($r = -.23$), $p < .01$. In support of discriminant validity, the JIRS was not significantly correlated with life contentment ($r = -.08$), general happiness ($r = -.10$), or religious faith ($r = -.01$). A small negative correlation was found with the measure of social desirability ($r = -.23$), $p < .01$.

Thus, the student sample results were replicated with the community sample.

How to Use the JIRS

The measure is scored by creating a sum score of a participant’s answers on the 1 to 6 scale as shown below. However, only text responses were shown on the measure given to participants. Thus, the numbers are shown in parenthesis for explanatory purposes only. High scores indicate a higher likelihood of doing online research. Scores range from 10 to 60.

Juror Internet Research Scale

Listed below are a number of opinions. Read each item and decide whether you agree or disagree that this statement reflects your beliefs and to what extent.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)
1. I would look up the parties in the case online to try to find additional information about them.					
2. Finding additional information about the case online would be more helpful than harmful.					
3. If I don’t understand something the attorneys have presented, I would look it up online.					
4. I would try to find relevant and helpful information online that may be withheld during the trial.					
5. If I can’t ask questions during the trial, I would look up the information online.					
6. I would use the internet to find out the forbidden information judges don’t want me to find.					
7. I would do extra research online because it would help me make the best decision in the case.					
8. It would be wrong to do even a quick internet search for additional information during the trial. (Reverse scored)					
9. I would do additional research online if I thought it would help me better understand the case, even if the judge asked me not to.					
10. I would be curious to see what I could find online about the parties in the trial.					

Does the JIRS Work?

Results from our studies provide support for use of the JIRS to identify jurors who are prone to break the rules when it comes to internet research. The statistical analysis found the JIRS, as a whole, measures one construct, and that the items used to measure this construct are reliable in producing consistent responses. This suggests the JIRS items were all measuring the same construct – the likelihood of juror internet research.

These results suggest that the JIRS may be useful in distinguishing jurors who will follow judicial instructions to avoid internet research from those jurors who are more likely to break the rules. It represents an important development in combatting a thorny problem for parties to a lawsuit, attorneys, and courts alike.

Our future research will seek to create a short version (three or four items) for use in voir dire when a very limited number of questions are allowed. Also, measuring the correlation between the JIRS and two recently published scales about [smartphone](#) and [social media use](#) would provide further reason to believe that the JIRS measures heightened likelihood of conducting internet research. Future research should also continue to validate the JIRS with different populations to increase generalizability.

We hope and believe that the JIRS has a bright future. Trial consultants and attorneys can use it as a tool during voir dire, particularly in high profile cases or cases that have received extensive pretrial publicity, to identify jurors who are likely to conduct outside research during trial. If jurors have high scores on willingness to conduct outside research *and* other high-risk traits, there may be reason to remove that person from the jury panel. As courts, attorneys, trial consultants, and academics continue to seek ways to combat this issue, the JIRS can protect parties from exposure to negative, misleading, or incomplete information that jurors can obtain online.

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An earlier version of this article was originally published in The Jury Expert. <http://www.thejuryexpert.com/2015/12/the-juror-internet-research-scale-jirs-identifying-the-jurors-who-wont-stay-offline/>

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Expert Opinion

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

Utilizing Courthouse Dogs and Comfort Items to Assist Vulnerable Witnesses During Trial

By: Dawn E. McQuinston, Ph.D., Wofford College, Kayla Burd, M.S., M.A., Cornell University, & Colin G. Hayton, B.S., Wofford University

Courts have long exercised the use of therapeutic jurisprudence – the law’s ability to influence the psychological wellbeing of those involved in the justice system (Dellinger, 2009). Consistent with this goal are various courtroom innovations that are intended to decrease discomfort, especially among young or vulnerable testifying witnesses, like the use of CCTV, comfort toys, and dolls (Goodman, Quas, Bulkley, & Shapiro, 1999). A new form of therapeutic jurisprudence recently introduced for use in the courtroom involves canine companions. These “courthouse dogs” assist individuals who suffer from psychological, emotional, or physical difficulties and/or those who would benefit from the comfort of an animal while giving testimony. The dogs are expertly trained and are most often used with children in child sexual abuse trials, but have also been utilized to assist elderly witnesses, disabled witnesses, and defendants. The dog is typically instructed to lie silently on the floor near the witness or just within the witness’s view, and often the dog is hidden from the jury’s view. Courthouse dog programs currently exist in over half of the states in the U.S. (Courthouse Dogs, 2016).

Those who support the use of courthouse dogs argue that they help bring defendants to justice by calming vulnerable witnesses and making their testimony clearer (Dellinger, 2009). Some claim that young witnesses have been so distraught when testifying that they could not be functional on the stand and that the dogs can calm them to the point of being cooperative, successful witnesses (Courthouse Dogs, 2014). However, there is opposing concern that the presence of a courthouse dog emphasizes the victimization of the witness, thereby playing to jurors’ sympathies. Some argue that witnesses may be viewed as even more vulnerable or likeable, thus infringing upon the defendant’s right to a fair trial. Certain labels for the canines such as “therapy dogs” or “advocate dogs” may also imply that the witness is in fact a victim in need of therapy, which may further bias jurors (Campos, 2008).

The use of a courthouse dog during trial has provided a basis for appeal in several recent cases. For instance, in *People v. Tohom* (2013), a child was sexually assaulted multiple times by her father (the defendant), twice resulting in pregnancies that were aborted.

The victim was diagnosed with PTSD, felt highly unsafe, and was unable discuss the sexual assaults. At trial, the State sought the use of a courthouse dog for the then 15-year-old victim’s testimony on the basis that being accompanied by the dog would reduce her anxiety and facilitate her ability to speak about the crimes. The court permitted the dog, and the defendant was found guilty of predatory sexual assault against a child. On appeal, the defense argued that the use of the dog was unwarranted under the law, restricted the defendant’s right to a fair trial by inducing sympathy, and interfered with cross-examination of the victim. The higher court rejected this appeal stating that there were no overt signs of prejudice due to the presence of the dog, that the ability to cross-examine the victim was not hindered, and that the use of the dog was permitted by the state laws on allowances for child victims.

A similar argument was made in *State of Washington v. Dye* (2013) in which the home of a mentally handicapped man was burglarized. Because of the victim’s intense fear and anxiety about testifying, the State sought to allow a courthouse dog to assist him during testimony and the court allowed it. The defendant was found guilty of residential burglary. On appeal, it was argued that the dog induced undue sympathy for the victim, thereby violating the defendant’s right to a fair trial. The appeal was rejected on the basis that there was no measurable impact of the presence of the dog on the jury, that there were ample opportunities for the defense to address the presence of the dog with the jury, and that the jury was properly instructed to not assume anything from the use of the dog.

These are two of several examples in which the courts have made assumptions about the impact of courthouse dogs on jurors’ decisions based on intuition rather than empirical evidence. Thus, our research was aimed at investigating this issue: Are courthouse dogs, compared to comfort items, prejudicial against defendants? Because it is typical for only the most vulnerable witnesses to be accompanied by courthouse dogs or comfort items, we first investigated their impact in a case involving child sexual abuse (Burd, 2013; Burd & McQuiston, 2014). We predicted that witness

status (victim vs. bystander) and innovation type (courthouse dog vs. teddy bear vs. none) would differentially impact jurors' perceptions of the child witness. Mock jurors read a trial transcript depicting the case of an alleged sexual molestation of a six-year-old girl by her grandfather. Either the victim or a witness to the abuse testified and was accompanied by a dog, a teddy bear, or nothing (several photographs were included depicting each of these three conditions). We found no effect of witness status on verdict, and no effect of innovation type on judgments of the victim or defendant. Further, there was no direct effect of innovation on verdict: Disgust mediated the relation between innovation and verdict such that the presence of the comfort item (the teddy bear) increased participant disgust, which in turn increased the likelihood of conviction.

We next explored the possibility that courthouse dogs and comfort items might differentially impact jurors depending on the severity of the crime; the nature of a child sex abuse case might have created a ceiling, thus distorting any possible effect of innovation type. We examined the impact of innovation type (courthouse dog vs. teddy bear vs. none) on jurors' judgments across two crimes (child sexual abuse vs. robbery of a child) using the same experimental paradigm. Again, we found no direct effect of innovation type on verdict and no effect of crime severity on verdict. Disgust had a direct effect on verdict such that, across crime severity and innovation, higher levels of mock juror disgust were associated with an increased likelihood of conviction. Neither innovation nor crime severity were related to jurors' perceptions of child witness credibility.

Across two studies utilizing mock jury paradigms we found that, contrary to popular beliefs and our own predictions, courthouse dogs did not exert undue influence on juror decision-making regardless of the severity of the crimes tested, and did not differentially impact perceptions of child witnesses. Our work highlights the need to further explore the influence of jurors' emotions, like disgust, on decision making when it comes to innovations in the courtroom. Research is also needed that examines how the presence of a courthouse dog specifically affects the quality and quantity of information vulnerable witnesses provide. Currently, our data do not suggest that courthouse dogs elicit any type of juror prejudice and do not affect judgments over and above the value they offer to vulnerable witnesses.

Author Biographies

Dawn E. McQuiston, Ph.D., obtained her Ph.D. in Experimental Psychology from the University of Texas at El Paso and is an Associate Professor of Psychology at Wofford College. Her expertise lies in courtroom decision-making and eyewitness identification.

Kayla A. Burd, M.S., M.A., is a doctoral student at Cornell University concentrating in Law, Psychology, and Human Development. Her research interests focus on legal decision-making and extra-legal biases.

Colin G. Hayton, B.S., is a Wofford College graduate where he majored in psychology and conducted several independent studies in the field of psychology and law. He will begin law school at Wake Forest University in fall of 2016.

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American Psychology-Law Society

APA DIVISION 41

Teaching Tips

Editor: Jessica Solano, Ph.D.

Experiential Learning in Psychology & Law

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Each semester, I try to ask myself, instead of telling the students about a certain concept, how can I design an activity that allows them to actually experience it? How can I make a complex psychological concept come alive in a way that feels real and memorable and increases mastery? This is one of my favorite aspects of teaching – having the opportunity to stretch my creativity and experiment with new pedagogical strategies to see what works and what gets students excited and involved.

For many undergraduate students, an introductory Psychology and Law or Forensic Psychology course may be the only formal exposure they get to our field (aside from a plethora of media representations that are often exaggerated or inaccurate). Most of our undergraduate students will not necessarily go on to obtain the extensive exposure and advanced training in forensic settings and methods that many of us received in our graduate school programs. Given that, I believe it is important to provide opportunities for students to really engage with the material beyond traditional lecture-based formats. There is a plethora of research that supports this notion (e.g., Beard & Wilson, 2013; Perry, Huss, McAuliff, & Galas, 1996; Sankoff, 2014)

Given that I teach at least one undergraduate Psychology and Law course per year, I have had many opportunities over the years to try out various experiential learning activities and assess what does and does not tend to work. I have also been engaged in a teaching effectiveness research project (discussed further below) for several years with AP-LS colleagues and friends, Christina Riggs Romaine, Ph.D. (Assistant Professor at Wheaton College, MA) and Melinda Wolbransky, J.D., Ph.D. (Adjunct Instructor at John Jay College of Criminal Justice, Drexel University, and University of New Haven). Over time and through the Teaching Psychology and Law project, I have learned a few lessons that I thought would be helpful to pass on, particularly for graduate students who may be gearing up to teach their first course, for junior faculty wanting to experiment with various course formats, or for seasoned faculty looking to liven things up a bit in the classroom.

Anticipate

Perhaps one of the most challenging aspects of incorporating experiential activities into a course is the amount of forethought that is required. As someone who admittedly tends to leave aspects of course preparation and scheduling until the last minute, I have had semesters where I had great ideas for activities but simply did not have the lead time to adequately design and execute the activity. Planning ahead is critical, both for the success of the activity within the context of the course, as well as to anticipate any logistical or substantive challenges that may arise. Sometimes, an activity requires a lot of scheduling coordination with community partners (see the Collaborate section below). Sometimes, you have to build enough flexibility into the schedule to make sure you can adequately cover specific content in order to maximize the students' experience. Your course schedule cannot be packed so tight that an unexpected class cancellation due to weather or illness would completely throw things off, resulting in a failed or canceled class exercise. You also have to have a good sense of the ebb and flow of how you are designing the overall course schedule to ensure that the experiential activity you have planned does not occur at a particularly inopportune time that could decrease participation (e.g., the last class before spring break or the class period immediately following a major exam or project due date). Anticipating the needs of the students, as well as your own scheduling needs (e.g., not having the activity scheduled to take place the day after a major grant deadline), can go a long way to ensuring the success of a carefully designed active learning experience.

Create

What do I mean when I say “experiential learning” or “active learning exercises?” Over the last 10 years in particular, we hear these terms being used more frequently at all levels of education and in our own psychology and law realm (e.g., Berman & Platania, 2007; Bornstein, 2006; Fass, 1999; Larsen, 1987; Miller, 1997; Perry et al., 1996; Sankoff, 2014; Schumacher & Brodsky, 1988; Werth et al., 2002). The pendulum seems to be swinging more strongly toward ensuring that students are actively engaging with course content rather than passively receiving information. Accordingly, there are many definitions of experiential learning in the education

literature, but I generally think of it as “learning through doing” (*but see Roberts, 2012*).

For example, if I want students to really immerse themselves in understanding the jury selection process, how it works, who the important players are, and what the research suggests about best practices, then I need to design an activity that puts them through the process. This could mean creating a simulation in which students are first given a detailed criminal case scenario and are asked to play the role of trial consultant for either the prosecution or defense. Then, they are given a pool of potential jurors, with accompanying biographical statements, from which to engage in the *voir dire* process. Finally, they are provided with opportunities to question jurors and exercise various challenges before settling on the final jury. This type of activity would require that the students have a previous understanding of this phase of the trial process, as well as a grasp of the psychological research related to jury selection and which sorts of individual characteristics might be more favorable to their particular side of the case. Such an activity allows for thoughtful preparatory discussions, as well as insightful de-briefing sessions on how and why certain strategies were utilized.

Of course, creating these types of active learning exercises takes an immense amount of planning, creativity, and attention to detail. It can be difficult to continually come up with interesting and feasible activities. To this, I would say don't do it on your own! This is how the Teaching Psychology and Law project began. Having been friends since graduate school, Christina, Melinda, and I found ourselves swapping teaching stories over coffee at an AP-LS conference several years ago and discovered that we would all be teaching an undergraduate Psychology and Law course the next semester. We started exchanging ideas about activities and projects we had done in the past or thought about doing, and decided that it did not make sense for us to each re-invent the wheel alone. Rather, we agreed to design our courses together, dividing up activity topics between us, and then giving each other both instructor and student feedback on the activities as we each implemented them. AP-LS is full of extremely talented and creative instructors and the Teaching, Training, and Careers Committee has done an excellent job over the years compiling syllabi and teaching resources. If you are interested in integrating more experiential learning into your courses, you do not have to look very far in our organization to find others who can share ideas or join with you to design new exercises, particularly as the hot topics in our field continue to evolve.

A word of advice related to creating new activities, particularly for newer instructors: keep it manageable. Once you begin infusing these types of activities into your class and seeing how excited and engaged the students become, it can be tempting to want to overhaul your course and do these activities in every class session. I have found that trying out one or maybe two new activities in a semester is reasonable to ensure that I can adequately attend to all aspects of

facilitating the activity, as well as to prevent saturating the students with one intensive simulation or exercise after another.

Collaborate

In addition to collaborating with fellow instructors in the creation of activities, there are also lots of ways to engage community partners in experiential learning exercises. When I began my faculty position at Valparaiso University, I had just moved to the area and had virtually no professional network yet in the local community. Knowing that one of my goals was to gradually familiarize myself with the legal and psychological agencies and stakeholders in the region, I made it my mission in those first few years to design classroom activities that required community partners. Some examples included:

- 1) working with the high school psychology teacher to create an activity in which his students played juvenile offenders with a specific mental illness and my undergraduate students had to conduct a juvenile competency to stand trial evaluation of the high school student;
- 2) recruiting several local attorneys to conduct direct and cross-examinations of my students as part of an expert witness simulation;
- 3) bringing together law students and graduate counseling students to practice requesting and responding to subpoenas, as well as testifying/examining witnesses;
- 4) working with a local child care facility that allowed my students to conduct basic interviews with young children (after obtaining parental consent) following a structured observation, as part of an activity demonstrating the suggestibility of child witnesses; and
- 5) working with faculty in other disciplines to have their students serve in a variety of roles, such as potential jurors in a jury selection simulation (e.g., a political science or criminal justice class) or medical experts for a civil personal injury evaluation simulation (e.g., nursing or pre-med students).

These types of professional collaborations not only increased the authenticity of the exercises for the students, but they also enabled me to interface with many agencies and individuals. This gradually built my professional network in the community and facilitated extremely enriching partnerships in the classroom, as well as in other research, consulting, and policy initiatives.

Evaluate

Given that much of forensic work is focused on assessment and outcomes, it should come as no surprise that I would encourage you to evaluate the effectiveness of your efforts to incorporate experiential learning strategies into your classroom. When Christina, Melinda, and I began the Teaching Psychology and Law project, we decided at the outset that we would evaluate the effectiveness of the activities we designed with as much experimental control as possible. As discussed

above, it is an immense amount of work to design these types of activities, so assessing whether the return on our investment was worthwhile was important to us and, we felt, a meaningful contribution to the broader scholarship of teaching and learning. We designed the project to evaluate not only whether the activities were increasing students' engagement and motivation, but also their mastery and retention of the material. The results of that study (Zelechowski, Riggs Romaine, & Wolbransky, under review) are currently under review and form the foundation for a comprehensive instructor's guide scheduled for publication in 2017 (Zelechowski, Wolbransky, & Riggs Romaine, in preparation). In a nutshell, not only did the experiential learning students perform better on the exam questions specifically related to the experiential topics, but they rated the course and the instructor higher than did the traditional lecture students, despite the fact that the experiential course format actually required more work overall (e.g., additional papers/reports assigned).

Evaluating the impact of incorporating active learning exercises into your course is not as difficult to do as one might imagine. Some of the simplest methods include collecting both objective (e.g., baseline and final assessments) and subjective (e.g., activity feedback surveys and course evaluations) data. If you are able to teach multiple sections and designate some as control and some as experiential sections, your results will have more validity. In addition to providing valuable information about the effectiveness of your classroom activities, if you are teaching at a primarily undergraduate or more teaching-oriented institution, this type of pedagogical research is often considered a highly valued and respectable line of research.

In sum, I truly cannot advocate enough for the inclusion of these types of activities in Psychology and Law and related courses. Having incorporated experiential learning elements in different types of psychology courses over the years, I find it extremely difficult now to go back to a traditional lecture-only format, knowing how much the students enjoy being pushed out of their comfort zones and thrive when given opportunities to directly apply their new knowledge and skills. I believe the trial and error that comes with trying new things in the psych-law classroom has made me a better teacher and a better forensic psychologist. I am deeply grateful to the Teaching, Training, and Careers Committee for the honor of the Early Career Outstanding Teaching and Mentoring award, for highlighting the importance of discussing *how* we teach and train our students, and for amassing a fantastic collection of teaching resources.

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Research Briefs

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COMMUNITY, CORRECTIONAL, & FORENSIC TREATMENT

Bachman, R., Kerrison, E., Paternoster, R., O'Connell, D., & Smith, L. (2016). **Desistance for a long-term drug-involved sample of adult offenders: The importance of identity transformation.** *Criminal Justice and Behavior, 43*, 164-186. doi:10.1177/0093854815604012

This study examined whether the identity theory of desistance (ITD) was useful in explaining desistance in a sample of drug-involved offenders. Researchers found that an overwhelming majority of offenders who were successful in desisting from crime and substance misuse had "transformed" their identity from "offender" to "non-offender." Forming new relationships with former support systems (e.g., family) and finding living-wage employment contributed to new identity transformation.

Batastini, A. B., King, C. M., Morgan, R. D., & McDaniel, B. (2016). **Telepsychological services with criminal justice and substance abuse clients: A systematic review and meta-analysis.** *Psychological Services, 13*(1), 20-30. doi:10.1037/ser0000042

The results of 3 studies involving traditional criminal justice participants and 2 studies involving substance abuse clients were subjected to several meta-analyses assessing outcomes for telepsychological services. The 5 specific outcome-analyses were: mental health symptoms, therapeutic process, program engagement, program performance, and service satisfaction. Results indicated that telepsychological outcomes were at least comparable with in-person outcomes. This review highlights a need for further investigation into the practice of telepsychological services.

Carrola, P.A., Olivarez, A., & Karcher, M.J. (2016). **Correctional counselor burnout: Examining burnout rates using the Counselor Burnout Inventory.** *Journal of Offender Rehabilitation, 55*(3), 195-212. doi: 10.1080/10509674.2016.1149134

The appropriateness of the Counselor Burnout Inventory (CBI) for use with correctional counselors was explored. The CBI measures burnout rates as they relate to gender and the type of prison they work in (minimum security, medium security, maximum security, or inpatient). 92 responses on the Maslach Burnout Inventory-Human Services Survey and the CBI indicate that the CBI is an effective measure of burnout with correctional counselors. Furthermore, gender and prison type were not statistically significant in predicting burnout.

Compton, M. T., Kelley, M. E., Pope, A., Smith, K., Broussard, B., Reed, T. A., . . . Haynes, N. L. (2016). **Opening Doors to Recovery: Recidivism and recovery among persons with serious mental illnesses and repeated hospitalizations.** *Psychiatric Services, 67*(2), 169-175. doi:10.1176/appi.ps.201300482

The number of hospitalizations, days hospitalized, and arrests for 72 participants in the year before enrollment in the Opening Doors to Recovery treatment program and during the first 12 months of enrollment in the program were compared. Total number of hospitalizations and days hospitalized decreased, however arrest rates (which are rare events) did not. There was an overall trend observed for recovery measures and improvement.

Cusworth Walker, S., Bishop, A. S., Nurius, P. S., & Logan-Greene, P. (2016). **The heterogeneity of treatment needs for justice-involved girls: A typology using latent class analysis.** *Criminal Justice and Behavior, 43*, 323-342. doi:10.1177/0093854815615162.

This study sought to examine the within-group variation in treatment needs of justice-involved girls, since most current efforts consider the group homogenous. Using 1,731 female adolescents charged in juvenile court, researchers utilized latent content analysis and identified four classes of treatment needs: high family conflict and trauma (20%), complex treatment needs with antisocial peers (30%), low adverse experiences with substance abuse needs (38%), and mental health needs with strong social assets (10%). These findings are consistent with other findings of female treatment needs and unique from male treatment needs. Researchers discuss implications for policy and offer recommendations for appropriate services for justice-involved girls.

Dako-Gyeke, M. & Baffour, F.D. (2016). **We are like devils in their eyes: Perceptions and experiences of stigmatization and discrimination against recidivists in Ghana.** *Journal of Offender Rehabilitation, 55*(4), 235-253. doi: 10.1080/10509674.2016.1159640

Perceptions and experiences of stigmatization and discrimination against recidivists in Ghana were explored through in-depth interviews and qualitative data analysis. Results suggest that community members had negative perceptions about recidivists, and recidivists experienced stigmatization and discrimination in diverse areas, including employment, housing, and romantic relationships. The authors emphasize the need for collaborative efforts to remove obstacles to incarcerated persons' reintegration into society.

Francombe Pridham, K. M., Berntson, A., Simpson, A. I. F., Law, S. F., Stergiopoulos, V., & Nakhost, A. (2016). **Perception of coercion among patients with a psychiatric community treatment order: A literature review.** *Psychiatric Services, 67*(1), 16-28. doi:10.1176/appi.ps.201400538
Twenty-three research articles and 14 empirical studies were analyzed for attitudes regarding psychiatric community treatment orders (CTOs). Results indicated that CTOs may contribute to a patient's sense of coercion, with differing levels of perceived coercion noted among the studies. Perceptions of alternatives to CTOs, the presence of additional forms of leverage in patients' lives, and the process of CTO initiation and enforcement, may mitigate or enhance perceptions of coercion.

Han, W., & Redlich, A. D. (2016). **The impact of community treatment on recidivism among mental health court participants.** *Psychiatric Services, 67*(4), 384-390. doi:10.1176/appi.ps.201500006

Examined the impact of community treatment on arrests in a mental health court (MHC) sample of 357 participants and a traditional criminal justice system sample of 384 participants. Data from the MacArthur MHC project were utilized. There was a significant increase in treatment motivation and use of community services for the MHC group, although perceptions of treatment voluntariness decreased. Arrest rates also decreased for the MHC group with increased medication compliance.

Hartwell, S., Fisher, W., Deng, X., Pinals D. A., & Siegfriedt, J. (2016). **Intensity of offending following state prison release among persons treated for mental health problems while incarcerated.** *Psychiatric Services, 67*(1), 49-54. doi:10.1176/appi.ps.201400417

Analyzed data from 1,438 individuals released from Massachusetts state prisons who, while incarcerated, received treatment from the prisons' mental health services. These individuals were followed for 24 months post-release. Predictors of subsequent arrests included number of previous incarcerations and race. Protective factors included older age, supervision by parole, and a drug-related or person-related governing offense on previous arrest. Clinical symptoms were not related to incidence of post-release arrests.

Hiday, V. A., Ray, B., & Wales, H. (2016). **Long-term impacts of mental health courts: Recidivism two years after exit.** *Psychiatric Services, 67*(4), 378-383. doi:10.1176/appi.ps.201400569

Archival data from 408 mental health court (MHC) participants and 687 MHC-eligible defendants in traditional criminal court (TCC) in the same jurisdiction were compared for recidivism. MHC completers and noncompleters were examined separately. The greatest reductions in recidivism were found among MHC completers. The noncompleter group had the highest number of arrests. After controlling for confounding variables, MHC completers differed significantly from the comparison (TCC) group in two-year recidivism.

Kersten, L., Cislo, A. M., Lynch, M., Shea, K., & Trestman, R. L. (2016). **Evaluating START NOW: A skills-based psychotherapy for inmates of correctional systems.** *Psychiatric Services, 67*(1), 37-42. doi:10.1176/appi.ps.201400471

A retrospective analysis was conducted on male and female inmates, both sentenced and un-sentenced, with and without recorded diagnoses. Participants were given 32 sessions of collaborative psychotherapy via the START NOW program. Results indicated that for each additional session, a 5% reduction was noted in the incident rates of disciplinary reports. Inmates with the highest security risk benefited from more program participation. All diagnostic groups also benefited from greater participation.

Lim, L. & Day, A. (2016). **Mental health diversion courts: A prospective study of reoffending and clinical outcomes of an Australian mental health court program.** *Journal of Offender Rehabilitation, 55*(4), 254-270. doi: 10.1080/10509674.2016.1159639

The authors aimed to understand how mental health courts function to improve the mental health of participants and consequently reduce recidivism. Preprogram and postprogram data from 112 adult offenders referred to an established mental health court in Australia were analyzed. Results indicated that participation in the program was associated with overall reductions in new offenses, but this was better correlated to preprogram risk of reoffending as opposed to improvements in mental health and well-being.

Lowder, E. M., Desmarais, S. L., & Baucom, D. J. (2016). **Recidivism following mental health court exit: Between and within-group comparisons.** *Law and Human Behavior, 40*(2), 118-127. <http://dx.doi.org/10.1037/lhb0000168>

To investigate the effectiveness of Mental Health Courts (MHC) recidivism, a study was conducted on a group of MHC participants (N=57) and offenders receiving treatment as usual (TAU; n=40) 1 year post-exit. Findings suggest that compared to TAU participants, MHC participants had notably fewer jail days, but no fewer charges or convictions. Results overall showed that MHC's may be effective for high-risk participants and therefore may have positive outcomes on risk of recidivism.

Moore, K.E., Stuewig, J.B., & Tangney, J.P. (2016). **The effect of stigma on criminal offenders' functioning: A longitudinal mediational model.** *Deviant Behavior, 37*(2), 196-218. doi: 10.1080/01639625.2014.1004035

The authors describe criminal offenders' pre- and post-release psychological responses to stigma. Jail inmates' perceived and anticipated stigma was assessed prior to release from jail/prison and outcomes were assessed one year post-release. Results indicated that perceived stigma predicted worse community adjustment through anticipated stigma, which was further mediated by race.

Ricks, E. P. & Loudon, J. E. (2016). **Slipping through the cracks: Is mental illness appropriately identified among Latino offenders?** *Criminal Justice and Behavior*, 43, 525-538. doi:10.1177/0093854815605525.

This study sought to examine whether ethnicity influences the identification of mental illness in a sample of inmates. Results indicated that the likelihood of having a mental illness diagnosis was significantly higher for European Americans and African Americans than it was for Latino Americans. Researchers offer suggestions for promoting best practices among vulnerable offenders and suggestions for furthering the understanding of ethnic disparities in correctional mental health settings.

Schubert, E.C., Duinink, M., & Schlafer, R.J. (2016). **Visiting Mom: A pilot evaluation of a prison-based visiting program serving incarcerated mothers and their minor children.** *Journal of Offender Rehabilitation*, 55(4), 213-234. doi 10.1080/10509674.2016.1159641

This study describes an evaluation of Extended Visiting (EV), a prison-visiting program for incarcerated mothers and their children. Mothers and caregivers were interviewed regarding experiences with the program. Benefits included maintaining a relationship with children, physical contact, motivation, privacy, peer support, and personal growth. Barriers included desire for overnight visits and more age-appropriate activities, and perceived travel time and costs.

Stainbrook, K., Hartwell, S., & James, A. (2016). **Female veterans in jail diversion programs: Differences from and similarities to their male peers.** *Psychiatric Services*, 67(1), 133-136. doi:10.1176/appi.ps.201400442

Interviews from 1,025 participants at multiple jail diversion program sites were analyzed. Female veterans reported significantly more sexual trauma, more females had PTSD, and females had more severe PTSD symptoms. Male veterans reported earlier criminal justice involvement, more males served in military combat, and males had higher rates of substance use. The differences in female and male veterans suggest that programs should include attention to gender in planning program services.

Stewart, L.A., Wilton, G., & Sapers, J. (2016). **Offenders with cognitive deficits in a Canadian prison population: Prevalence, profile, and outcomes.** *International Journal of Law and Psychiatry*, 44, 7-14. doi: 10.1016/j.ijlp.2015.08.026

Twenty-five percent of 488 incoming male offenders assessed for cognitive deficits were found to have some level of cognitive deficit. Level of cognitive deficit was not related to institutional charges or completion of correctional programs and on release, cognitive deficits were not related to returns to custody or recidivism. The authors conclude that offenders with cognitive deficits do not pose a management problem in the community after release relative to offenders without cognitive deficits.

Stinson, J. D. (2016). **Predictors of treatment noncompletion in a sample of inpatient sex offenders with serious mental illness.** *Psychiatric Services*, 67(1), 43-48. doi:10.1176/appi.ps.201400415

Archival data from 156 adult male sex offenders in an inpatient psychiatric hospital in the Midwestern United States were coded and analyzed for predictors of treatment noncompletion. Significant predictors included number of arrests, recent physical aggression, length of admission, and diagnoses of borderline personality disorder, psychosis, and intellectual impairments. These results suggest a combination of criminal risk and clinical risk indicators for psychiatric sex offenders who do not complete treatment.

Valerio, C. & Becker, J.V. (2016). **Jail-based restoration to competency: An investigation of program recidivism and contested competency cases.** *Journal of Forensic Psychology Practice*, 16(2), 61-73. doi: 10.1080/15228932.2016.1142777

This study investigated characteristics of defendants who completed jail-based restoration to competency (RTC) programs more than once as compared to defendants who completed the program only once. Furthermore, this study queried whether the use of psychological testing in competency to stand trial (CST) evaluations reduced the number of contested competency cases. Predictors of RTC program repetitions were identified, but no differences were identified in number of contested CST evaluations that used assessment instruments versus evaluations where no assessment was used.

Welsh, W. N., Prendergast, M., Knight, K., Knudsen, H., Monico, L., Gray, J., Abdel-Salem, S., Malvini Redden, S., Link, N., Hamilton, L., Shafer, M. S., & Friedmann, P. D. (2016). **Correlates of interorganizational service coordination in community corrections.** *Criminal Justice and Behavior*, 43, 483-505. doi:10.1177/0093854815607306.

Researchers sought to examine how specific organizational (e.g., leadership, support, staffing) and individual (e.g., burnout, satisfaction) factors influence interagency relationships between community-based treatment providers and community correctional agencies and contribute to ineffective services. Using data from 20 sites, researchers found that the strongest correlates were adaptability, efficacy, and burnout. Implications concerning barriers to establishing evidence-based practices (EBPs) for treating offenders, as well as implications for policy, are discussed.

Wilson, C. M., Nicholls, T. L., Charette, Y., Seto, M. C., & Crocker, A. G. (2016). **Factors associated with review board dispositions following re-hospitalization among discharged persons found not criminally responsible.** *Behavioral Sciences & The Law*, doi:10.1002/bsl.2220

The Canadian Forensic Mental Health System explored the impact of being re-hospitalized on factors related with the Subsequent Review Board decisions using a sample of 1367 participants (involved in 2,920 disposition hearings). Findings suggest that greater chances of a hospital detention decision were related to greater presence of clinical factors. Furthermore, results showed that dynamic factors related to mental health are highly valued by the Review Boards.

Worley, R.M. & Worley, V. B. (2016). **The economics of “crossing over”:** Examining the link between correctional officer pay and guard-inmate boundary violations. *Deviant Behavior*, 37(1), 16-29. doi: 10.1080/01639625.2014.982781

This study questioned why some correctional officers engage in boundary violations with inmates despite the strong cultural norms discouraging familiarity between staff and offenders. Using an alternate version of Blau and Blau’s relative deprivation theory to guide interpretation of analyses, the authors conclude that poor pay, perceptions of boundary violations by other officers, and lack of family support cause some officers to lack pride in their profession, which motivates their close familiarity with inmates.

DELINQUENCY/ANTISOCIAL BEHAVIOR

Alvarez-Alonso, M.J., Jurado-Barba, R., Martinez-Martin,, N., Espin-Jaime, J.C., Bolaños-Porrero, C., Ordoñez-Franco, A., Rodriguez-Lopez, J.A., Lora-Pablos, D., de la Cruz-Bértolo, J., Jimenez-Arriero, M.A., Manzanares, J., & Rubio, G. (2016). **Association between maltreatment and polydrug use among adolescents.** *Child Abuse and Neglect*, 51, 379-389. doi: 10.1016/j.chiabu.2015.07.014

655 adolescents were divided into two groups, polydrug users and non-polydrug users, to assess their pattern of drug consumption, history of childhood maltreatment, current psychopathology and their family history of alcoholism. Polydrug users had a greater prevalence of all types of maltreatment, as well as diagnoses of depressive disorder, the presence of anxiety traits and the family history of alcohol dependence. The authors suggest that practitioners consider those variables that may influence polydrug abuse during treatment.

Caldwell-Gunes, R.M., Silver, N.C., Smith, K.M., & Norton, K.A. (2016). **Racial and ethnic differences in factors related to drug use among adult female offenders: Implications for treatment.** *Journal of Forensic Psychology Practice*, 16(1), 39-48. doi: 10.1080/15228932.2016.1124595

Racial and ethnic differences of drug use and distribution were examined in a sample of 225 female offenders divided by race (Caucasian, African American, and Hispanic). Caucasians had more present possession offenses than African Americans or Hispanics, while Hispanics had more present distribution offenses than African Americans or Caucasians. Caucasians had higher Drug Addiction Severity Index scores than African Americans or Hispanics. The authors discuss the role of race, ethnicity, and gender in drug abuse and criminal offending.

Childs, K.K., Davidson, M., Potter, R.H., & Rosky, J.W. (2016). **Exploring the structure of adolescent problem behaviors and the associated adult outcomes.** *Deviant Behavior*, 37(1), 95-113. doi: 10.1080/01639625.2014.983018

Previous research on adolescent problem behaviors is expanded upon through examination of whether constellations of problem behavior in adolescence impact outcomes during early adulthood. Three classes of adolescents (“low risk, abstainers,” “sexually-active, experimenters,” and a “high risk, diverse behavior” group) were identified. Multivariate logistic regression analyses were employed to identify class differences in social stability, general health and service utilization, and criminal justice system involvement during emerging adulthood. Results indicated class differences in the likelihood of negative outcomes during early adulthood.

Contreras, L. & Cano, M.C. (2016). **Social competence and child-parent violence: Analyzing the role of the emotional intelligence, social attitudes, and personal values.** *Deviant Behavior*, 37(2), 115-125. doi: 10.1080/01639625.2014.983024

This study examined variables of social competence, including emotional intelligence, social attitudes, and personal values, in adolescents who had committed a parent-abuse offense, to determine if differences existed in comparison to non-offender adolescents. Results revealed that parent-abuse offenders showed lower levels of emotional intelligence, more antisocial and less prosocial attitudes than non-offender adolescents, as well as higher scores in hedonism and power values.

De Ridder, J., Pihet, S., Suter, M., Caldara, R. (2016). **Empathy in institutionalized adolescents with callous-unemotional traits: An ecological momentary assessment study of emotion recognition.** *Criminal Justice and Behavior*, 43, 653-669. doi:10.1177/0093854815618431.

This study sought to examine institutionalized adolescents’ empathic accuracy in their ability to infer staff members’ emotions, using Ecological Momentary Assessment. Using a sample of 55 adolescents, researchers measured perceived levels of distress and anger in staff, 4 times per day over the course of 8 days. Callous-unemotional traits were assessed with the Youth Psychopathic Traits Inventory. Results suggest that in real-life situations, cognitive empathy skills may compensate for adolescents high in callous-unemotional traits inability to recognize distress. Implications for potentially excessive negative emotions are discussed.

Espinosa, E. M. & Sorensen, J. R. (2016). **The influence of gender and traumatic experiences on length of time served in juvenile justice settings.** *Criminal Justice and Behavior, 43*, 187-203. doi:10.1177/0093854815605540.

This study examined the relation between gender and trauma history with the length of times juvenile offenders served in post-adjudicatory placements. Using a sample of 5,019 juveniles, researchers found that girls spent significantly longer periods of time in confinement than did boys even when controlling for outside variables (e.g., offense severity). Additionally, girls with histories of trauma served longer periods in confinement than boys. Implications for juvenile justice settings are discussed.

Jose, R., Hipp, J. R., Butts, C. T., Wang, C., Lakon, C. M. (2016). **Network structure, influence, selection, and adolescent delinquent behavior: Unpacking a dynamic process.** *Criminal Justice and Behavior, 43*, 264-284. doi:10.1177/0093854815605524.

Researchers examined the evolution of friendship networks and delinquent behaviors using a stochastic actor-based (SAB) model in 12 small schools ($N = 1, 284$) and 1 large school ($N = 976$) at three time periods. Results indicated the presence of both selection and influence processes. Additionally, contexts outside of the school affected networks (e.g., students from the large school were likely to form relationships to peers from equally disadvantaged areas), which increased delinquency over time. Researchers discuss the importance of peer selection and influence processes in delinquency.

McLean, K. & Wolfe, S. E. (2016). **A sense of injustice loosens the moral bind of law: Specifying the links between procedural injustice, neutralizations, and offending.** *Criminal Justice and Behavior, 43*, 27-44. doi:10.1177/0093854815609655.

Researchers sought to explore the connection between perceptions of procedural injustice and offending behaviors. Using longitudinal data, researchers examined the links between procedural injustice, techniques of neutralization, and offending. Findings indicate that the impact of procedural injustice on offending is partially mediated by neutralization attitudes. In other words, procedural injustice is associated with attitudes conducive to criminal behavior, rather than the behavior alone. Implications for the scope of procedural justice theory are offered.

Nofziger, S. & Callanan, V.J. (2016). **Predicting suicidal tendencies among high risk youth with the general theory of crime.** *Deviant Behavior, 37*(2), 167-183. doi: 10.1080/01639625.2014.1004029

This study examines whether suicidal tendencies among juveniles who have come to the attention of Child Protective Services can be predicted using self-control theory. The authors report that self-control predicts suicidal tendencies, and that the effect of self-control remains significant even when controlling for juveniles' depression and previously reported suicidal thoughts and behaviors. These findings provide caseworkers with another tool for assessing the risk of suicide among high risk youth.

Risser, S. & Eckert, K. (2016). **Investigating the relationships between antisocial behaviors, psychopathic traits, and moral disengagement.** *International Journal of Law and Psychiatry, 45*, 70-74. doi: 10.1016/j.ijlp.2016.02.012

The relations between morally disengaged attitudes, psychopathic affective traits, and a variety of antisocial and risky behaviors were investigated in a sample of adults. Results indicated that psychopathic traits and moral disengagement were both predictive of non-violent antisocial behaviors, while only remorselessness was predictive of violence, and only morally disengaged attitudes were predictive of academic cheating. Relationships were further moderated by gender.

Rucevic, S. & Ajdukovic, M. (2016). **Problem behaviors, childhood victimization, and attachment quality in Croatia sample of community and referred psychopathic-like adolescents.** *Criminal Justice and Behavior, 43*, 564-582. doi:10.1177/0093854815605526.

This study compared differences between two groups of "psychopathic-like adolescents": community based and referred. Results indicated that the referred group presented with a distinct profile and exhibited higher levels of impulsivity, irresponsible behaviors, problem behaviors in general, and childhood victimization. This group, as compared to the community group, perceived lower parent-adolescent attachment quality. Findings did indicate some general similarities, including: problem behaviors, victimization, and attachment. Researchers discuss implications, suggesting that comparable processes link familial factors to problem behavior in psychopathic-like adolescents both involved and not involved with the juvenile justice system.

Schulz, N., Murphy, B., & Verona, E. (2016). **Gender differences in psychopathy links to drug use.** *Law and Human Behavior, 40*(2), 159-168. <http://dx.doi.org/10.1037/lhb0000165>

The purpose of this study was to examine the mediating role of gender between the relationship of psychopathy and drug use in a sample of 318 participants with criminal records and recent substance abuse use. Findings suggest that women portrayed a stronger relationship between interpersonal- affective traits and beginning drug use at a later age compared to men. Findings also suggested a strong significant relationship between antisocial traits and drug use in women than men.

Slocum, L. A., Wiley, S. A., & Esbensen, F. A. (2016). **The importance of being satisfied: A longitudinal exploration of police contact, procedural injustice, and subsequent delinquency.** *Criminal Justice and Behavior, 43*, 7-26. doi:10.1177/0093854815609069.

Researchers used four waves of data to explore the ways in which procedural injustice and being stopped and/or arrested function to impact delinquency later in adolescence. This study also examined how these effects differ across adolescents based on their evaluations of their police

encounters. Findings suggest that the impact on delinquency depends on the youth's perceived satisfaction with the encounter. Researchers discuss how the negative consequences of being stopped or arrested are mitigated by a favorable perception of the event's fairness.

Tatar II, J. R., Cavanaugh, C., & Cauffman, E. (2016). **The importance of (anti)social influence in serious juvenile offenders with psychopathic traits.** *Psychology, Public Policy, and Law*, 22, 92-104.

This study explored whether psychopathic traits can help moderate the relation of antisocial influence of peers, parents, and other important non-parental adults, since it is believed that antisocial personality features inhibit the formation of traditional social bonds. Using a sample of serious juvenile offenders, researchers concluded that greater exposure to antisocial influence from peers and other important non-parental adults did result in more delinquent behavior. Further, the impact of peer influence on institutional misconduct was frequent for youth with high psychopathic traits. Implications for taking a juvenile's social environment into account when examining psychopathic traits and adolescent antisocial behavior are discussed.

Watkins, W.C. (2016). **A social learning approach to prescription drug misuse among college students.** *Deviant Behavior*, 37(6), 601-614. doi: 10.1080/01639625.2015.1060799

This study sought to add to the literature of theoretically based studies by examining prescription drug misuse among a sample of undergraduate college students at a large, southern university. Using the tenets of social learning theory to identify potential risk factors for misuse, the authors report partial support for the ability of social learning theory to explain prescription drug misuse, particularly through differential association and differential reinforcement. Implications and future directions are discussed.

FORENSIC ASSESSMENT

Bruck, M., Kelley, K., & Poole, D. A. (2016). **Children's reports of body touching in medical examinations: The benefits and risks of using body diagrams.** *Psychology, Public Policy, and Law*, 22, 1-11.

Researchers used a sample of 107 children (ages 3-8 years) to explore the utility of body diagrams during body touch examinations. Children completed three conditions, with the order of conditions varying among participant: free recall of the medical procedure, recall with a body diagram, and recall without a body diagram. Cued recall (with a body diagram) yielded the greatest number of correct body touches. However, with the younger group, this condition also elicited the highest amount of forensically relevant errors. Researchers conclude that more research is needed in order to make the use of body diagrams an evidence-based practice.

Neal, T. M. S. & Brodsky, S. L. (2016). **Forensic psychologists' perceptions of bias and potential correction strategies in forensic mental health evaluations.** *Psychology, Public Policy, and Law*, 22, 58-76.

Researchers utilized a mixed-methods design to explore examiner bias awareness and strategies used to debias forensic judgment during assessment. Results supported the "stages of change" model currently described in the literature. Overall, evaluators perceived themselves as less bias than their colleagues (i.e., "bias blind spot"). Themes concerning challenges for evaluators emerged: disliking or feeling sympathy for the defendant, disgust or anger toward the offense, limited cultural competency, preexisting values, colleagues' influences, and protecting referral streams. Strategies for debiasing also emerged; 24 of which were supported in the quantitative survey portion of the study. Researchers describe new strategies mentioned by the study's participants and identify which strategies are useful, as well as suggest strategies not mentioned in the interviews. Future directions for forensic practice are discussed.

Shepherd, S. M., & Strand, S. (2016). **The utility of the Psychopathy Checklist: Youth Version (PCL: YV) and the Youth Psychopathic Trait Inventory (YPI)—Is it meaningful to measure psychopathy in young offenders?.** *Psychological Assessment*, 28(4), 405-415. doi:10.1037/pas0000182

The aim of this study was to investigate the validity of the Youth Version (PCL: YV) and the Youth Psychopathic Trait inventory (YPI) in a sample of young male offenders (N=177) in Australia. The results suggest that both instruments could not individualize psychopathic young offenders from non-psychopathic antisocial offenders. Researchers conclude that more research is imperative to confirm the heterogeneity of the psychopathy construct in youth.

Somma, A., Borroni, S., Drislane, L. E., & Fossati, A. (2016). **Assessing the triarchic model of psychopathy in adolescence: Reliability and validity of the Triarchic Psychopathy Measure (TriPM) in three samples of Italian community-dwelling adolescents.** *Psychological Assessment*, 28(4), e36-e48. doi:10.1037/pas0000184

The purpose of this study is to examine the construct validity and reliability of the proposed Triarchic Model of Psychopathy measure (TriPM) in youth from Italy (n=2,369) in order to assess psychopathic traits. Results supported the reliability and validity of the TriPM, along with its effectiveness in at-risk adolescents. In addition, the TriPM was confirmed to be a relatively good representation of a psychopathy measurement tool to assess psychopathy in adolescents.

Storey, J. E., Hart, S. D., Cooke, D. J., & Michie, C. (2016). **Psychometric properties of the Hare Psychopathy Checklist-Revised (PCL-R) in a representative sample of Canadian federal offenders.** *Law and Human Behavior, 40*(2), 136-146. <http://dx.doi.org/10.1037/lhb0000174>

This study explored the psychometric properties of the Hare Psychopathy Checklist Revised (PCL-R) scores from a representative sample of Canadian all male offenders at a regional receptive center throughout a 1-year period ($n = 375$). The psychometric properties were consistent with typically findings from previous studies that used samples of convenience. The researchers suggest that because the sample was heterogeneous and representative, it was improbable that sampling limitations from past studies using the PCL-R were biased or unrepresentative.

LAW ENFORCEMENT, CONFESSIONS, & DECEPTION

Ewens, S., Vrij, A., Mann, S., & Leal, S. (2016). **Using the reverse order technique with non-native speakers or through an interpreter.** *Applied Cognitive Psychology, 30*, 242-249. doi: 10.1002/acp.3196

Chinese ($n = 40$), Korean ($n = 40$), and Hispanic ($n = 30$) participants were asked to lie or tell the truth while being interviewed using the reverse order technique while speaking in English or in their native language (through an interpreter). Two deceitful cues (details and commissions) emerged using the reverse order technique with an interpreter, but no deceitful cues emerged when interviewees spoke in English.

Gawrylowicz, J., Fairlamb, S., Tantot, E., Qureshi, Z., Redha, A., & Ridley, A. M. (2016). **Does practice make the perfect liar? The effect of rehearsal and increased cognitive load on cues to deception.** *Applied Cognitive Psychology, 30*, 250-259. doi: 10.1002/acp.3199

A driving simulator was used to increase cognitive load for 90 undergraduates who told the truth, an unrehearsed lie, or a rehearsed lie about something they had supposedly done. Truth-tellers drove more slowly whereas unrehearsed liars drove faster than their respective baselines. Truth-tellers had faster reaction times and included more auditory details than liars.

Helfgott, J.B., Hickman, M.J., & Labossiere, A.P. (2016). **A descriptive evaluation of the Seattle Police Department's crisis response team officer/mental health professional partnership pilot program.** *International Journal of Law and Psychiatry, 44*, 109-122. doi: 10.1016/j.ijlp.2015.08.038

This study reported on the Seattle Police Department's (SPD) development of a Crisis Response Team (CRT) consisting of Crisis Intervention Team officers paired with a Mental Health Professional to respond to individuals in behavioral crisis. The study reported the results of an evaluation of the SPD's CRT pilot program to determine the value added by the MHP in cases involving individuals in behavioral crisis. Key variables included incident location, case clearance, repeat contacts, linkages to services, and case disposition.

Marion, S. B., Kukucka, J., Collins, C., Kassin, S. M., & Burke, T. M. (2016). **Lost proof of innocence: The impact of confessions on alibi witnesses.** *Law and Human Behavior, 40*(1), 65-71. doi:10.1037/lhb0000156

This study utilized an experimental design ($N=65$) to investigate how a false confession influences an alibi witness's reaction. The study, portrayed ostensibly as a problem-solving study, had a participant and confederate complete a series of tasks. The confederate was then accused of stealing money during the session. The presence of a confession to the crime was associated with a 10 to 16 times greater likelihood of recanting support of the innocent confederate's alibi. These participants also expressed less confidence in the alibi and greater doubt concerning the confederate's innocence.

Masip, J., Alonso, H., Herrero, C., & Garrido, E. (2016). **Experienced and novice officers' generalized communication suspicion and veracity judgments.** *Law and Human Behavior, 40*(2), 169-181. doi:10.1037/lhb0000169

This study compared veracity judgments, confidence levels, and suspicion of non-officers, novice officers, and experienced officers. Novice officers and non-officers were similar in their suspicion and confidence scores – both groups scored lower than the experienced officers. However, novice officers and experienced officers were lie-biased, while non-officers were truth biased. Suspicion scores and veracity judgments were not significantly related in the samples.

Palmer, M. A., Button, L., Barnett, E., & Brewer, N. (2016). **Inconsistencies undermine the credibility of confession evidence.** *Legal and Criminological Psychology, 21*, 161-173. doi: 10.1111/lcrp.12048

Participants ($N = 129$; $N = 116$) acting as jurors made judgements about a crime where the consistency of the confession with the crime and an alternative explanation for the confession were manipulated. Confessions inconsistent with the crime resulted in fewer guilty verdicts than consistent confessions.

Paulo, R.M., Albuquerque, P.B., & Bull, R. (2016). **The enhanced cognitive interview: expressions of uncertainty, motivation and its relation with report accuracy.** *Psychology, Crime & Law, 22*(4), 366-381. doi: 10.1080/1068316X.2015.1109089

This study examined how witnesses' judgments of recall 'uncertainty' and their motivation perception during an Enhanced Cognitive Interview (ECI) relates to report accuracy. Forty-four students watched a mock robbery video and were interviewed 48 hours later with either the ECI or a Structured Interview. Participants' motivation and items of information were assessed and coded. Participants interviewed with the ECI produced more information without compromising accuracy. 'Uncertainties' were less accurate than 'certainties.' More motivated participants had better recall accuracy.

Schulenberg, J. L. (2016). **Police decision-making in the gray zone: The dynamics of police-citizen encounters with mentally ill persons.** *Criminal Justice and Behavior, 43*, 459-482. doi:10.1177/0093854815606762.

This study examined potential reasons for higher rates of police contact, arrests, and criminal charges amongst the mentally ill. Researchers used observational data and found that serious offenses, a prior criminal record, and being male, older, under the influence or uncooperative led to higher odds of criminal charges. Additionally, the likelihood of a citation is higher, in part, based on mental illness. Findings suggest an indirect procedural bias that leads to response strategies that contribute to the criminalization of the mentally ill. This procedural bias and its implications are discussed.

Sheridan, L., Scott, A. J., & Nixon, K. (2016). **Police officer perceptions of harassment in England and Scotland.** *Legal and Criminological Psychology, 21*, 1-14. doi: 10.1111/lcrp.12049

English ($n = 135$) and Scottish ($n = 127$) police officers read and responded to vignettes where the relationship of a stalker and victim were manipulated to be strangers, acquaintances, or ex-partners. Ex-partner stalkers were perceived as less dangerous by both samples, but Scottish officers were less susceptible to these biases than English officers.

Wachi, T., Watanabe, K., Yokota, K., Otsuka, Y., Lamb, M. E. (2016). **Japanese interrogation techniques from prisoners' perspectives.** *Criminal Justice and Behavior, 43*, 617-634. doi:10.1177/0093854815608667.

Using self-report questionnaires from 291 incoming adult male inmates across Japan—who had been convicted of murder, robbery, arson, rape, forcible indecency, or kidnapping—researchers examined the effects of different interrogation styles. Four styles were identified: Evidence-confrontational, Relationship-focused, Undifferentiated-high, and Undifferentiated-low. Relationship-focused and Undifferentiated-high interview styles were associated with confessions in instances when offenders were undecided about confessing or attempting to deny the allegations. Additionally, Relationship-focused style was more likely to evoke previously undisclosed information from the offenders. Implications are discussed.

White, M. D., Mulvey, P., Dario, L. M. (2016). **Arrestees' perceptions of the police: Exploring procedural justice, legitimacy, and willingness to cooperate with police across offender types.** *Criminal Justice and Behavior, 43*, 343-364. doi:10.1177/0093854815602501.

This study examined the relation among procedural justice, police legitimacy, and willingness to cooperate with police once arrested using a sample of 2,262 recently booked arrestees. Results indicated that views of police legitimacy are strongly correlated with procedural justice, and that perceptions of police legitimacy did not vary by offender type. Findings suggest that procedural justice and perceptions of legitimacy are strong predictors of willingness to cooperate with the police. Researchers discuss the implications of these findings and suggest the extension of the normative, process-based framework to the arrestee population.

LEGAL DECISION-MAKING/JURY RESEARCH

Acklin, M.W. & Fuger, K. (2016). **Assessing field reliability of forensic decision making in criminal court.** *Journal of Forensic Psychology Practice, 16*(2), 79-93. doi: 10.1080/15228932.2016.1148452

The authors evaluated field reliability of forensic judgments in a state circuit court, focusing on competency to stand trial (CST), criminal responsibility (NGRI), and postacquittal conditional release (CR). Examiner agreement and judicial consensus for 450 forensic reports were analyzed to assess performance and reliability of psycholegal constructs was assessed using a novel reliability estimator. Judges performed adequately for CST, poorly for CR, and marginally well for NGRI decisions. Implications of poor reliability are further discussed.

Bradfield Douglass, A., Ray, J. L., Hasel, L. E., & Donnelly, K. (2016). **Does it matter how you deny it?: The role of demeanor in evaluations of criminal suspects.** *Legal and Criminological Psychology, 21*, 141-160. doi: 10.1111/lcrp.12042

Two experiments examined the influence of both demeanor (Experiment 1; $N = 60$) and presence of a coerced confession (Experiment 2; $N = 147$) on guilt ratings. Flat demeanor and presence of a confession bias judgments against defendants more so than emotional demeanor or no confession evidence, respectively. Emotional demeanor paired with a confession is equally as incriminating as flat demeanor.

Charman, S. D., Carbone, J., Kekessie, S., & Villalba, D. K. (2016). **Evidence evaluation and evidence integration in legal decision-making: Order of evidence presentation as a moderator of context evidence.** *Applied Cognitive Psychology, 30*, 214-225. doi: 10.1002/acp.3181

Undergraduates ($N = 382$) evaluating a mock case were presented with only an alibi or an alibi presented either before or after inculcating or exculpating DNA evidence. When participants were presented with both alibi and DNA evidence, half were provided an opportunity to ruminate on the first piece of evidence before introduction of the second. While rumination had no moderating effect, integration of evidence exhibited recency effects, and alibi evaluation exhibited context effects.

Eastwood, J., Snook, B., & Au, D. (2016). **Safety in numbers: A policy-capturing study of the alibi assessment process.** *Applied Cognitive Psychology, 30*, 260-269. doi: 10.1002/acp.3200

University students ($n = 65$), law enforcement students ($n = 21$), and police officers ($n = 11$) judged the believability of an alibi, the suspect's guilt, and whether they would arrest the suspect after reading each of 32 statements. Participants relied on the number of corroborators, the suspect-corroborator relationship, and the age of the corroborator when assessing the alibi. Implications are discussed.

Girvan, E.J. (2016). **Wise restraints?: Learning legal rules, not standards, reduces the effects of stereotypes in legal decision making.** *Psychology, Public Policy, and Law, 22*, 31-45.

Researchers conducted two experimental studies to examine whether the following tenant is supported: "Learning legal rules, which provide explicit direction as to the correct outcome of a case, should reduce the impact of stereotyping; learning legal standards, which require decision-makers to draw inferences from the facts of a case, should not." Researchers found strong support for this theory. If participants were not instructed with legal rules, they tended to make decisions based on stereotypically "warmer" traits. In contrast, when legal rules were learned, participants tended to decide on cases based on fact. Researchers offer how these findings can inform standards in law and public policy moving forward.

Herzog-Evans, M. (2016). **'What on earth can this possibly mean'? French reentry courts and experts' risk assessments.** *International Journal of Law and Psychiatry, 44*, 98-108. doi: 10.1016/j.ijlp.2015.08.036

The authors sought to assess reentry judges' expectations of experts' reports, their opinion on actuarial tools, and how they perceived experts and their aptitude to assess risk. Findings showed that French reentry judges have little faith in expert witnesses and tend to disregard experts' conclusions when they do not fit with their desistance goals. Furthermore, judges expressed an interest in criminogenic needs assessment rather than static risk assessment.

Kacperska, I., Heitzman, J., Bak, T., Lesko, A.W., & Opio, M. (2016). **Reliability of repeated forensic evaluations of legal sanity.** *International Journal of Law and Psychiatry, 44*, 24-29. doi: 10.1016/j.ijlp.2015.08.028

This study assessed the extent of agreement on sanity evaluations in written evidence provided by experts of criminal cases. In 47% of the cases containing more than one sanity assessment, the initial criminal responsibility assessment was changed after a subsequent forensic evaluation. Agreement between repeated criminal responsibility evaluations was moderate, while the number of forensic reports and the number of contradictory sanity assessments were strongly correlated. The authors recommend further study and standardization of criminal responsibility evaluations.

Klettke, B., Hallford, D., & Mellor, D. (2016). **Perceptions of credibility of sexual abuse victims across generations.** *International Journal of Law and Psychiatry, 44*, 91-97. doi: 10.1016/j.ijlp.2015.08.035

The authors examined whether perceptions of credibility of female victims of sexual abuse varied across generation Y, generation X, "baby boomers", and "builders". One hundred and twenty-eight jury-eligible participants from each generation responded to ten questions assessing the perceived believability, competence, trustworthiness, demeanor and sexual naiveté of females providing testimony related to alleged sexual abuse. In instances where significant differences were found, older generation groups consistently attributed less credibility to the victim than the younger generation groups.

Lundrigan, S. Dhami, M. K., & Mueller-Johnson, K. (2016). **Predicting verdicts using pre-trial attitudes and standard of proof.** *Legal and Criminological Psychology, 21*, 95-110. doi: 10.1111/lcrp.12043

To examine the influence of pre-trial attitudes and standard of proof on verdicts, jury-eligible British adults ($N = 113$) completed the Revised Legal Attitudes Questionnaire-23 (RLAQ-23), Juror Bias Scale (JBS), Pre-trial Juror Attitudes Questionnaire (PJAQ) and two measures of interpretations of beyond reasonable doubt (BRD) before rendering a verdict on a mock-burglary case. JBS, PJAQ, and both BRD measures independently predicted verdicts. Implications are discussed.

Reitz-Krueger, C. L., Warner, T. C., Newsham, R. L., Reppucci, N. D. (2016). **Who's to blame? Perceptions of adolescents' maturity and responsibility in sexual relationships with an older partner.** *Psychology, Public Policy, and Law, 22*, 105-113.

This study used 229 participants and 15 vignettes to examine perceptions of adolescents' sexual relationships with older partners. Results indicated that both young adults and parents tended to view the adolescent as more mature and more able to consent as the age difference between adolescent and adult decreased and age of youth increased (though young adults rated their peers are more responsible, in general). Researchers discuss implications of these findings, suggesting that statutory rape and consent laws that consider age difference (rather than cut-off age) may be viewed more legitimately and more consistent with public opinion.

Russell, B. & Kraus, S. (2016). **Perceptions of partner violence: How aggressor gender, masculinity/femininity, and victim gender influence criminal justice decision.** *Deviant Behavior*, 37(6), 679-691. doi: 10.1080/01639625.2015.1060815

The authors studied the extent to which perceptions of partner violence are influenced by aggressor gender and masculinity/femininity, and victim gender by examining participant evaluation of a case scenario depicting domestic assault. Results indicated that charges were significantly higher and sentences significantly longer when the victim was female, and that masculine aggressors were more likely to be perceived as having threatened bodily injury and having initiated the assault compared to feminine aggressors.

Stein, M.L., Kan, L.Y., & Henderson, C.E. (2016). **Do psycholegal abilities mediate the relationship between psychiatric diagnoses and competence to stand trial opinions?** *Journal of Forensic Psychology Practice*, 16(1), 24-38. doi: 10.1080/15228932.2015.1090230

The relationships between psychiatric diagnoses, competence to stand trial (CST) opinions, and evaluator psycholegal abilities are explored in the present study. Examination of 119 CST reports suggests that deficits in psycholegal abilities mediate the relationship between psychotic disorders and opinion of incompetence for unmedicated defendants, while the role of psycholegal abilities in mediating the relationship between cognitive disorder and opinion of incompetence is unclear. The authors propose several hypotheses for the differences in results.

Triplett, R., Payne, B., Collins, V.E., & Tapp, S. (2016). **Does “violent” mean “bad”? Individual definitions of violence.** *Deviant Behavior*, 37(3), 332-351. doi: 10.1080/01639625.2015.1026765

In this study, the authors used vignettes to explore the range of participants' definitions of a particular instance of the use of force. Findings indicate that people reserve the word “violent” to refer to acts of force perceived as “bad” and also that variation exists in perceptions of the level of violence, and whether the incident was even violent. Furthermore, the majority of response variance could be attributed to characteristics of the incident and the gender of those involved.

RISK ASSESSMENT/COMMUNICATION

Bhutta, M. H. & Wormith, J. S. (2016). **An examination of a risk/needs assessment instrument and its relation to religiosity and recidivism among probationers in a Muslim culture.** *Criminal Justice and Behavior*, 43, 204-229. doi:10.1177/0093854815604011.

This study examined the utility of using a risk/need assessment in a population of low-risk offenders in a devout Muslim country, where recidivism is typically low. Some characteristics were comparable to Western cultures (e.g., gender or type of crime). Further, researchers found that religiosity was negatively correlated with recidivism. Implications for the risk assessment of low-risk offenders and the role of religiosity in offender risk are discussed.

Bonfine, N., Ritter, C., & Munetz, M.R. (2016). **Exploring the relationship between criminogenic risk assessment and mental health court program completion.** *International Journal of Law and Psychiatry*, 45, 9-16. doi: 10.1016/j.ijlp.2016.02.002

This study aimed to understand how criminogenic risk affects outcomes in a mental health court by exploring whether high criminogenic risk is associated with failure to complete mental health court. Findings suggested that high criminogenic risk/need is associated with failure to complete mental health court, suggesting the need for mental health court to include criminogenic risk assessment to identify criminogenic risk. The authors recommended that MHC address both clinical and criminogenic needs.

Davidson, M., Sorensen, J. R., & Reidy, T. J. (2016). **Gender-responsiveness in corrections: Estimating female inmate misconduct risk using the Personality Assessment Inventory (PAI).** *Law and Human Behavior*, 40(1), 72-81. doi:10.1037/lhb0000157

Data was collected from a sample of 2,000 female inmates to explore the predictive validity of the Personality Assessment Inventory Scale (PAI) as an inmate risk assessment tool. Authors concluded that the PAI scale was strongly related to general and assaultive disciplinary violations in females. Specifically, results discuss the benefits of utilizing PAI items with other substance abuse and mental health indicators during the inmate classification process.

Foellmi, M. C., Rosenfeld, B., Galietta, M. (2016). **Assessing risk for recidivism in individuals convicted of stalking offenses: Predictive validity of the guidelines for stalking assessment and management.** *Criminal Justice and Behavior*, 43, 600-616. doi:10.1177/0093854815610612.

This study examined the internal validity and predictive accuracy of the Guidelines for Stalking Assessment and Management (SAM), which is a structured professional judgment risk assessment tool for stalking. Results indicated that the SAM clinical ratings did not significantly predict stalking reoffending. However, there was a significant relationship between SAM total scores and subscale scores, which predicted stalking recidivism. Researchers discuss the implications of these findings, which provide mixed support for the use of the SAM as a risk assessment tool for offenders convicted of stalking offenses.

Green, D., Schneider, M., Griswold, H., Belfi, B., Herrera, M., & Deblasi, A. (2016). **A comparison of the HCR-20 V3 among male and female insanity acquittees: A retrospective file study.** *International Journal of Forensic Mental Health, 15*(1), 48-64. doi:10.1080/14999013.2015.1134726

A retrospective risk assessment study was conducted on a sample of 100 male and 24 female insanity acquittees, to assess the presence of violence as a predictive risk factor mediated thru gender. Results suggested that the relationship between the manifestations of violence was not significantly moderated by gender. Females and males displayed similar numerical ratings for the presence of violence.

Gu, W., Reddy, H.B., Green, D., Belfi, B., & Einzig, S. (2016). **Inconsistent responding in a criminal forensic setting: An evaluation of the VRIN-r and TRIN-r scales of the MMPI-2-RF.** *Journal of Personality Assessment.* doi: 10.1080/00223891.2016.1149483

This study examined unreliable responding in criminal forensic evaluations. 31% of Minnesota Multiphasic Personality Inventory–2 Restructured Form profiles were invalid due to random or fixed-responding in a sample of pretrial criminal defendants evaluated in the context of treatment for competency restoration. Results showed that symptom exaggeration variables contributed significantly more than education and intellectual functioning to predicting random responding and fixed responding. These findings suggest that random responding and fixed responding are affected by intentional exaggeration.

Gulati, G., Cornish, R., Al-Taiar, H., Miller, C., Khosla, V., Hinds, C., Price, J., Geddes, J., & Fazel, S. (2016). **Web-based violence risk monitoring tool in psychoses: Pilot study in community forensic patients.** *Journal of Forensic Psychology Practice, 16*(1), 49-59. doi:10.1080/15228932.2016.1128301

The authors describe development and preliminary testing of a novel, web-based, violence risk monitoring instrument for use in community patients with psychoses. Sixty-eight patients were included from three English counties, and 310 questionnaires were completed by professionals regarding qualitative feedback relating to using an electronic survey. Limitations and areas for future research as discussed, as well as instrument strengths.

Hamilton, Z., Kigerl, A., Campagna, M., Barnoski, R., Lee, S., van Wormer, J., & Block, L. (2016). **Designed to fit: The development and validation of the STRONG-R Recidivism Risk Assessment.** *Criminal Justice and Behavior, 43*, 230-263. doi:10.1177/0093854815615633.

This study examined the methodological variation among common risk assessment measures by reviewing the development and creation of such assessments. Further, using a sample of 44,010 reentering offenders, researchers tested a variety of design variations to determine those that best provide improved content and predictive performance. Researchers discuss the identified preferred methodology for improved prediction and offer the development and introduction of the Static Offender Need Guide for Recidivism (STRONG-R).

Hilterman, E. B., Bongers, I., Nicholls, T. L., & van Nieuwenhuizen, C. (2016). **Identifying gender specific risk/need areas for male and female juvenile offenders: Factor analyses with the Structured Assessment of Violence Risk in Youth (SAVRY).** *Law and Human Behavior, 40*(1), 82-96. doi:10.1037/lhb0000158

The aim of the study was to examine risk reduction strategies and the differences amongst genders. Using a sample of male (n= 3,130) and female (n=466) juvenile offenders, an exploratory factor analyses (EFA) was conducted for items on Structured Assessment of Violence Risk in Youth (SAVRY) to developed risk/needs factors and examine gender differences. Researchers concluded genders were significantly different, showing the important of clustering risk/need items for males and females in order to develop gender-specific interventions.

Howe, J., Rosenfeld, B., Foellmi, M., Stern, S., & Rotter, M. (2016). **Application of the HCR-20 Version 3 in civil psychiatric patients.** *Criminal Justice and Behavior, 43*, 398-412. doi:10.1177/0093854815605527.

Researchers examined the correspondence between the HCR-20 Versions 2 and 3, as well as conducted a structural analysis on the HCR-20 Version 3 using a sample of 64 psychiatric inpatients. Findings indicated moderate to good interrater reliability for Version 3 subscales and summary risk ratings. Results yielded significant correspondence between Version 2 and Version 3, especially when scored by the same rater. The strongest predictors of summary ratings for Version 3 included: violence, violent attitudes, violent ideation or intent, and insight. Researchers provide a discussion concerning the implications of these findings for risk assessment.

Jones, N. J., Brown, S. L., Robinson, D., & Frey, D. (2016). **Validity of the youth assessment and screening instrument: A juvenile justice tool incorporating risks, needs, and strengths.** *Law and Human Behavior, 40*(2), 182-194. doi:10.1037/lhb0000170

The current study sought to establish a Youth Assessment and Screening Instrument (YASI; Orbis Partners, 2000), an intervention tool used to access the risk and strength factors in juvenile populations. This study examines the validity of YASI along with its psychometric properties in a sample of 464 juvenile offenders. The authors concluded that it would be most fitting to incorporate strength-based tools as an assessment protocol for juvenile risk.

Nørbech, P.C. B., Fodstad, L., Kuisma, I., Lunde, K.B., & Hartmann, E. (2016). Incarcerated violent offenders' ability to avoid revealing their potential for violence on the Rorschach and the MMPI-2. *Journal of Personality Assessment.* doi: 10.1080/00223891.2015.1129613

This study replicated previous investigations into patients' ability to imitate healthy test performance on the MMPI-2 and Rorschach Inkblot Method. Similar to prior results, incarcerated violent offenders faking healthy results were identifiable by their high L scale scores on the MMPI-2.

Faking offenders successfully avoided giving aggressive and psychopathological responses on the RIM, but were unable to produce test profiles demonstrating healthy test performance.

Pechorro, P., Barroso, R., Poiares, C., Oliveira, J.P., & Torrealday, O. (2016). **Validation of the Buss-Perry Aggression Questionnaire-Short Form among Portuguese juvenile delinquents.** *International Journal of Law and Psychiatry*, 44, 75-80. doi: 10.1016/j.ijlp.2015.08.033

The aim of this study was to validate the Buss–Perry Aggression Questionnaire-Short Form (BPAQ-SF) among Portuguese juvenile delinquents. The Portuguese version of the BPAQ-SF demonstrated good psychometric properties for factor structure, internal consistency, convergent validity, discriminant validity, predictive validity and known-groups validity. Statistically significant associations were found with drug use and alcohol abuse. The authors recommend the use of the BPAQ-SF among Portuguese youth.

Penney, S. R., Morgan, A., & Simpson, A. F. (2016). **Assessing illness- and non-illness-based motivations for violence in persons with major mental illness.** *Law and Human Behavior*, 40(1), 42-49. doi:10.1037/lhb0000155

Data was reviewed from 72 psychiatric reports to test the reliability of a coding instrument designed to evaluate motivations for violence, while recording the presence/ absence of distinctive psychiatric symptoms. Findings suggest that more than three quarters of the sample were deemed to have carried out an act of violence solely as a result of the illness, while others were judged based off that illness in connection with other non-illness motivating factors.

Rodrigues, N. C., Seto, M., Ahmed, A. G., & Loza, W. (2016). **The predictive and incremental validity of two self-report risk assessment measures with adult male offenders who have mental health problems.** *Criminal Justice and Behavior*, 43, 583-599. doi:10.1177/0093854815606476.

Using a sample of 121 adult male offenders with mental health problems in a correctional treatment setting, researchers examined the predictive and incremental validity of three self-report risk assessment measures: the Self-Appraisal Questionnaire (SAQ), the Measure of Criminal Attitudes and Associates (MCAA), and the Level of Service Inventory–Ontario Revision (LSI-OR). All three measures significantly predicted general recidivism within 1 year time periods. The SAQ and LSI-OR accurately predicted institutional incidents as well. The MCAA significantly added to the prediction of general recidivism provided by the LSI-OR; the SAQ did not. Implications for practical use are offered.

Schmidt, F., Sinclair, S. M., Thomasdottir, S. (2016). **Predictive validity of the youth level of service/case management inventory with youth who have committed sexual and non-sexual offenses: The utility of professional override.** *Criminal Justice and Behavior*, 43, 413-430. doi:10.1177/0093854815603389.

This study examined the predictive validity of the Youth Level of Service/Case Management Inventory (YLS/CMI) and the use of professional override in a sample of juveniles who committed sexual ($n = 204$) and non-sexual offenses ($n = 185$). Results indicated that the YLS/CMI yielded moderate to strong levels of predictive validity for non-violent, violent, sexual, and technical recidivism in both samples of youth. Findings also indicated that probation officers tended to override risk level classifications in both samples and that these overrides were detrimental to the predictive validity of the assessment measure. Researchers discuss the implications of the override application and warn that overrides should be carefully considered.

Scurich, N., & Monahan, J. (2016). **Evidence-based sentencing: Public openness and opposition to using gender, age, and race as risk factors for recidivism.** *Law and Human Behavior*, 40(1), 36-41. doi:10.1037/lhb0000161

With a sample of 600 participants, individuals were asked about their support or opposition to evidence-based sentencing. Whereas, three quarters of participants were opposed to using race to determine prison sentences, half of participants were open to the possibility of using gender, and more than three quarters were open to the possibility of using age to determine prison sentences. Individual differences amongst participants' demographics and political outlook were largely unrelated to opinions regarding evidence-based sentencing.

Semel, R.A. (2016). **Incorporating the Jesness Inventory-Revised (JI-R) in a best-practice model of juvenile delinquency assessments.** *Journal of Forensic Psychology Practice*, 16(1), 1-23. doi: 10.1080/15228932.2016.1119516

This study examined use of the Jesness Inventory-Revised (JI-R) for juvenile delinquency assessment. The JI-R identifies personality characteristics associated with juvenile delinquency in forensic contexts, and may be useful for identifying antisocial orientation dimensions associated with risk-need factors influencing criminal or delinquent behavior that represent potential intervention targets. Some technical limitations of the JI-R are outlined, including issues of item overlap and effectiveness of the instrument in detecting response bias.

Strub, D. S., Douglas, K. S., & Nicholls, T. L. (2016). **Violence risk assessment of civil psychiatric patients with the HCR-20: Does gender matter?** *International Journal of Forensic Mental Health*, 15(1), 81-96. doi:10.1080/14999013.2016.1141438

The efficacy of the Historical/Clinical/Risk Management-20 (HCR-20) was examined across genders in a sample of 52 men and 48 women receiving short-term inpatient psychiatric care. Findings suggest that gender did not have a significant impact on the predictive validity. The HCR-20 was able to estimate that the prevalence and the likelihood of violence was not mediated by gender.

Tarescavage, A. M., Corey, D. M., & Ben-Porath, Y. S. (2015). **A prorating method for estimating MMPI-2-RF scores from MMPI responses: Examination of score fidelity and illustration of empirical utility in the PERSEREC Police Integrity Study sample.** *Assessment, 23*(2), 173-190. doi:10.1177/1073191115575070

The aim of this study was to further investigate the Minnesota Multiphasic Personality Inventory-2-Restructured Form (MMPI-2-RF) in assessing police officer integrity negligence in data collected from 417 male officers. The results showed associations on scales from the emotional, thought, and behaviors domains to integrity violations and problematic behaviors in officers. Researchers also identified several meaningful risk ratios for the significant findings.

Vogel, V. D., & Lancel, M. (2016). **Gender differences in the assessment and manifestation of psychopathy: Results from a multicenter study in forensic psychiatric patients.** *International Journal of Forensic Mental Health, 15*(1), 97-110. doi:10.1080/14999013.2016.1138173

The present study explores gender differences in 197 female and 197 male patients in a forensic psychiatric hospital to assess the presence of psychopathy. Researchers concluded that women received lower scores on the PCL-R compared to men. Furthermore, the PCL-R was effective and serves as a good risk-assessment tool for both female and male samples.

SEX OFFENDERS

Babchishin, K. M., Hanson, R. K., & Blais, J. (2016). **Less is more: Using Static-2002R subscales to predict violent and general recidivism among sexual offenders.** *Sex Abuse April 2016 28, 187-217.* doi:10.1177/1079063215569544.

This study explored the predictive accuracy of the Static-99R and the Static-2002R in assessing for risk of nonsexual recidivism in a sample of 3,536 adult males who committed sexual offenses. Researchers found that a scale created from the General Criminality subscale of the Static-2002R and the Age at Release item significantly better predicted nonsexual, violent, or general recidivism than the Static-99R or Static-2002R total scores. Convergent validity of this assessment—Brief Assessment of Recidivism Risk-2002R (BARR-2002R)—was tested in a sample of 360 adult males who sexually offended. Based on those results, researchers recommend that evaluators use this new and shortened assessment tool for determining risk for nonsexual recidivism.

Brouillette-Alarie, S., Babchishin, K. M., Hanson, R. K., & Helmus, L. (2015). **Latent Constructs of the Static-99R and Static-2002R: A three-factor solution.** *Assessment, 23*(1), 96-111. doi:10.1177/1073191114568114

The present study aimed to understand the latent psychological constructs of the Static-99R and Static-2002R; a commonly used risk assessment tool using accepted factor analysis procedures. Data was collected from a previous collection of validation studies of the Static-99. Results suggest that risk assessment tools measuring sexual violence are multidimensional, but empirically proven to be static. This implies the Static-99R remains a concrete scale that is effective in assessing sex-offender recidivism.

Clark, S. K., Jeglic, E. L., Calkins, C., & Tatar, J. R. (2016). **More than a nuisance: The prevalence and consequences of frotteurism and exhibitionism.** *Sex Abuse, 28, 3-19.* doi:10.1177/1079063214525643.

Researchers examined the prevalence and consequences of frotteurism and exhibitionism, finding that a significant percentage of women (and a lesser percentage of men) have been victims of both frotteurism and exhibitionism. Long-term consequences of victimization were explored and outlined. Researchers suggest that these offenses may be more troublesome than they are currently perceived to be. Suggestions for future research are provided.

Debowska, A., Boduszek, D., Dhingra, K., & DeLisi, M. (2016). **The effect of male incarceration on Rape Myth Acceptance: Application of Propensity Score Matching Technique.** *Deviant Behavior, 37*(6), 634-643. doi: 10.1080/01639625.2015.1060805

This study assessed the effect of imprisonment on rape myth acceptance using a sample of male prisoners incarcerated for non-sexual crimes and males drawn from the general population. Although simple linear regression did not indicate a significant effect of incarceration on rape myth acceptance, further analyses using propensity score matching revealed a positive significant effect of incarceration on rape myth acceptance. The authors suggest that incarceration has a significant positive effect on stereotypical thinking about rape.

Eher, R., Schilling, F., Hansmann, B., Pumberger, T., Nitschke, J., Habermeyer, E., Mokros, A. (2016). **Sadism and violent reoffending in sexual offenders.** *Sex Abuse, 28, 46-72.* doi:10.1177/1079063214566715.

Researchers conducted two studies to examine whether sadism is associated with higher rates of violent reoffending, as is currently assumed. Rates of violent and sexual recidivism were assessed across a total of 2,169 male sex offenders in Study 1. In Study 2, violent recidivism was regressed on sadism, violence risk assessment scores, and behavioral indicators of sexual sadistic offending. In both studies, the relationship between sexual sadism and reoffending was similar to the relationship between reoffending and non-sadism. Researchers concluded that, at an individual level, a clinical diagnosis of sexual sadism does not necessarily relate to the risk of violent reoffending. Instead, the risk for future violence can be adequately assessed using customary risk assessment instruments.

Hanson, R. K., Thornton, D., Helmus, L.-M., Babchishin, K. M. (2016). **What sexual recidivism rates are associated with Static-99R and Static-2002R Scores?** *Sex Abuse, 28*, 218-252. doi:10.1177/1079063215574710.

This study examined the variability in predicting risk for recidivism across 21 Static-99R studies ($N = 8,805$) as compared to the normative groups first proposed by the development group for the STATIC (i.e., routine, treatment, high risk/high need). For offenders with low or moderate scores, differences between routine/complete and high risk/high need were consistent. However, for offenders with high scores, 5-year sexual recidivism rates for those two groups did not significantly differ. Researchers discuss the importance of updating norm scores for actuarial risk tools regularly.

Helmus, L. & Thornton, D. (2016). **The MATS-1 risk assessment scale: Summary of methodological concerns and an empirical validation.** *Sex Abuse, 28*, 160-186. doi:10.1177/1079063214529801.

Researchers used a sample of 3,510 adults who committed sexual offenses to validate a new age-stratified scale (Multisample Age-Stratified Table of Sexual Recidivism [MATS-1]) used to assess for recidivism. Researchers highlighted concerns with the development of the scale, including: approximations that lead to loss in precision, absence of appropriate statistical tests, and the use of inappropriate statistical techniques. They found that the predictive accuracy of the measure was significantly lower than that of the Static-99R and that the predictive properties of the measure were not stable across samples. Suggestions for the use and improvement of the measure are discussed.

Jung, S. & Dowker, B.A. (2016). **Responsivity factors among offender.** *Journal of Offender Rehabilitation, 55*(3), 148-167. doi:10.1080/10509674.2016.1148090

The current study used psychometric measures to study differences on four potential areas of responsivity among child molesters, sex offenders against adult victims, violent offenders, and general offenders. Differences between sexual offenders with child victims and violent offenders manifested on antisocial and substance abuse variables, but offender groups did not differ on intellectual, borderline personality, mental health, and treatment motivation variables. The authors suggest that responsivity barriers should be assessed to ensure maximal treatment gains regardless of offense.

Leclerc, B. & Felson, M. (2016). **Routine activities preceding adolescent sexual abuse of younger children.** *Sex Abuse, 28*, 116-131. doi:10.1177/1079063214544331.

Researchers used a sample of 116 adolescent males undergoing treatment to explore potential grooming strategies used by adolescents. They found that adolescent offenders used similar routines as adult offenders, but are better able to utilize play and games as a precursor to abuse. Appropriate situational prevention strategies are discussed.

Leroux, E. J., Pullman, L. E., Motayne, G., & Seto, M. C. (2016). **Victim age and the generalist versus specialist distinction in adolescent sexual offending.** *Sex Abuse, 28*, 79-95. doi:10.1177/1079063214535814.

This study examined the validity of distinguishing juvenile sex offenders by victim age. Using 162 court-ordered male adolescents (ages 12-17) who committed sexual offenses, researchers found support for Seto and Lalumiere's theoretically derived factors (i.e., childhood sexual abuse, atypical sexual interests, sexual experience, social competence, psychiatric history, and delinquency factors). With the exception of social competence, adolescents who offend against children, adolescents who offend against adults, and adolescents who offend against both groups differed by factor.

Lin, J. & Simon, W. (2016). **Examining specialization among sex offenders released from prison.** *Sex Abuse, 28*, 253-267. doi:10.1177/1079063214547581.

This study examined the "specialist" stereotype currently held about those who commit sexual offenses. Using the arrest records of 312 sex offenders, researchers compared the legal and social characteristics of specialist sex offenders and versatile sex offenders (i.e., offending history includes more than just sexual offenses). Results indicated that the majority of arrest records revealed versatile offending histories and very few categorized as specialists. For those that did categorize as specialist, researchers were able to distinguish from versatile offenders based on social integration, mental health, and age of victim (i.e., child). Policy implications—specifically for policies aimed at restricting the liberties of past-offenders based on the specialist assumption—are discussed.

Mackaronis, J. E., Byrne, P. M., Strassberg, D. S. (2016). **Assessing sexual interest in adolescents who have sexually offended.** *Sex Abuse, 28*, 96-115. doi:10.1177/1079063214535818.

This study examined the potentially unique treatment needs of adolescents who commit sexual offenses. Using a sample of 103 male adolescents who have sexually offended, researchers compared the results of a physiological assessment (MONARCH 21 PPG) and an actuarial assessment (Screening Scale for Pedophilic Interest SSPI). They found that the SSPI might have little practical utility with adolescents. Implications for clinical assessment and treatment with adolescents who sexually offend are discussed.

Miner, M. H., Swinburne Romine, R., Robinson, B. E., Berg, D., & Knight, R. A. (2016). **Anxious attachment, social isolation, and indicators of sex drive and compulsivity: Predictors of child sexual abuse perpetration in adolescent males?** *Sex Abuse, 28*, 132-153. doi:10.1177/1079063214547585.

This study examined the association of attachment to parents (i.e., insecure), social isolation, and interpersonal adequacy with perpetration against children in adolescents who sexually offend. Adolescent males who offended against children ($n = 140$) and adolescents who offended against peers or adults ($n = 92$) were compared against one another, and also to control groups of adolescent males in treatment for mental health or substance abuse ($n = 93$). Researchers found indirect associations between anxious attachment and victim age. However, social involvement, social isolation, and masculine adequacy—when combined with increases in sexual compulsivity and decreases in sexual preoccupation and hypersexuality—better accounted for sexual offenses against children.

Pugh, B., Ningard, H., Ven, T.V., & Butler, L. (2016). **Victim ambiguity: Bystander intervention and sexual assault in the college drinking scene.** *Deviant Behavior, 37*(4), 401-418. doi: 10.1080/01639625.2015.1026777

Bystander intervention has been suggested as effective in preventing alcohol-related sexual assault. In this study, 30 undergraduates at a large Midwestern university were interviewed to understand how students' perceptions about sexual victimization and alcohol use affects their bystander behavior. Findings suggest that in alcohol-involved situations, the ambiguity of whether the woman is at risk and her perceived worthiness are significant barriers to intervention. Policy implications are discussed.

VICTIMIZATION

Alessi, E.J., Kahn, S., & Chatterji, S. (2016). **'The darkest times of my life': Recollections of child abuse among forced migrants persecuted because of their sexual orientation and gender identity.** *Child Abuse and Neglect, 51*, 93-105. doi: 10.1016/j.chiabu.2015.10.030

The authors analyzed 26 interviews with individuals who obtained refugee status in the United States or Canada on the basis of sexual orientation or gender identity to explore the child and adolescent abuse experiences and their impact on the pre-migration mental health of LGBT forced migrants. Findings indicate that participants experienced abuse throughout childhood and adolescence occurring at home, in school, and in the community; lacked resources or sources of protection; and experienced depression, anxiety, traumatic stress, suicidal ideation, and suicide attempts.

Arslan, G. (2016). **Psychological maltreatment, emotional and behavioral problems in adolescents: The mediating role of resilience and self-esteem.** *Child Abuse and Neglect, 52*, 200-209. doi: 10.1016/j.chiabu.2015.09.010

This study examined the mediating role of resilience and self-esteem in the relationships between psychological maltreatment-emotional problems and psychological maltreatment-behavioral problems among adolescents. Psychological maltreatment predicted emotional and behavioral problems mediated by resilience and self-esteem. Resilience and self-esteem appear to play a protective role in emotional problems and behavioral problems in psychologically maltreated individuals.

Atmaca, S. & Gençöz, T. (2016). **Exploring revictimization process among Turkish women: The role of early maladaptive schemas on the link between child abuse and partner violence.** *Child Abuse and Neglect, 52*, 85-93. doi: 10.1016/j.chiabu.2016.01.004

The revictimization process between child abuse and neglect (CAN) and intimate partner violence (IPV) was explored in the context of schema theory. Early negative CAN experiences increased the risk of being exposed to later IPV. Specifically, emotional abuse and sexual abuse in the childhood predicted the four subtypes of IPV. The mediational role of early maladaptive schemas (EMSs) on this association was further explored. Findings provided empirical support for the importance of EMSs in the revictimization process.

Brown, S., Fite, P.J., Stone, K., & Bortolato, M. (2016). **Accounting for the association between child maltreatment and internalizing problems: The role of alexithymia.** *Child Abuse and Neglect, 52*, 20-28. doi: 10.1016/j.chiabu.2015.12.008

This study evaluated whether a history of child maltreatment was associated with symptoms of depression, anxiety, and loneliness in emerging adulthood, and the role of alexithymia in these associations. Exposure to child maltreatment was positively associated with depression, anxiety, and loneliness symptoms. Associations between emotional neglect and symptoms of depression, anxiety, and loneliness were partially explained by alexithymia. The authors recommend further evaluation of the factors that might account for associations between child maltreatment and internalizing difficulties.

Button, D.M. (2016). **Understanding the effects of victimization: Applying General Strain Theory to the experiences of LGBQ youth.** *Deviant Behavior, 37*(5), 537-556. doi: 10.1080/01639625.2015.1060787

This study uses a general strain theory framework to understand the processes that connect LGBQ youths' experiences with victimization, negative outcomes, and social support. Results indicate that victimization reliably predicts negative outcomes such as poor academic performance, substance use, and suicidality, but the moderating effects of social support are unreliable. Implications and reconceptualizations of social support are discussed.

Canton-Cortes, D., Canton, J., & Cortes, M.R. (2016). **Emotional security in the family system and psychological distress in female survivors of child sexual abuse.** *Child Abuse and Neglect, 51*, 54-63. doi: 10.1016/j.chiabu.2015.11.005

This study analyzed the effects of emotional security in the family system on psychological distress among a sample of young female adult survivors of child sexual abuse (CSA). Insecurity was correlated with high psychological distress scores, while no relationship was found between security

and psychological distress. The authors suggest that characteristics of CSA, including relationship with the perpetrator, continuity of abuse, and whether or not disclosure had been made, can moderate the impact of emotional security on psychological distress of CSA survivors.

Dubowitz, H., Thompson, R., Arria, A.M., English, D., Metzger, R., & Kotch, J.B. (2016). **Characteristics of child maltreatment and adolescent marijuana use. A prospective study.** *Child Maltreatment*, 21(1), 16-25. doi: 10.1177/1077559515620853.

This study examined how type and extent of maltreatment are related to the level of adolescent marijuana use. Approximately half the sample had used marijuana, and maltreatment was associated with its use. Male gender, extensive maltreatment, and peer marijuana use were associated with heavy use of marijuana. The authors emphasize the importance of assessing children's maltreatment experiences and their peers' drug use to prevent or address future marijuana use among high-risk adolescents.

Dunn, E.C., Busso, D.S., Raffeld, M.R., Smoller, J.W., Nelson, C.A., Doyle, A.E., & Luk, G. (2016). **Does developmental timing of exposure to child maltreatment predict memory performance in adulthood? Results from a large, population-based sample.** *Child Abuse and Neglect*, 51, 181-191. doi: 10.1016/j.chiabu.2015.10.014

The authors examined the effects of physical and sexual abuse on working and short-term memory in adulthood. Comparisons of unexposed respondents to those exposed to physical or sexual abuse did not yield any significant differences in adult memory performance. However, two developmental periods were identified as important for shaping memory following exposure to sexual abuse: individuals exposed to sexual abuse during early childhood had better number recall as compared to those exposed during adolescence.

Guerra, C., Pereda, N., Guilera, G., & Abad, J. (2016). **Internalizing symptoms and polyvictimization in a clinical sample of adolescents: The roles of social support and non-productive coping strategies.** *Child Abuse and Neglect*, 54, 57-65. doi: 10.1016/j.chiabu.2016.03.004

The role of polyvictimization in developing internalizing symptoms was evaluated in the context of non-productive coping and availability of social support. Analyses indicated that polyvictimization, non-productive coping and social support were good predictors of internalizing symptoms. Non-productive coping mediated the relationship between polyvictimization and internalizing symptoms. The authors emphasize the impact of the study factors on understanding the process of developing internalizing symptoms, and for prevention and treatment of adolescents suffering from these types of disorders.

Hiraoka, R., Crouch, J.L., Reo, G., Wagner, M.F., Milner, J.S., & Skowronski, J.J. (2016). **Borderline personality features and emotion regulation deficits are associated with child physical abuse potential.** *Child Abuse and Neglect*, 52, 177-184. doi: 10.1016/j.chiabu.2015.10.023.

The authors examined the association between borderline personality disorder (BPD) features and child physical abuse (CPA) risk. Results indicated that BPD features are more prevalent among high CPA risk parents. 33.3% parents classified as high CPA risk had elevated BPD features, while 100% of the parents with elevated BPD features were classified as high-risk for CPA. These findings suggest that a subset of high CPA risk parents possess clinically significant levels of BPD symptoms. The authors recommend development of interventions designed to address BPD symptoms.

Hocking, E.C., Sions, R.M., & Surette, R.J. (2016). **Attachment style as a mediator between childhood maltreatment and the experience of betrayal trauma as an adult.** *Child Abuse and Neglect*, 52, 94-101. doi: 10.1016/j.chiabu.2016.01.001

Previous research has demonstrated a positive association between child maltreatment and adult interpersonal trauma. This study tested the hypothesis that insecure attachment may mediate the relationship between child maltreatment and the experience of betrayal trauma as an adult. Results indicated that child maltreatment is associated with adult betrayal trauma and anxious attachment partially mediates this relationship.

Keene, A.C. & Epps, J. (2016). **Child physical abuse and aggression: Shame and narcissistic vulnerability.** *Child Abuse and Neglect*, 51, 276-283. doi: 10.1016/j.chiabu.2015.09.012.

This study examined narcissistic vulnerability and shame-proneness as mediators between childhood physical abuse (CPA) and adult anger and aggression. Results indicated abused participants were more angry and aggressive and experienced higher levels of shame-proneness and narcissistic vulnerability than nonabused participants. Furthermore, narcissistic vulnerability, but not shame-proneness, partially mediated the relation between abuse and physical aggression. The authors suggest that narcissistic vulnerability and shame-proneness may function as mediators of adjustment following childhood maltreatment.

Kokkinos, C.M., Antoniadou, N., Asdre, A., & Voulgaridou, K. (2016). **Parenting and internet behavior predictors of cyber-bullying and cyber-victimization among preadolescents.** *Deviant Behavior*, 37(4), 439-455. doi: 10.1080/01639625.2015.1060087

This study investigated the relationship between cyber-bullying (CB), cyber-victimization (CV), parenting styles, children's Internet use and skills, on-line disinhibition, and Internet parenting practices in elementary students. CB and CV correlated positively with on-line disinhibition, while CB negatively correlated with behavioral control. Psychological autonomy, warm involvement and on-line disinhibition significantly predicted CB, and psychological autonomy predicted CV. Prevention and intervention recommendations are discussed.

Lewis, T., McElroy, E., Harlaar, N., & Runyan, D. (2016). **Does the impact of child sexual abuse differ from maltreated but non-sexually abused children? A prospective examination of the impact of child sexual abuse on internalizing and externalizing behavior problems.** *Child Abuse and Neglect*, 51, 31-40. doi: 10.1016/j.chiabu.2015.11.016

Internalizing and externalizing behavior problems of individuals with a history of sexual abuse were compared to those with a history of maltreatment, but not sexual abuse. Findings showed significantly more longitudinal problems in the CSA group than the maltreated group without CSA. Internalizing problems were higher for sexually abused boys, while internalizing problems increased with age for sexually abused girls relative to boys. This pattern was observed among maltreated but not sexually abused youth.

Lin, X., Li, L., Chi, P., Wang, Z., Heath, M.A., Du, H., & Fang, X. (2016). **Child maltreatment and interpersonal relationship among Chinese children with oppositional defiant disorder.** *Child Abuse and Neglect*, 51, 192-202. doi: 10.1016/j.chiabu.2015.10.013

This study investigated the associations between child maltreatment (emotional neglect, emotional abuse, and physical abuse) and interpersonal functioning among children with oppositional defiant disorder (ODD). Results indicated a negative correlation between emotional abuse and children's interpersonal relationships, while emotional neglect and physical abuse were related to poor parent-child relationships. Children who experienced high maltreatment had the poorest quality of interpersonal relationships.

Lowe, S.R., Quinn, J.W., Richards, C.A., Pothen, J., Rundle, A., Galea, S., Ressler, K.J., Koenen, K.C., & Bradley, B. (2016). **Childhood trauma and neighborhood-level crime interact in predicting adult posttraumatic stress and major depression symptoms.** *Child Abuse and Neglect*, 51, 212-222. doi:10.1016/j.chiabu.2015.10.007

The purpose of this study was to explore cross-level interactions between neighborhood-level crime and childhood trauma on major depression (MD) and posttraumatic stress (PTS). Multilevel analyses found a significant cross-level interaction between childhood trauma and neighborhood crime on MD symptoms. The authors report preliminary recommendations for interventions that help childhood trauma survivors find housing in less vulnerable neighborhoods and build skills to cope with neighborhood crime.

Luiza, A., Soares, G., Howe, L.D., Matijasevich, A., Wehrmeister, F.D., Menezes, A.M.B., & Goncalves, H. (2016). **Adverse childhood experiences: Prevalence and related factors in adolescents of a Brazilian birth cohort.** *Child Abuse and Neglect*, 51, 21-30. doi: 10.1016/j.chiabu.2015.11.017

This study assessed the prevalence of adverse childhood experiences (ACE), as well as associations between ACEs and sociodemographic factors, and types of ACEs. The most common ACE was parental separation, followed by emotional neglect and domestic violence and approximately 85% of the adolescents experienced at least one ACE. Characteristics associated with the occurrence of ACEs included non-white skin color, low family income, low maternal schooling, absence of mother's partner, maternal smoking, and poor maternal mental health.

Miller-Graff, L.E., Scrafford, K., & Rice, C. (2016). **Conditional and indirect effects of age of first exposure on PTSD symptoms.** *Child Abuse and Neglect*, 51, 303-312. doi: 10.1016/j.chiabu.2015.09.003.

The authors examined the associations between age of first exposure to violence, total child violence exposure (CVE), and posttraumatic stress symptoms in adulthood. Findings indicated that age of first exposure was significantly associated with higher total childhood violence exposure, which in turn, was significantly associated with adult posttraumatic stress symptoms in all domains. These findings emphasize potency of early trauma on regulatory response systems.

Ports, K.A., Ford, D.C., & Merrick, M.T. (2016). **Adverse childhood experiences and sexual victimization in adulthood.** *Child Abuse and Neglect*, 51, 313-322. doi: 10.1016/j.chiabu.2015.08.017

In this study, the authors explored the relationship between adverse childhood experiences (ACEs) and sexual victimization (SV) in adulthood. Analyses revealed that increases in ACE score correlated with increases in risk of experiencing SV in adulthood. Child sexual assault was the strongest predictor of adult SV. These findings demonstrate that early adversity is a risk factor for adult SV. Prevention actions for adult SV are discussed in the context of the risk conferred by CSA on subsequent victimization.

Smith, M., Wilkes, N., & Bouffard, L. A., (2016). **Rape myth adherence among campus law enforcement officers.** *Criminal Justice and Behavior*, 43, 539-556. doi:10.1177/0093854815604178.

Researchers used a short survey to assess for the endorsement of rape myths among a sample of campus law enforcement officers. Results suggested that the officers' adherence to rape myths is strongly related to their perceptions of campus sexual assault incidents and their attitudes toward victims. Researchers offer suggestions for policy and for future research concerning rape myths and the attitudinal dispositions of the officers responding to sexual assault calls.

WITNESS ISSUES

Crossland, D., Kneller, W., & Wilcock, R. (2016). **Intoxicated witnesses: Testing the validity of the Alcohol Myopia Theory.** *Applied Cognitive Psychology*, 30, 270-281. doi: 10.1002/acp.3209

Testing the effects of alcohol on eyewitness recall was tested in two experiments. Study 1 ($N = 88$) tested recall of a staged video theft viewed while

sober (control or placebo), above, or below the UK driving limit; intoxication did not reduce recall accuracy. In Study 2, participants ($N = 54$) watched the same video with high or low blood alcohol concentrations (BACs). High BACs impaired free recall but not recognition.

Dodson, C. S., & Dobolyi, D. G. (2016). **Confidence and eyewitness identifications: The cross-race effect, decision time and accuracy.** *Applied Cognitive Psychology, 30*, 113-125. doi: 10.1002/acp.3178. doi: 10.1002/acp.3178

Participants ($N = 1656$) saw same- and cross-race faces before completing a series of target-present and target-absent lineup identifications using one of nine confidence scales. Accuracy was higher for same- than other-race faces. Calibration of confidence to accuracy was higher for choosers than nonchoosers. Choosers with relatively fast and confident decisions displayed roughly 90% accuracy.

Fitzgerald, R. J., Oriet, C., & Price, H. L. (2016). **Change blindness and eyewitness identification: Effects on accuracy and confidence.** *Legal and Criminological Psychology, 21*, 189-201. Doi: 10.1111/lcrp.12044

To investigate the influence of change blindness on identification accuracy and confidence, participants ($N = 180$) watched a video of an innocent person walking through a building where another, similar-looking individual committed a theft before selecting the culprit from a target-present or target-absent line-up. Identification accuracy significantly decreased as a result of change blindness.

Hope, L., Blocksidge, D., Gabbert, F., Sauer, J. D., Lewinski, W., Mirashi, A., & Atuk, E. (2016). **Memory and the operational witness: Police officer recall of firearms encounters as a function of active response role.** *Law and Human Behavior, 40*(1), 23-35. doi:10.1037/lhb0000159

Seventy-six police officers were assigned to either play the role of an active witness and respond to a simulated scenario involving an armed perpetrator or play the role of an observer witness role and simply observe the scenario. Officers then filled out reports and answered open questions. The findings demonstrated that operational witnesses (e.g., the active witness role), as compared to non-operational witnesses (e.g., the observer role), reported significantly fewer correct details regarding the stressful scenario. Moreover, level of stress mediated the effect.

Horry, R., Brewer, N., & Weber, N. (2016). **The grain-size lineup: A test of a novel eyewitness identification procedure.** *Law and Human Behavior, 40*(2), 147-158. doi:10.1037/lhb0000166

This study assessed the accuracy of eyewitness identifications regarding a novel eyewitness identification procedure: the grain-size lineup – a procedure in which participants eliminate any number of individuals from the lineup, creating a lineup of variable size. Participants ($N=384$) watched two videotaped mock crimes with varying quality and then completed four simultaneous lineups or four grain-size lineups (2 target present and 2 target absent). The simultaneous lineup procedure outperformed the grain size lineup but there was some evidence of strategic regulation of grain size that was consistent with lineup difficulty.

Koller, C. I., Wetter, O. E., & Hofer, F. (2016). **'Who's the thief?' The influence of knowledge and experience on early detection of criminal intentions.** *Applied Cognitive Psychology, 30*, 178-187. doi: 10.1002/acp.3175

To examine whether people are able to recognize thieves based on nonverbal behavior prior to the crime, students ($n = 50$), police recruits ($n = 40$), inexperienced police officers ($n = 129$), experienced police officers ($n = 51$) and criminal investigators ($n = 45$) watched closed-circuit television footage of authentic thefts committed at an international airport. The observers were able to recognize nonverbal behavior of the suspect's criminal intention; however, criminal investigators performed best.

Krix, A. C., Sauerland, M., Raymaekers, L. H., Memon, A., Quaedflieg, C. W., Smeets, T. (2016). **Eyewitness evidence obtained with the Self-Administered Interview is unaffected by stress.** *Applied Cognitive Psychology, 30*, 103-112. doi: 10.1002/acp.3173

Participants ($N = 127$), who were either stressed or in a control condition, viewed a live mock crime before recalling information using free recall or the Self-Administered Interview (SAI). Stress did not influence memory performance; interview-type did not influence accuracy. However, SAI participants recalled more correct verifiable event details and both correct and incorrect perpetrator details than free recall participants.

McGuire, M., & Pezdek, K. (2016). **Birds of a feather get misidentified together: High entitativity decreases recognition accuracy for groups of other-race faces.** *Legal and Criminological Psychology, 21*, 202-211. doi: 10.1111/lcrp.12066

One hundred ninety White participants viewed slides containing three same- or cross-race faces and were told that the entitativity of each group was high or low before being tested on 16 old and 16 new, individually presented faces. Increasing group entitativity decreased recognition accuracy for cross-race faces but increased recognition accuracy for same-race faces.

McIntyre, A. H., Hancock, P. B., Frowd, C. D., & Langton, S. H. (2016). **Holistic face processing can inhibit recognition of forensic facial composites.** *Law and Human Behavior, 40*(2), 128-135. doi:10.1037/lhb0000160

An imaging technique ($n = 64$) was used to make composites of celebrity faces more accurate, the authors found that recognition of the faces was improved with the corrected composites. To examine the influence of holistic processing on recognition, the celebrity composites' top and bottom portions were misaligned. Misalignment of the composites significantly improved the original, inaccurate composites but not the corrected composites.

This effect was replicated in a subsequent study (n=57) with non-celebrity, familiar faces, suggesting that inaccurate facial composites make holistic processing difficult.

Migueles, M., García-Bajos, E., & Aizpurua, A. (2016). **Initial testing does not necessarily affect eyewitness recall assessed by specific questioning.** *Applied Cognitive Psychology*, 30, 294-300. doi: 10.1002/acp.3205

Eighty undergraduates watched a short video of a bank robbery before writing a summary of what they had seen, answering 15 questions about actions from the event, answering 15 questions about details of the event, or completing a filler task. Later, participants responded to questions regarding eight event actions and eight details. Accuracy was higher for event actions than details. Initial testing affected neither recall nor confidence.

Sagana, A., Sauerland, M., & Merckelbach, H. (2016). **The effect of choice reversals on blindness for identification decisions.** *Psychology, Crime & Law*, 22(4), 303-314. doi: 10.1080/1068316X.2015.1085984

This field study examined blindness for identification decisions from target-present and target-absent lineups. Eighty pedestrians witnessed a staged theft and identified the thief and victim from separate, simultaneous six-person lineups. Their thief-lineup decision was either exchanged with a previously unidentified lineup member (choice exchange) or lineup rejections were turned into identifications (choice reversal). Choice reversals were easier to detect than choice exchanges. Identification accuracy was not a prerequisite for detection.

Todd, A. R., Thiem, K. C., & Neel, R. (2016). **Does seeing faces of young black boys facilitate the identification of threatening stimuli?** *Psychological Science*, 27(3), 384-393. doi: 10.1177/0956797615624492

Four experiments (N = 64; N = 63; N = 68; N = 82, respectively) examined whether stereotypes linking Black men with violence and criminality extend to young Black boys (5-year-olds). Participants had less difficulty identifying threatening (versus nonthreatening) stimuli after seeing Black (versus White) faces. This automatic bias was equally strong following adult and child faces.

Zajac, R., Dickson, J., Munn, R., & O'Neill, S. (2016). **Trusst me, I know what I sshaw: The acceptance of misinformation from an apparently unreliable co-witness.** *Legal and Criminological Psychology*, 21, 127-140. doi: 10.1111/lcrp.12032

Participants (N = 100) watched a clip of two simulated thefts with a confederate who either appeared sober or intoxicated. The confederate introduced two pieces of misinformation before the participants were interviewed and completed a target-absent line-up task. Misinformation, regardless of co-witness intoxication, impaired verbal reports and line-up performance.

OTHER

Barragan, M., Sherman, N., Reiter, K., & Tita, G. E. (2016). **“Damned if you do, damned if you don’t”: Perceptions of guns, safety, and legitimacy among detained gun offenders.** *Criminal Justice and Behavior*, 43, 140-155. doi:10.1177/0093854815611707.

Using in-depth interviews with gun offenders, researchers explored the relation between gun ownership and perceptions of safety and legality and how such perceptions develop and interact to construct ideas of legitimacy and compliance with gun laws. Findings suggest that insecurity and experiences with law enforcement interacted in nuanced ways to promote views about law legitimacy and compliance. Researchers discuss the implications of these findings, offering that many respondents viewed the gun laws as globally legitimate but illegitimate at an individual level, especially in individuals who also reported insecurity with current rules or sanctions.

Beijersbergen, K. A., Dirkzwager, A. J. E., & Nieuwbeerta, P. (2016). **Reoffending after release: Does procedural justice during imprisonment matter?** *Criminal Justice and Behavior*, 43, 63-82. doi:10.1177/0093854815609643.

Using a sample of 1,241 prisoners, researchers explored two areas of interest: (1) whether prisoners' procedural justice perceptions influence their post release offending behavior, and (2) whether the relationship between procedural justice and reoffending was mediated by prisoners' perceived legitimacy of the criminal justice system. Findings revealed that prisoners who perceived better treatment during imprisonment were less likely to be reconvicted during an 18-month period post-release. Results did not suggest a mediating role of legitimacy. Implications for policy and correctional facilities are discussed.

Caman, S., Howner, K., Kristiansson, M., & Sturup, J. (2016). **Differentiating male and female intimate partner homicide perpetrators: A study of social, criminological and clinical factors.** *International Journal of Forensic Mental Health*, 15(1). doi: 10.1080/14999013.2015.1134723

A nationwide study examines intimate partner homicide (IPH) across genders in a sample female (n=9) and male (n=36) perpetrators in Sweden between 2007-2009. The study found that female perpetrators were more likely to have been unemployed compared to males. A statistical significance was also found between female perpetrators and substance abuse along with signs of victimization. Interventions that target substance abuse treatment could potentially be effective for both female and male perpetrators.

Casey, S., Day, A., & Reynolds, J. (2016). **The influence of incarceration length and protection status on perceptions of prison social climate.** *Criminal Justice and Behavior*, 43, 285-296. doi:10.1177/0093854815603747.

This study examined whether inmates' perceptions of the social climate in prison were influenced by their security classification and length of time they had been incarcerated. Using a sample of 76 male prisoners, researchers found that those housed in protective custody and had been incarcerated for longer than 6 months rated the social climate significantly more positively than those who were not in protective custody and those who had not been incarcerated for more than 6 months. This interaction most strongly impacted social climate in terms of therapeutic hold and social cohesion. Implications for correctional settings are discussed.

Dagan, S.W., Ben-Porat, A., & Itzhaky, H. (2016). **Child protection workers dealing with child abuse: The contribution of personal, social and organization resources to secondary traumatization.** *Child Abuse and Neglect*, 51 203-211. doi: 10.1016/j.chiabu.2015.10.008.

Secondary traumatization among child protection social workers versus social workers was investigated. Findings indicate that levels of mastery and years of work experience contributed negatively to secondary traumatization, while exposure to child maltreatment, trauma history, and role stress contributed positively to secondary traumatization. However, no significant contribution was found for social support and effectiveness of supervision. The authors recommend factors that can prevent distress among child protection workers exposed to the trauma of child abuse victims.

Fine, A., Cavanagh, C., Donley, S., Steinberg, L., Frick, P. J., & Cauffman, E. (2016). **The role of peer arrests on the development of youths' attitudes towards the justice system.** *Law and Human Behavior*, 40(2), 211-218. doi:10.1037/lhb0000167

Using data from a sample of 1,216 first-time male adolescent offenders, the authors examined how attitudes toward the justice system develop. The findings of the study indicate that adolescents with friends who were arrested report more negative attitudes toward the justice system than those without friends who were arrested, and this effect is larger for youths who experience a friend's arrest for the first time.

Haney-Caron, E., Goldstein, N. E., Giallella, C. L., Kemp, K., & Romaine, C. R. (2016). **Success in school for justice-involved girls: Do specific aspects of developmental immaturity matter?** *International Journal of Forensic Mental Health*, 15(1), 65-80. doi:10.1080/14999013.2015.1134724

Data from 60 girls in a residential juvenile detention facility was used to assess the relationship between decision-making and developmental immaturity factors. Results from a multiple regression analysis suggested that self-reported school attendance did not significantly moderate the correlation between developmental immaturity and academic achievement.

Kerig, P. K., Chaplo, S. D., Bennett, D. C., Modrowski, C. A. (2016). **"Harm as harm": Gang membership, perpetration trauma, and Posttraumatic Stress symptoms among youth in the juvenile justice system.** *Criminal Justice and Behavior*, 43, 635-652. doi:10.1177/0093854815607307.

This study investigated perpetration-induced trauma (PT), trauma exposure, posttraumatic stress symptoms, and gang membership in a sample of 660 youth recruited from a detention center. Youth in gangs reported higher levels of dissociation and emotional numbing, as well as higher levels of exposure to violence and PT. Female youth who endorsed gang membership were most likely to meet full or partial criteria for a PTSD diagnosis. Results indicated that PT acts as a mediator of the association between gang membership and posttraumatic stress symptoms. The implications of these findings for justice-involved youth, as well as PT are discussed.

Leins, D. A., & Charman, S. D. (2016). **Schema reliance and innocent alibi generation.** *Legal and Criminological Psychology*, 21, 111-126. doi: 10/1111/lcrp.12035

Two experiments ($N = 49$; $N = 61$) examined factors influencing innocent alibi generation. Introducing a time cue—either alone or paired with a location cue—increased schema reliance and yielded lower accuracy rates than a location cue alone. Accuracy increased when whereabouts were schema consistent than schema inconsistent. Confidence was high irrespective of accuracy.

Maguire-Jack, K. & Showalter, K. (2016). **The protective effect of neighborhood social cohesion in child abuse and neglect.** *Child Abuse and Neglect*, 52, 29-37. doi: 10.1016/j.chiabu.2015.12.011

This study investigated the association between neighborhood social cohesion and abuse and neglect, including specific types of abuse and neglect. Neighborhood social cohesion was associated with child neglect, but not child abuse, and furthermore, neighborhood social cohesion may have a protective role in some acts of neglect, such as meeting a child's basic needs, but not potentially more complex needs like parental substance abuse.

Masip, J., Alonso, H., Herrero, C., & Garrido, E. (2016). **Experienced and novice officers' generalized communication suspicion and veracity judgments.** *Law and Human Behavior*, 40(2), 169-181. doi:10.1037/lhb0000169

The study investigated police response bias, confidence, and generalized levels of suspicion in a sample of non-officers, novice officers, and experienced officers. Findings suggest that while novice officers are not dispositionally suspicious as experienced officers, though they do imitate the typical police behaviors in contexts related to policing.

Melendez, M.S., Lichtenstein, B., & Dolliver, M.J. (2016). **Mothers of mass murderers: Exploring public blame for the others of school shooters through an application of courtesy stigma the Columbine and Newtown tragedies.** *Deviant Behavior*, 37(5), 525-536. doi: 10.1080/01639625.2015.1060754

The authors used content analysis to determine whether fathers, mothers, or both parents were singled out for blame in cases of school killers such as Dylan Klebold, Eric Harris, and Adam Lanza. Results indicated that the mothers were always blamed for their sons' actions while no one blamed the fathers. The authors discuss these conclusions in the context of courtesy stigma and gender rules.

Morash, M., Kashy, D. A., Smith, S. W., Cobbina, J. E. (2016). **The connection of probation/parole officer actions to women offenders' recidivism.** *Criminal Justice and Behavior*, 43, 506-524. doi:10.1177/0093854815626490.

Using a sample of 226 female offenders, researchers sought to examine whether parole/probation officer relationship style, attention to criminogenic needs, and intensity of supervision impacted recidivism. Findings suggested that these elements had no direct effect on recidivism. However, results indicated an indirect effect of a non-supportive and punitive relationship, which led to reactance and anxiety and thus, higher rates of recidivism. Researchers discuss methodological and theoretical explanations for the null finding, as well as suggest approaches to reducing reactance in these relationships.

NeMoyer, A., Brooks Holliday, S., Goldstein, N. S., & McKitten, R. L. (2016). **Predicting probation revocation and residential facility placement at juvenile probation review hearings: Youth-specific and hearing-specific factors.** *Law and Human Behavior*, 40(1), 97-105. doi:10.1037/lhb0000162

A study examined residential facility placement and probation revocation using data from 268 review hearings in an attempt to assess youth-distinctive factors and hearing-specific factors. Results showed that youth who failed to attend their review hearing, were rearrested. However, those who could not comply with school-related probation demands or failed to appear as required to the prior review hearing were at a higher risk to have their probation revoked and sent to a juvenile correctional facility.

Neves, D. & Pinho, M. S. (2016). **Specificity and emotional characteristics of the autobiographical memories of male and female criminal offenders.** *Criminal Justice and Behavior*, 43, 670-690. doi:10.1177/0093854815613820.

This study explored whether offenders exhibit an over-general autobiographical memory (AM), which is linked to problems with executive functioning. Using a sample of 92 offenders and 92 non-offenders, researchers compared specificity, spontaneity, and phenomenological characteristics of AMs, as well as how depressive symptoms, verbal fluency, and problem-solving skills interacted with AM characteristics. Offenders recalled less specific positive memories. For male offenders, positive specificity was related to verbal fluency; for female offenders, this was related to emotional aspects. Implications are discussed within the context of cognitive mechanisms. Further, researchers offer possible implications for the study of criminal behavior.

Osborne, N. K., & Zajac, R. **An imperfect match? Crime-related context influences fingerprint decisions.** *Applied Cognitive Psychology*, 30, 126-134. doi: 10.1002/acp.3180

Two experiments investigated the influence of contextual influence on fingerprint interpretation. In Experiment 1, participants ($N = 319$) made match/non-match interpretations of fingerprint evidence. When preceded by crime-related photographs, more matches were made than when preceded by neutral or no photographs. Participants in Experiment 2 ($N = 301$) were given an "unsure" option, and crime related context decreased non-matches but did not influence matches.

Roy, L., Crocker, A.G., Nicholls, T.L., Latimer, E., Gozdzik, A., O'Campo, P., & Rae, J. (2016). **Profiles of criminal justice system involvement of mentally ill homeless adults.** *International Journal of Law and Psychiatry*, 45, 75-88. doi: 10.1016/j.ijlp.2016.02.013

This study aimed to examine the rates of self-reported contacts with the criminal justice system among homeless adults with mental illness. Almost half of the participants had at least one contact with the criminal justice system in the 6 months prior to study enrollment. Factors associated with justice involvement included age, gender, ethnic background, diagnosis, substance misuse, impulse control, compliance, victimization, service use, and duration of homelessness.

Schaefer, L. (2016). **On the reinforcing nature of crime and punishment: An exploration of inmates' self-reported likelihood of reoffending.** *Journal of Offender Rehabilitation*, 55(3), 168-194. 10.1080/10509674.2016.1148091

This study hypothesized that inmates would be more likely to report an increased likelihood of reoffending upon release based on two processes influencing recidivism expectations: offending alleviating status frustration, criminal justice sanctions normalizing deviance and causing identity transformation supportive of procrime values. Self-report data from prison inmates indicates that a lack of life achievements and greater exposure to criminal justice sanctions discourages commitment to desistance. Additionally, psychosocial reinforcements provided by offending are positively correlated with self-reported recidivism estimates.

Scherr, K. C., Agauas, S. J., & Ashby, J. (2016). **The text matters: Eye movements reflect the cognitive processing of interrogation rights.** *Applied Cognitive Psychology*, 30, 234-241. doi: 10.1002/acp.3195

The eye movements of 60 juveniles were tracked as they read different versions of *Miranda* warnings. Text characteristics were associated with

processing difficulties, which, in turn, strongly correlated with *Miranda* warning comprehension. Total fixation time and total number of fixations were negatively associated with comprehension accuracy.

Scurich, N., & Monahan, J. (2016). **Evidence-based sentencing: Public openness and opposition to using gender, age, and race as risk factors for recidivism.** *Law and Human Behavior*, 40(1), 36-41. doi:10.1037/lhb0000161

Despite legal scholars belief that using evidence-based-sentencing (gender, age, and race) is unethical, this study explored how it can be used to reduce prison population, recidivism. Six hundred participants were asked about their opinions related to sentencing based race, gender, and age. The results indicated that three quarters of the participants were against using race to determine sentencing, but supported using age. Further, one half were open to using gender to determine prison sentences.

Searston, R. A., Tangen, J. M., & Eva, K. W. (2016). **Putting bias into context: The role of familiarity in identification.** *Law and Human Behavior*, 40(1), 50-64. doi:10.1037/lhb0000154

Three experiments were conducted to determine the factors that contribute to the bias in match responses in forensic comparison as a result of case information. In the studies, familiarity had an effect on matching so that people were more likely to claim there was a “match” when a prior similar case was a match. Furthermore, familiarity affected accuracy even when people were blind to case information.

Snoot, B., Luther, K., Eastwood, J., Collins, R., & Evans, S. (2016). **Advancing legal literacy: The effect of listenability on the comprehension of interrogation rights.** *Legal and Criminological Psychology*, 21, 174-188. doi: 10.1111/lcrp.12053

Two studies ($N = 76$; $N = 80$) examine the influence of listenability on comprehension of interrogations rights during a mock interrogation. Participants who received the modified (versus standard) caution were better able to recall and comprehend interrogation rights. Implications are discussed.

Wolfe, S. E., & Nix, J. (2016). **The alleged 'Ferguson Effect' and police willingness to engage in community partnership.** *Law and Human Behavior*, 40(1), 1-10. doi:10.1037/lhb0000164

This study used data from a cross-sectional survey of 567 deputies at an agency in the southeastern U.S. to determine whether the “Ferguson Effect” is associated with a decrease in willingness to engage in community partnership. The authors found that the Ferguson Effect, operationalized as a decrease in motivation on the part of police officers as a result of negative public opinion, was negatively associated with a willingness to engage in community partnership. However, this effect disappeared when deputies perceived their agency as being legitimate and fair.

Wolfman, M., Brown, D., & Jose, P. (2016). **Talking past each other: Interviewer and child verbal exchanges in forensic interviews.** *Law and Human Behavior*, 40(2), 107-117. doi:10.1037/lhb0000171

This study used a sequential analysis to investigate the relationship between interviewer question types and child responsiveness using a sample of 103 forensic interviews with children (6-16 years of age). The results showed interviewers did not change their questioning style in response to the child’s responding and children’s style remained constant regardless of the types of questions asked. The researchers conclude the interviewers and children tend to talk past one another.





AP-LS Student Committee Career Corner

Associate Editor: Shelby Arnold,
2015-2016 Clinical Liason

The Career Corner is intended to highlight the individuals who work at the intersection of law and psychology, where they come from, how they got there and how their experiences influence their research, teaching and/or practice. This edition of Career Corner profiles John Monahan, PhD, and discusses his unique position working as a psychologist within a law school.

AP-LS Student Committee: Dr. Monahan, to start, would you mind just walking us through your training and career trajectory?

Monahan: I went to college at SUNY Stony Brook, which was the only place I could walk to from my parents' home. I attended graduate school in Clinical Psychology at Indiana University. I completed my predoctoral internship at the Courts and Correction Unit of the San Mateo County Department of Mental Health in California. My first job out of graduate school was at a new interdisciplinary program at the University of California-Irvine in the School of Social Ecology, where I stayed for eight years. I currently teach at the UVA School of Law and have been here since 1980.

AP-LS Student Committee: How did you initially get involved/ interested in psychology-law?

Monahan: My father was a New York City police officer, which I suppose got me interested in legal issues. I also minored in law during graduate school and was very excited about the courses I took.

AP-LS Student Committee: What was it like to start as an assistant professor so early in your career?

Monahan: I was 25 years old and it was absolutely wonderful. It was what I always wanted to do.

AP-LS Student Committee: What led to the transition into teaching in a law school?

Monahan: The move was prompted by a call from my close friend, Dick Reppucci, at UVA, saying that the law school was thinking of hiring a psychologist and asking if he could mention my name. At first I said "no thanks, I like California a lot," but a week later I realized this was not an opportunity that I could pass up.

AP-LS Student Committee: What are some of the best parts, as well as the challenges, of being a psychologist working in a law school?



Monahan: The best part is working with so many interesting colleagues on so many important legal and policy issues. The challenging part is that I had an awful lot to learn. I audited most courses of the first year law student curriculum when I first moved to Virginia to try and catch up.

AP-LS Student Committee: Tell us a bit about some of the research you have been working on most recently.

Monahan: I'm working now with my frequent collaborator, Jennifer Skeem, on a project about risk assessment in criminal sentencing. I'm also continuing to work on the topic of violence and mental illness with Henry Steadman and Pamela Robbins, with whom I've worked for many years. I just finished writing two law review articles on making individual inferences from group data with former UVA students David Faigman and Christopher Slobogin, and am working with Larry Walker on the 9th edition of our casebook, *Social Science in Law*.

AP-LS Student Committee: It seems like you have had the best of all worlds- being involved in forensic assessments, research and academia, as well as significant policy positions. How did you manage to balance this and what advice do you have to students or early career professionals trying to span these different domains?

Monahan: Well, I don't do too many forensic evaluations anymore-balancing three would be difficult. The challenge for me is balancing research and teaching, and through trial and error, I think I'm finally getting it. When done right, they both take an enormous amount of energy- it's tough to do research without worrying that you are falling short on teaching and it's hard to do teaching and not worry that you are falling short on research. One piece of advice is to avoid administration as much as possible. I have tremendous respect for administrators that allow me to do what I want to do,

but it's just never been something that I personally have aspired to and it can be extremely time-consuming.

AP-LS Student Committee: How can psychologists and lawyers or other criminal justice partners work together more effectively?

Monahan: I think they work together now quite well. I think that psychologists sometimes don't have a full appreciation of the legal issues at stake in a case and that taking some law courses would go a long way in curing that.

AP-LS Student Committee: Where would you like to see the field of psychology-law go over the next ten years?

Monahan: Where I think the way the field is going to go is in the direction of cognitive neuroscience. I think cognitive neuroscience has potentially an enormous amount to offer the law in the long-term, but it's not clear to me that it's ready for prime time yet, especially in deciding individual cases.

AP-LS Student Committee: What advice do you have to students who are just starting out in the field and may want to pursue a career trajectory similar to yours?

Monahan: If by that you mean teaching in the law school, I think that now you would likely need both a JD and a PhD. My advice would be to decide which field (psychology or law) you are most passionate about and pursue that field at the best school you can get into. Then, when you have your first professional degree in hand, pursue your other interest. But this is a very long haul. It's important to remember that every psychologist doesn't need a law degree and every lawyer doesn't need a PhD in psychology in order to do great interdisciplinary research or to be an outstanding forensic clinician.



AP-LS Committee News & Updates



**Summer 2016
American Psychology-Law Society**

APA Fellows Committee Call for Nominations

The APA Fellows Committee seeks nominations for two new members for a three year term beginning January 1, 2017. The Fellows Committee is charged with the review of nominations for APA Fellows and will report their recommendations on each nomination to the Board of Directors through the Membership Board. The Fellows Committee reports to the APA Council through the Membership Board.

Nominees to the Fellows Committee must be available to meet twice annually, as follows: for up to three days in March at APA headquarters in Washington, DC and for one day at the APA Annual Convention. All expenses for both meetings will be covered or reimbursed by APA.

Members of the committee must be APA Fellows, shall not serve on a Division Fellows Committee, nor endorse initial APA Fellow candidates, during their term on the Fellows Committee.

The Fellows Committee is seeking nominees from the following area:

Slate 1: – Multicultural & Diversity

Slate 2: – Applied, Policy or Advocacy

The Fellows Committee highly encourages fellows in science, academia, and ethnic minorities to apply. Nominations must be submitted with a statement of interest and a current vita. Self-nominations are welcome. Send nominations and supporting material to Sonja Wiggins, Fellows Committee Liaison at the APA address or to swiggins@apa.org.

The deadline for receipt of all nominations is July 15, 2016.

Professional Development of Women Committee

The AP-LS Professional Development of Women (PDW) Committee is requesting applications for one new member starting September 2016. Committee terms are three years. The Committee welcomes both male and female members and has one student member.

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

The only requirements for this position are a) to be a member of APLS, and b) degree completion. If you are interested in becoming a member of the PDW, please submit your curriculum vitae and a brief statement (paragraph or two) to Gina Vincent, PhD, Chair, at Gina.Vincent@umassmed.edu by **June 1, 2016**. The committee will make a decision about the new member by August 1, 2016. Feel free to email if you have questions.

Teaching, Training, and Careers (TTC) Committee

Call for Syllabi

The TTC Committee 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](#). 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 Wendy Heath (heath@rider.edu). Soft copies may be submitted as e-mail attachments (Word Perfect, Word, or ASCII files are preferred)

Call for "Teaching Techniques" Column Submission

We are interested in hearing from those in the field about novel and/or effective teaching techniques you are using with your students and trainees in our Teaching Techniques column for the next AP-LS Newsletter. If you are interested in contributing please contact Jessica Salerno (jessica.salerno@gmail.com).

Contact Us

Please contact us if you have input for the TTC Committee on how best we can serve our membership (Contact TTC Chair Alana Cook [alanac@sfu.ca]).

AP-LS Student Committee

The Student Committee has continued its goal to strengthen and streamline its existing programs throughout the year. At the 2016 AP-LS Convention we held another successful 5K Fun Run fundraiser, hosted two well attended panels targeting career development, a student social, a welcome breakfast, a pre-conference workshop on the basics of tort law, and a new Campus Representative appreciation event. We are particularly excited about our initiative to improve the Campus Representative program by increasing incentives and clarifying program requirements. This year, representatives went on a Student Committee sponsored outing to the National Center for Civil and Human Rights, which included museum admission as well as lunch. We plan to continue this appreciation program, and hope anyone interested in joining the Campus Representative program will contact us at aplsstudents@gmail.com or apls-campusrep@gmail.com. We welcome undergraduate and graduate students alike, who can learn more about the program on our website: apls-students.org. We will also be announcing a call for nominations to the Student Committee for the 2016-2017 year in the upcoming months. We hope to increase representation on the committee, and welcome any and all questions about available positions to our Chair, Meghann Galloway, at aplsstudents@gmail.com.

Continuing Education Committee

Call for 2017 AP-LS Pre-Conference Workshop Proposals

The AP-LS Continuing Education (CE) Committee is accepting proposals for pre-conference workshops at the AP-LS Annual Conference, which will be held on Wednesday March 15, 2017 in Seattle, WA. Proposals may be for half day (3.5 hours) or full day (7 hours) workshops. The CE Committee is particularly interested in interactive workshops that engage participants in translating psychology and law research into practice. Workshop presenters will receive an honorarium commensurate with the workshop length (i.e., half day or full day).

Proposals must meet at least one of the following criteria:

- Program content is designed to maintain or improve a legal and/or psychological practitioner's professional knowledge or skills;
- Program content has been supported using established research procedures and scientific scrutiny;
- Program content has peer-reviewed, published support beyond those publications and other types of communications devoted primarily to the promotion of the approach;
- Program content is related to ethical, empirical, legal, statutory or regulatory policies, guidelines, or standards that impact psychology and/or law.

Submission Deadline: August 1, 2016

Submission Instructions:

Proposals should be emailed to Amanda Zelechowski (amanda.zelechowski@valpo.edu) and should include:

1. Title of workshop
2. Preference for half-day (3.5 hours) or full-day (7 hours) workshop
3. Intended workshop level (e.g., beginner, intermediate, advanced)
4. Presenter(s) name(s), highest educational degree (s), affiliation(s), AP-LS membership status, and contact information
5. At least 3 learning objectives for the workshop
6. Summary of the workshop's content in 250 words or less and rough outline of how the workshop will be structured
7. Brief explanation of how the workshop meets the criteria listed above
8. Presenter(s) CV

Items 1-7 should be compiled into one pdf document and Item 8 (CV) included as a separate attachment.

Contact Amanda Zelechowski at (219) 464-6122 or amanda.zelechowski@valpo.edu with any questions.

We look forward to receiving your pre-conference workshop proposals!

-The AP-LS Continuing Education Committee

AP-LS Executive Committee Meeting Minutes

August 5, 2015, Toronto, ON, Canada

The meeting was called to order at 4:13 p.m.

I. Attending: Eve Brank, Jennifer Groscup, Patricia Zapf, Dave DeMatteo, Brian Cutler, Jennifer Eno Loudon, Daniel Krauss, Kento Yasuhara, Nick Schweitzer, Nancy Panza, Gianni Pirelli, Jennifer Wollard, Monica Miller, Megan Galloway, Casey LaDuke, Kathleen Kemp, Nick Drew, Jennifer Hunt, Antoinette Cavanaugh.

II. Introductory (Zapf): President Zapf welcomed everyone to the meeting and to the Convention. Zapf thanked Amanda and Nick. And Kathy and Clyde. Introductions were made around the room. Rules of Order were reviewed. Voting rules were reviewed.

III. Minutes (Groscup): Minutes from the March 18, 2015 Executive Committee Meeting were presented. There were no comments on the minutes. Zapf moved to approve. All voted in favor of approval.

IV. Treasurers report (Brank): Brank reported that the organization is in excellent financial shape. She highlighted the redeposit of net gains into investments. The investments with compounding interest are yielding. We have financial security as an organization. Thanks to Kathy and to the Committee Chairs for taking good care of the organizations money. Royalties for publications are going up slightly. The contract renewal for LHB comes up in 2017, and it is difficult to tell what will happen with that. Brank reported that the Finance Committee meets to go over budget proposals for the year. Mainly the Committee is looking for overlap in committee activities so resources can be combined and for inequities between groups (such as honorarium payment amounts) to make sure things are equitable. Based on this review by the Finance Committee, Brank requested that committees consider re-budgeting to combine efforts across committees. For example, MAC wants to do online meetings and internet blogs by buying a service, but several other committees and the Presidential Communications Initiative also requested similar platforms. Therefore, these funds could be combined and moved to the website budget so a platform like this could be used by multiple committees. Brank suggested that everyone read report for travel reimbursement information, information about how to get awardees money from your committee, and the investment report.

V. Update on conferences and membership numbers (Gaskey): Gaskey reported that she will be going to Seattle in August to tour potential hotel for March 16-18, 2017. The room rate is \$184/night. Kurt Carlson, Vanessa Edkins, and Gaskey going to visit the Atlanta hotel for the March 10-12, 2016 conference. The room rate for Atlanta is \$159/night.

Membership numbers: Gaskey reported on the membership numbers. AP-LS currently has as active members (paid dues through the date of the EC meeting): 1474 full members, 1055 student members, 505 lifetime members, and 180 ECPs. The total number of paying members is 2756 (total minus lifetime who don't pay dues). Our total number of members (including inactive) is: 1905 full members, 1496 student members, and 221 ECPs. The difference between these numbers and the "active" numbers are people who haven't paid maybe in the last two years. Gaskey is going to try to reach out to these lapsed members. Gaskey questioned whether they would have to pay for this year or pay for 2016. Brank suggested sign back up for 16 and anyone who wants back issues of LHB can also pay for 2015. Zapf questioned whether Wild Apricot is working for us as a Division as a way to keep track of membership. Gaskey and Yasuhara said it works very well. The Division is getting better numbers and getting better responses from people to pay dues. More people pay earlier because of the reminder sent by Wild Apricot. It also makes emails to specific groups are much easier, and it works well for the research request emails. Gaksey and Yasuhara concluded that Wild Apricot is worth what the Division is paying for it as a service to track the membership.

VI. Student Committee report (LaDuke): LaDuke reported that the Student Committee conducted a survey of student members about the current state of training in law and society. They are presenting the results on Saturday. A summary of the report is forthcoming. The survey asked about whether people were getting the kinds of training recommended by the Villanova report. LaDuke also reported that he and two past Chairs of the Student Committee wrote a manuscript reporting on their experience as Student Section

Chairs. It has been accepted for publication in TEP. LaDuke thanked the EC and the organization for being welcoming to students and supportive of student leadership. LaDuke reported that the Student Section held elections and have all new committee members. Galloway steps in as Chair. They reported that diversity in student leadership is lacking. Of the 9 Ccommittee members, 6 are Drexel students. The Committee changed election procedures to allow for people to run for multiple positions, which they thought would help encourage participation. Galloway reported more people running this year because of multiple positions, but not getting people from all of the major programs. They asked members to encourage all students to engage with Student Section, reach out to them, and consider running for positions. Mentors should really encourage their students to get involved. The Student Section would be happy to help mentors get the word out. Zapf thanked them for their continued excellent work for the Division, stating that they are leaders in involvement for the whole Division.

VII. TTC Committee Proposal for an ECP Teaching and Mentoring Award (Miller): Miller reported that the TTC is getting a lot of applications from ECPs (7 years or less in the field) for the Outstanding Teaching and Mentoring Award, but they can't compete with people who have been mentoring for many years. The TTC is proposing an award for Early Career mentors that mirrors the current award. The award would alternate between awardees at undergraduate/masters institutions and at doctoral granting institutions every year, like the current award. The financial requirements of the proposal are a \$500 honorarium and a plaque. Brank commented that it was a great idea, it is a good award for tenure, and it promotes law/psych at universities. Zapf asked for motion to move forward. Wollard moved to approve proposal. Vote: All in favor, none opposed, and no abstentions. The award will move forward in the next year. Applications will be due in January.

VIII. Practice and Legal Scholars Committees Report (Pirelli and Slobogin): Pirelli reported that since the March meeting, Slobogin led a discussion among the Practice and Legal Scholars Committees of how to renew the interest of legal scholars in the organization and in the practice committee who are also doing similar work. The Committees are collaborating to try to increase programming directed at practice issues (both law and psychology) and increase membership in those areas. They presented a proposal for three symposium-length program time slots of dedicated programming at the next AP-LS conference, with funding to invite practice-oriented speakers. Slobogin argues the time dedication needs to be significant to get lawyers to come. The proposal includes marketing, development of CE and CLE credits, and communication with local psychological and bar associations. Pirelli reported having the support of the ECP and TTC Committees and are trying to get support from the CE and CAC Committees. Zapf raised the general question of allocating conference programming time to special groups and questioned whether we need a policy about allocating programming time. Wollard suggested that the CAC should come up with some kind of policy. Discussion of the specific proposal followed. Comments of support for the proposal included general support for the idea of getting practitioners back into AP-LS, the synergy with DeMatteo's Presidential Initiative, and the grassroots-type of marketing of the conference to local groups. Concerns were raised about the large number and length of the dedicated sessions requested because it would mean less space for peer-reviewed conference presentations, which may reduce attendance in other ways. Questions were raised about whether any research was done by the Committees about the number and timing of the requested sessions in terms of their likelihood of drawing in practitioners. It was suggested that, for a first-run of this proposal, some of the programming could be pre-conference or smaller sessions as a starting point and/or putting these sessions close together to make it more attractive for practitioners to attend. Other suggestions included consideration of keynote speakers who are legal or psych practitioners, better promotion of practice sessions that already exist, and outreach about the conference at local law schools. There was also discussion about whether CLEs would be attractive to practitioners or not. Wollard suggested that the Committees talk to some people who are in legal academic world to see what they would like to see here that would bring them back (and why they left). Hunt suggested that conference proposals should be identified as practice-oriented in the submission process. Zapf asked the CAC to deal with a policy for dedicated conference time and locating keynote speakers that are legal/practitioners. Zapf summarized the concern that 3 symposium sessions were too many to approve right now, but the Committees should start communicating with the CAC and the Co-Chairs about how much time they could have in March. All agreed. Pirelli will work with CAC and other committees. Legal scholars additionally raised the question of whether to approach Justice Breyer to speak, and all agreed that this was a good idea. Wollard will work with the conference Co-Chairs on Breyer.

IX. APA Co-Chairs Report (Drew): Drew reported that the APA Co-Chairs reached out to Wollard after attending the APA training meeting for Division Co-Chairs in April. In 2016, there will not be a specific theme to broaden proposals submitted. Next year, our Division also will not submit collaborative programming because they recommended against at the training conference and these

sessions have been poorly attended in the past. The Co-Chairs requested that our committees consider soliciting proposals for dedicated time at the 2016 Convention to broaden the proposals submitted. Drew also raised the issue of invited addresses at the APA Convention, which have a high cost and typically have poor attendance. The Co-Chairs have reached out to a couple of people for next year. Zapf and Brank questioned whether our committees might be able to help suggest speakers and promote attendance. Drew commented that increased attendance could come with collaborating with other Divisions or inviting speakers that would be of interest to other Divisions. Wollard suggested going forward with one suggested speaker for 2016. Hunt suggested trying to combine with the Weiss award because it touches on social justice. The Co-Chairs will consider these suggestions and move forward with programming.

X. Memorial Award Proposal (Miller): Miller proposed that the Division create a memorial research award, which was discussed at the March, 2015 meeting. At that time, Zapf had people read the proposal and comment. The comments raised concerns about the number of awards to be given each year, making sure the family of the deceased is ok with the award, and making sure we know who died. Based on the discussion in March, Miller convened a task force on 1) communication of in memorium news and 2) the establishment of a memorial award. The task force generated several ideas for communication of deaths in the Division including emails to the membership, website announcements, tribute pages or a guestbook that would let people put entries about the person on the website, announcement at the opening session of the annual conference (with or without tribute from colleague), announcement in LHB at the end of the year, and announcement in the annual conference program. The task force proposed the following for a memorial award. The award would be given every year and titled the AP-LS Memorial Award in ____ name (someone who died). The named person would be nominated, and the nominator would create an application including criteria based on what they think the honoree would want. The Award would be tailored each year to what the nominator thinks the honoree would want each year. Criteria would be announced, and the nominator and a committee would determine who wins. The proposed award would include a one year membership to AP-LS, registration to the annual conference, and travel to the conference. Up to two awards per year would be given. If more than two nominations are received in a year, the committee would decide whether to split further or wait another year. Zapf reported that the APA listserv had a discussion of what Divisions do for members who died. Most don't have awards, some put an announcement on their website and/or in their journals, and APA does obituaries. Discussion followed. Several members commented that providing the membership with information about people who have died is a good idea. Several members commented that an award could be problematic because of the potential to offend people, particularly the families of the deceased. It was suggested the award be a "memorial award" that honors "these members (those who died that year)" each year and not be tailored to specific topics or people and that the evaluation procedure would be the same each year for the awardees, if an award is given at all. Yasuhara would like to investigate how other Divisions manage this on their websites (such as the length of announcement, bio, and other logistics). He requested guidance about these issues so it is standardized and is less likely to offend anyone. Huss suggested announcing deaths in the Newsletter. Zapf summarized the discussion as a lack of support for an award but support for making announcements. Zapf called for a vote on making announcements. All voted in favor (10 votes), none opposed, no abstentions. The next step will be to develop a procedure.

XI. Research Award Proposal (Levett): Levett presented the revisions to the Research Award Proposal. When the proposal was discussed at the meeting last March, the EC raised concerns about how the award would be implemented (such as the review process and dealing with conflicts of interest) and sustained financially, although the EC was generally in favor of AP-LS giving a larger-scale grant. Since that time, Levett reported that the revised proposal provides more detail about the review process and conflict management. In the review process section, the committee added a provision for submitters to include reviewers to include/not. Proposals will be submitted to the Research Committee Chair, who will solicit at least 3 outside reviewers to review by a proposed deadline of January 1st. Research Committee Chair and the Interdisciplinary Grant Chair will convene the review committee including Research Committee members, Interdisciplinary Grant Committee members, and external reviewers. All proposals will be reviewed by at least 3 people. Recommendations about funding will be made to the Research Committee who will review the final recommendations and send all of it to the EC in February for review by the EC at the meeting in March. The Research Committee and Gaskey will work with PI during award, annual reports for the EC will be provided, and awardees will have the opportunity to present their work in poster at the AP-LS annual conference, similar to the Dissertation Award winners.

In the conflict of interest section, the proposal was revised to be similar to the NSF guidelines. For example, conflict was defined for applicants such that Research Committee members and voting members on the Committee should not submit proposals or should recuse themselves from review process if they do. Reviewers will be required to complete a conflict of interest statement prior to serving on panel, and they will need to disclose any conflict of interest and possible recuse themselves from discussion of any proposal for which they have a conflict at the review level or at the committee discussion level. Conflicts could include affiliation with institution, relationship with investigator, other affiliations or interests (all language taken from the NSF guidelines). Concerns were raised about conflicts of interest because we are a small group, and it will therefore be difficult to determine conflicts and conduct reviews in a reasonable, efficient, and ethical way.

Other concerns that were raised about the proposal that could be expanded upon in the revision included that currently described criteria used to select whether to fund (i.e., fund, maybe, etc. as an example) might not be enough to make decisions on. More specificity on the criteria for “innovative, extending the field” was requested. Whether “interdisciplinary” included psychology and law should be clarified. The issue of conflict of interest of the EC members approving the Committee recommendations should be addressed. Concerns were raised about not being able to submit to other agencies or for other AP-LS awards while an application is being reviewed. The removal of the highly supported use of these funds for mini-conferences was questioned. The proposal should clarify any resubmission process. Finally, the deadlines in the process should be synched with the budget request process for planning purposes.

There was agreement among the EC that a revised, written proposal should be submitted for EC review based on the discussion. The timeline for resubmission of the proposal was discussed. Wollard suggested resubmission of a proposal the EC can review over email and decide if 1) it is approvable, or 2) it needs discussion in March. The EC agreed to approve the \$85,000 to be held in the budget in case we approve it so the award can be implemented for 2016. Cutler noted that in the future they should submit their request in the regular budget cycle so the amount can be considered each year.

XII. Update from Heather Kelly, APA Science Directorate and Congressional Lobby: Kelly described the activities of her office including getting research results to legislators, training researchers to do advocacy, and protecting the peer review process for grants. Kelly provided an update on congressional activities related to grant funding including that NIH was given money by Congress, but no increase in funding. The House passed some “anti-science” bills including one requiring NSF grants to be “in the national interest.” Kelly also provided other updates about activities at APA. Matt Johnson (from SUNY Binghamton) is going to be at NIJ as the APA Executive Fellow this year. APA developed a policy on data sharing. APA brought researchers to DC to brief APA and people on the Hill about eyewitnesses and confessions. NSF is focused on forensic science this year. Kelly closed by stating members could email her any time to ask questions about the Hoffman Report or about government activities.

XIII. Lynn Stewart Weiss Lecture Nomination (Zapf): The EC considered suggestions for possible nominees. Wollard suggested we email the membership for additional suggestions and nominations. Zapf requested that a Member at Large oversee the process. Hunt volunteered. The EC will vote on a nominee over email to meet the September deadline.

XIV. Forensic Synarchy Nominee (Zapf): Zapf raised this issue following up on discussion from March meeting. Krauss described Forensic Synarchy – the committee is composed of a Chair and a representative each from AP-LS, AABFP, and AAFP. Krauss has been Chair for last 3 years. Representatives go to a once yearly meeting the fall and ore on the listserv. Representatives do not have to be board certified, but representatives should clinically oriented. Cavanaugh volunteered. Zapf thanked her and Krauss for their service.

XV. Discussion of Fee for Job Postings on Website (Yasuhara): Yasuhara reported writing policies for job and other posts on our website. Part of the policy for the website is to not post links to other websites because difficult to verify that these are good. Yasuhara asked the EC to consider whether AP-LS should charge for job postings. Other divisions charge for job postings. However, charging could reduce the number of postings, and it is a service to the members. There was discussion about the appropriate amount to charge that would be helpful. The EC was in agreement that we should try it and see what happens. Yasuhara will get a system in place. Zapf thanked him for his work on the website.

XVI. Discussion of Hoffman Report (Wollard): Wollard reported that the Hoffman Report was released, leading to much discussion in the Divisions. Some Divisions have made statements about the Report. Our members have an interest in research and consulting

in this area. Emails were sent to members working in the area about whether we should do anything. A similar email was sent to the entire membership asking for responses. There is currently no resolution about whether the Division will make a statement and what that statement would be. If there are time-sensitive issues that we want to weigh in on, we need to determine a process for how we make these decisions.

XVII. APA Council Representatives Report (Cutler and DeMatteo): Cutler and DeMatteo reported on APA Council, stating that over 90% of the discussion at the time of the EC meeting was on the Hoffman Report. Much of the discussion was dedicated to what might be done about the report without much specific guidance. Hoffman came in from Chicago and spoke about process of doing the investigation and report. Council submitted 45 questions to him, mostly about whether it was an independent report. One motion of interest to AP-LS was about requiring a panel of expert psychologists and health professionals any time psychologists are working in any interrogations, which was too broad and could interfere with research, consulting other work many of our members do in this area. Our members have a lot to offer in this area in terms of research and policy. Cutler made comments to this effect about the motion, which started a watershed of comments from others, and the motion was withdrawn. One recommendation that was approved by Council was to establish a blue ribbon panel to evaluate and make changes to the APA ethics office's processes. More actions will be forthcoming, and more committees and task forces will be established. Members should let Cutler or DeMatteo know if they are interested in serving on any committees that are formed so they can put names forward when possible. Wollard thanked them for defending the interests of AP-LS members at the Council meetings.

The Hoffman Report itself and our Division's potential responses to it given the information from Council were discussed next. Cutler stated his opinion that the Report does not implicate us as an Association very much because the crux of report is not about interrogations but is about the ethics positions taken by APA, how they took them, their undisclosed conflicts of interest, and how they subordinated the independence of these goals by forming relationships by DOD. Several members raised the issue of the risk of the Division staying silent on the issue when many people perceive that the Report is about interrogations. Wollard reported that many of the members in the interrogations area with whom she has communicated expressed similar concerns. DeMatteo reported that the investigation is ongoing, so the Division might want to wait to make a statement until the investigation is complete. The pros and cons of getting involved were discussed. It was decided that Wollard would draft an open letter to members that described the ongoing nature of the investigation, the discussion of the report within Division leadership, summarized the issues in the report, highlighted issues that relates to work our Division does in interrogations, and stress that the Division is monitoring the situation and will keep the membership apprised. Wollard will send a draft of this email to the EC for comment.

XVIII. Other Business

1. Conference Planning Manual (Zapf): Zapf presented a Point of Information that Panza, one of the AP-LS 2015 Co-Chairs, developed 40 page conference Co-Chair manual
2. Presidential Communications Initiative (Zapf): Zapf reported that she will use her Past-President year to implement her communications initiatives. A survey will soon be sent to the members on this issue.
3. Scientific Review Paper Committee (Costanzo): Costanzo suggested that AP-LS should we have more than one person on this Committee to appropriately recruit and vet White Paper topics.
4. Committee Terms of Reference and Replacements (Zapf): Zapf requested that all committees examine their terms of reference for your committees for accuracy and contact information. Committees should communicate with her about vacancies. Wollard and Zapf will nominate committee member replacements for next year.

XIX. Budget Approval (Brank): Brank moved to approve the proposed budget for next year discussed during the meeting. Budget vote: all in favor, no opposed, no abstentions. Budget approved.

The meeting was adjourned at 7:58pm.

AP-LS EXECUTIVE COMMITTEE AND COMMITTEE CHAIRS

Voting Members

President	Jennifer Woolard	jennifer.woolard@gmail.com
Past President	Patty Zapf	patricia.zapf@gmail.com
President Elect	Dave DeMatteo	dsd25@drexel.edu
Secretary	Jennifer Groscup	jennifer.groscup@scrippscollege.edu
Treasurer	Eve Brank	ebrank2@unl.edu
Member-at-Large	Daniel Krauss	dkrauss@cmc.edu
Member-at-Large	Jennifer Hunt	huntjs@buffalostate.edu
Member-at-Large	Gianni Pirelli	gianni.pirelli@gmail.com
APA Council Rep	Joel Lieberman	jdl@unlv.nevada.edu
APA Council Rep	Brian Cutler	briancutler@mac.com
Student Section Chair	Meghann Galloway	galloway.meghann@gmail.com

Non-Voting Members

Budget & Investment	Eve Brank	ebrank2@unl.edu
Book Series	Patty Zapf	patricia.zapf@gmail.com
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Research	Lora Levett	llevett@ufl.edu
Scientific Paper Review	Mark Costanzo	mark.costanzo@claremontmckenna.edu
Social Media	Tracy Fass	tfass@alliant.edu
Teaching, Training & Careers (TTC)	Alana Cook Monica Miller	alanac@sfu.ca mkmiller@unr.edu
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2016 APA Conference Co-Chairs (Denver, CO)	Nicholas Druhn Monica Miller	druhn@icloud.com mkmiller@unr.edu
2017 APLS Conference Co-Chairs (Seattle, WA)	Kathleen Kemp Dereck Hess	kkemp@lifespan.org derekthess@gmail.com



**Calls for Nominations & Papers
Announcements
Advertisements**



**Summer 2016
American Psychology-Law Society**

2016 AP-LS Award for Best Undergraduate Paper

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

Deadline: June 30, 2016

To be eligible for an award, the student must be the major contributor to a project on a topic relevant to psychology and law (i.e., the student had primary responsibility for initiating and conducting the project even though the project will usually be conducted under the supervision of a mentor). Data collection should be complete. Winners will be encouraged to submit their work for presentation at the AP-LS Conference (as first authors). Students may submit their work during their first post-undergraduate year as long as the work was conducted during their undergraduate career.

For more information, please go to:

<http://www.apadivisions.org/division-41/awards/undergraduate.aspx>



American Association of Forensic Psychologists (AAFP) Dissertation Grant Winners

Colleen Berryessa

University of Pennsylvania

Dissertation: *Societal Attitudes Toward Biological Risk Factors for the Development of Criminal Behavior and Implications for Death Penalty Mitigation*

Rachel Carter

University of North Texas

Dissertation: *The Effects of Gender Role Conformity on the Manifestation of Psychopathic Traits in Male and Female Offenders Utilizing the CAPP-IRS*

Rachel deLacy

University of Alabama

Dissertation: *Impulsivity and the Ability to Plan in Context: The Impact of Psychopathic Traits*

Jacqueline Howe

Fordham University

Dissertation: *Agreement Among Clinicians in Evaluations of Vocational Disability*

Laurel Mattos

Sam Houston State University

Dissertation: *The Role of Callous-Unemotional Traits on Risk Taking in the Presence of Peers*

Amanda NeMoyer

Drexel University

Dissertation: *Factors Associated with Youth's Failure to Appear at Probation Review Hearings*

AP-LS Dissertation Awards

Dr. Skye Stephens is our 1st place dissertation award winner. Her dissertation, entitled “Hebephilic Sexual Interests in Sexual Offenders,” was a series of three studies designed to investigate the validity of hebephilia in a sample of over 2000 sexual offenders. The committee reviewers described her dissertation as a “well-defined and justified investigation” and one that “strongly and thoroughly covers a timely issue.” Discussing the contribution of the dissertation, reviewers further noted, “Overall, this is the type of comprehensive, multi-faceted, empirically sound investigation that is likely to receive notice from future DSM and ICD committees when it comes time to consider revisions to sexual disorder diagnoses related to pedophilia and hebephiliac.” Skye completed her dissertation at Ryerson University under the supervision of Drs. Michael C. Seto and Alasdair M. Goodwill.

Dr. Laura M. White is our 2nd place dissertation award winner. Her dissertation, entitled “Mental Health and Substance-Related Treatment Utilization, Dropout, and Continuity of Care among Detained Adolescents: A 14-Year Longitudinal Study” examined treatment utilization and longitudinal treatment patterns of over 9000 detained adolescents. Committee reviewers commented on the novelty and need for this “extensive” study. The committee reviewers described Laura’s dissertation as a significant contribution to the field indicating that the findings concerning quality of care is “crucial in understanding the efficacy of treatment for juveniles in detention. Laura completed her dissertation at Indiana University-Purdue University Indianapolis under the supervision of Drs. John H. McGrew and Matthew C. Aalsma.

Dr. Alana C. Krix is our 3rd place dissertation award winner. Her dissertation, entitled “Obtaining information from eyewitnesses: Effects of retrieval support in eyewitness interviews” examined the beneficial effects of retrieval support (i.e., techniques that help witnesses get access to their recollections) when witnessing conditions were suboptimal, and the effects of retrieval support through repeated interviewing. Reviewers commented on the “thorough,” “rigorous,” and “well executed” series of experiments noting that “There is enough material here for two PhDs!” Alana completed her dissertation at Maastricht University under the supervision of Drs. Harald Merckelbach & Melanie Sauerland.

2016 Request for Proposals: The Drs. Rosalee G. and Raymond A. Weiss Research & Program Innovation Grants

About the American Psychological Foundation (APF)

APF provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come. Since 1953, APF has supported a broad range of scholarships and grants for students and early career psychologists as well as research and program grants that use psychology to improve people's lives.

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

About the Grants

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

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

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

Amount - Up to \$1,000

For grants and scholarships that are \$10,000 or more, APF will make the award to your institution. APF does not allow institutional indirect costs or overhead costs. Applicants may use grant monies for direct administrative costs of their proposed project.

Eligibility Requirements

Applicants must:

- Be affiliated with 501(c)(3) nonprofit organizations. APF will NOT consider the following requests for grants to support:
 - political or lobbying purposes
 - entertainment or fundraising expenses

- anyone the Internal Revenue Service would regard as a disqualified group or individual
- localized direct service
- conference/workshop expenses
- Have demonstrated competence and capacity to execute the proposed work
- IRB approval must be received from host institution before funding can be awarded if human participants are involved

Evaluation Criteria

Proposals will be evaluated on:

- Innovative and potential impact qualities
- Quality, viability, and promise of proposed work
- Clear and comprehensive methodology
- Practicality of budget

Proposal Requirements

- Please include the following sections in your proposal (no more than 7 pages; 1 inch margins, no smaller than 11 point font):
 - Description of proposed project to include goal, relevant background, target population, methods, anticipated outcomes. Format: not to exceed 5 pages (1 inch margins, no smaller than 11 point font)
 - Timeline for execution (1 page)
 - Full budget and justification (1 page)
- Current CV
- Please attach your organization's IRS determination letter.

Submission Process and Deadline

Please submit an application online by **September 15, 2016** at <http://www.apa.org/apf/funding/weiss.aspx>

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

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

APA's Board of Professional Affairs 2017 Distinguished Professional Contributions and Student Awards - Call for Nominations -

Deadline: June 1, 2016

APA's Board of Professional Affairs (BPA) seeks nominations for its Distinguished Professional Contributions awards. All nominees must have excellent overall personal and professional reputations. Nominees should not have received disciplinary action from a state board of examiners in psychology and must have no history of ethical violations at the state or national level.

Winners receive an honorarium of \$1,000; the opportunity to present an invited address at APA's 2017 Annual Convention in Washington, DC, August 3-6, 2017; a waiver of 2017 convention registration fees; and reimbursement of up to \$1,500 in expenses related to attendance at the 2017 convention.

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

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

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

The APA Award for Distinguished Professional Contributions to Applied Research is given to a psychologist whose research has led to important discoveries or developments in the field of applied psychology. To be eligible, this research should have led to innovative applications in an area of psychological practice, including but not limited to assessment, consultation, instruction, or intervention (either direct or indirect). Research involving the original development of procedures, methodologies, or technical skills that significantly improve the application of psychological knowledge and provide direct and immediate solutions to practical problem areas will be considered, as will research that has informed psychologists on how better to observe, define, predict, or control behavior. Original integration of existing theories or knowledge is also eligible for consideration.

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

The APA Award for Distinguished Professional Contributions to Independent Practice. The award is intended to recognize outstanding independent practitioners in psychology. Nominations will be considered for psychologists working in any area of clinical specialization, health services provision, or consulting, and services provided to any patient population or professional clientele in an independent setting. Services provided to diverse client groups

or patient populations, including but not limited to children/adolescents/adults/older adults; urban/rural/frontier populations; minority populations; and persons with serious mental illness will be considered. Contributions may be judged distinguished by virtue of peer recognition, advancement of the public's recognition of psychology as a profession, relevant professional association honors, or other meritorious accomplishments denoting excellence as a practitioner including advancement of the profession.

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

The APA Award for Distinguished Professional Contributions to Institutional Practice. The award is intended to recognize outstanding practitioners in psychology. Nominations will be considered for psychologists working in a wide variety of institutional practice settings (e.g. schools, military, state hospital, Department of Veterans Affairs, etc.). Services provided to diverse client groups or patient populations, including but not limited to children/adolescents/adults/older adults; urban/rural/frontier populations; minority populations; and, persons with serious mental illness will be considered. Contributions may be judged distinguished by virtue of peer recognition, advancement of the public's recognition of psychology as a profession, relevant professional association honors, or other meritorious accomplishments denoting excellence as a practitioner including improvement of institutional service delivery systems or development of psychologically informed public policy.

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

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

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

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

Attention Nominators:

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



Join Our Team!



Clinical Psychologists

The California Department of State Hospitals (DSH) is the largest forensic mental health hospital system in the world. Our staff of over 11,000 provides quality mental and health services and support to over 6,000 patients in five free-standing facilities and three prison psychiatric programs. We are currently looking for qualified licensed and pre-licensed clinical psychologists to work at all of our diverse locations throughout the state of California.

Annual Salary

Free-Standing Hospitals

- Pre-licensed: \$83,784-\$91,092
- Licensed: \$98,904-\$110,400

Prison Psychiatric Programs

- Pre-licensed: \$87,972-\$95,628
- Licensed: \$103,848-\$115,932

Benefits

- Relocation options available
- Supervision, reimbursement, and CEU's available for licensure

- Excellent benefits package
- Paid vacations and holidays
- Generous retirement package
- Reimbursement for interview expenses
- Training program

Job Requirements

- PhD or PsyD from accredited university
- Pre-doctoral internship
- Experience with severe mental illness
- Pre-Licensed paid opportunities (must secure a valid license within three years of an appointment)



Contact Us! The DSH Recruitment team is ready to answer all your questions and guide you through the application process. Get in touch with us today!

📞 916) 654-2609

✉️ DSH.Recruitment@dsh.ca.gov

🌐 www.dsh.ca.gov/jobs





TOULOUSE

UNIVERSITY TOULOUSE - JEAN JAURÈS

5-8 JULY



CONFERENCE

PSYCHOLOGY AND LAW

Dear colleagues,

It is with great honour that my colleagues and I invite you to the 26th Annual Conference of the European Association of Psychology and Law, which will take place in Toulouse from the 5th to the 8th of July 2016. Every year since 1990, this exceptional scientific event offers the opportunity to scientists and practitioners to share their expertise and experience in the area of Psychology and Law. This year and for the first time since its creation, the EAPL Annual Conference will be held in France and we really hope to be able to have you among us!

The success of the EAPL Annual Conferences shows the growing importance of the role played by Psychology in questions related to the law, the legal system, and the safety and well-being of citizens. This contribution of Psychology to legal issues grows more with each year and this trend will continue given the new challenges our societies have to face.

With the theme "New Challenges in Psychology and Law: Science into Practice", the conference will therefore encourage exchanges between researchers and practitioners who intertwine the disciplines of Psychology and Law, and neighboring disciplines. The scientific program will address the key issues that arise from the Forensic and Criminological psychology, such as eyewitness testimony, the investigative interview, lie detection and credibility assessment, risk and dangerousness assessment, recidivism, treatment of offenders and victims, etc. Additionally, researchers and practitioners from Europe and other parts of the World are invited to share their recent scientific work and field experience concerning human trafficking, terrorism, cybercrime, and other major challenges that Europe faces today.

The Centre of Criminology and Human Sciences of the Midi-Pyrénées (Centre de Criminologie et Sciences Humaines de Midi-Pyrénées, CESH) is co-hosting the EAPL 2016 Conference. The centre supports an innovative research program which involves practitioners and researchers working on high priority issues for the region and the country, such as delinquency, risk and crisis management, social regulations, insecurity and security, victimology, etc.

Besides the academic activities proposed by the Conference organizers, we strongly invite you to spend some time enjoying the city of Toulouse, and why not visit the neighbouring cities like Albi -- a UNESCO World Heritage Site since 2010.

Au plaisir de vous retrouver à Toulouse!

Dr, Fanny Verkampt

Chair of the Organizing Committee

Call for Proposals for the AP-LS Book Series

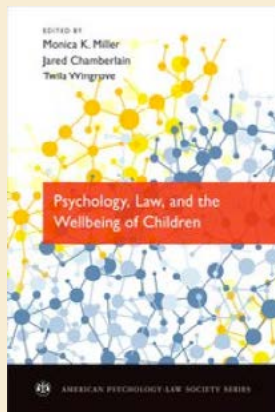
The APLS book series is published by Oxford University Press. The series publishes scholarly work that advances the field of psychology and law by contributing to its theoretical and empirical knowledge base.

The editor is interested in proposals for new books. Inquiries and proposals from potential authors should be sent to Dr. Patricia Zapf, Series Editor, patricia.zapf@gmail.com.

AP-LS members receive a 25% discount on any book in the series.

[The series books are available for purchase online from Oxford University Press online.](#)

Other Recent Books in the AP-LS Series

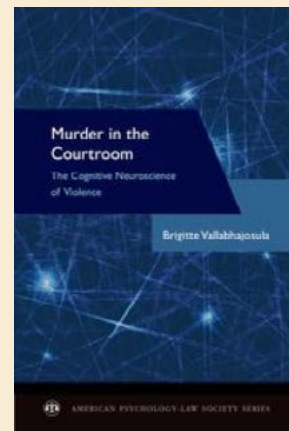


Psychology, Law, and the Wellbeing of Children

Edited by Monica K. Miller, Jared Chamberlain, & Twila Wingrove (2014)

Murder in the Courtroom The Cognitive Neuroscience of Violence

Brigitte Vallabhajosula, Ph.D. (2015)



Call for Proposals: AP-LS Book Series

The APLS book series is published by Oxford University Press. The series publishes scholarly work that advances the field of psychology and law by contributing to its theoretical and empirical knowledge base.

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

AP-LS members receive a 25% discount on any book in the series. The series books are available for purchase online from Oxford University Press online at:

<https://global.oup.com/academic/content/series/a/american-psychology-law-society-series-plp/?cc=ca&lang=en>

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Submit your photos!

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

Submit pictures by emailing them to
mhuss@creighton.edu

Grant Planner

American Psychological Association

Various awards compiled by the APA are available for psychologists

Submission deadlines: Various

For further information see: www.apa.org/about/awards/index.aspx

National Institute of Mental Health

Various Awards

Submission deadline: Various

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

National Science Foundation

Various Awards

Submission deadlines: Various

For further information see: www.nsf.gov

American Psychological Association

Student Awards

Various awards compiled by the APAGS are available for students

For further information see: [APA Student Awards](#)

American Psychology-Law Society Grants-in-Aid

Maximum award: \$750

Submission deadlines: January 1st and September 30th, yearly

For further information see: [Grants-in-Aid](#)

American Psychological Association

Early Career Awards

Various awards compiled by the APA are available for ECPs

Submission deadline: Various

For further information see: [Early Career Awards](#)



American Psychology-Law Society

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