



## AP-LS Conference Update

Hilton St. Petersburg, St. Petersburg, Florida, March 1<sup>st</sup>-5<sup>th</sup>, 2006

The 2006 American Psychology-Law Society annual conference will be held at the Hilton St. Petersburg in St. Petersburg, Florida. The proposals this year were numerous and exceptional! We think the program is really great, and you are going to get a first rate conference experience. This year, we will be offering several full-day continuing education workshops on Wednesday March 1<sup>st</sup> and several half-day workshops on Sunday March 5<sup>th</sup>. If you are interested in attending, you can still register for these on site. The conference will kick off with a Welcome to Florida Party. We will be holding two poster sessions this year, both of which are organized as cocktail hours. At the first poster session on Friday, the 2005 AP-LS Dissertation Award winners will present their research in the “winner’s circle.” At the poster session on Saturday night, the winner of the first ever Undergraduate Paper Award will present her research. The conference will open mid-day on Thursday March 2<sup>nd</sup> and continue through Saturday evening on the 4<sup>th</sup>.

The conference website contains all of the most recent information available about the conference ([www.ap-ls.org/conferences/apls/apls2006.html](http://www.ap-ls.org/conferences/apls/apls2006.html)). On the website, you can register online for the conference and workshops, reserve your hotel room, browse the workshop schedule, view a draft of the conference program, read information on invited addresses and special sessions, and find out more about St. Petersburg.

For the first time ever at AP-LS, LCD projectors and laptops will be provided in each conference presentation room. Presenters will not use their own laptops (that is, they will be required to use the computers provided). This means that you will need to bring your presentation with you either on a disk or thumb drive so that it can be loaded onto the laptop in your presentation room. We encourage presenters to have their presentations loaded onto the provided computers in advance of their session to facilitate transitions between sessions. Additional instructions about this issue will be provided at registration. Also please note that overhead projectors will not be provided.

As in the past, the program schedule will include concurrent break-out sessions, poster sessions, a business meeting, the Executive Committee meeting, and several invited addresses. The following special presentations might be of particular interest to you: This year, we are very pleased to have **David Cooke** giving an invited address on Friday morning and **James Doyle** giving the Presidential invited address on Thursday after the opening session. Several of our esteemed award winners will be giving invited addresses, including **Kevin Douglas’s Saleem Shah Award Recipient** address, **Barry Rosenfeld’s AP-LS Book Series Award Recipient** address, **Daniel Shuman’s AAFP Outstanding Contributions to Forensic Psychology Award** address, and **Alan Goldstein’s**



Law and Human Behavior Update .....	3
Book Review .....	4
AP-LS Teaching Techniques .....	6
Legal Update .....	10
Research Briefs .....	12
Nominations, Awards, and Announcements ...	18
Division News .....	20
Fellowships and Positions .....	21
Executive Committee and Committee Chairs ...	22
Student Column .....	24
Funding Opportunities .....	25
Conference/Workshop Planner .....	26
Grant Writing Planner .....	27

*Continued on p. 2*

## AP-LS News Editorial Staff

Editor-In-Chief  
Jennifer Groscup, J.D., Ph.D.  
jgroscup@jjay.cuny.edu

Production/Advertising Editor  
Michele Galietta, Ph.D.  
galietta13@aol.com

Past Editor-In-Chief  
Barry Rosenfeld, Ph.D.  
rosenfeld@fordham.edu

Associate Editor, Research Briefs  
Marc Boccancini, Ph.D.  
PSY\_MTB@shsu.edu

Associate Editor, Legal Update  
David DeMatteo, J.D., Ph.D.  
ddematteo@tresearch.org

Website Manager  
Adam Fried, M.A.  
afried@fordham.edu

The American Psychology-Law Society News is a publication devoted to dissemination of information, news, and commentary about psychology, mental health, and the law. The newsletter is published three times per year; February 1, June 1, and October 1. Original contributions are welcome, and will be published subject to editorial approval and space availability. A limited amount of space is also available for advertising and unsolicited manuscripts.

For information regarding editorial policies contact the Editor, Jennifer Groscup, Department of Psychology, John Jay College of Criminal Justice, City University of New York, New York, NY 10019 or jgroscup@jjay.cuny.edu. Advertising inquiries should be directed to Michele Galietta, Production Editor, via e-mail: galietta13@aol.com.

Address changes for APA members should be directed to APA Membership Dept., 750 First St. NE, Washington, DC 20002-4242; for non-APA members, student members, or members-at-large to Lynn Peterson, AP-LS Administrative Assistant at div41apa@comcast.net.

**AAFP Beth Clark Distinguished Service Award** address. We also have several special sessions planned, including a presentation on career preparation, a Women's Committee luncheon, a Minority Affairs Committee social reception, and a Mentoring breakfast. It is going to be quite an exciting year!

This year, the hotel has given us TWO hospitality suites! Both have a dining room-type table, a small kitchen area, and living room-style seating. The main hospitality suite will be on the 13th floor of the hotel in Room 1310.

**Review Process:** This year, we had an increase in the total number of proposals, continuing the trend of increased interest in the conference from the past several years. At the same time, we decreased the total number of programming hours by eliminating Sunday programming and increased the number of posters accepted by including two poster sessions. In addition to this programming change, several changes in the review process itself were instituted to increase the rigor of the conference. Each submission was identified as belonging to a specific topic area and sent to three independent reviewers. At least one of these three people was identified prior to the review process as an expert in the topic area of the submission. Only the highest rated submissions were accepted. As a result of increasing the rigor of the review process and of the increased number of submissions, the rate of rejection was higher than in past years. We are extremely grateful to all of the people who served as reviewers this year, especially our review panel chairs and expert reviewers! We are particularly grateful to **Kevin O'Neil**, who designed our new submissions and reviewing website. This was an enormous improvement on the review process, and it will serve AP-LS for many years to come. As a result of all of this hard work, we have a conference

packed with exciting and interesting research!

**St. Petersburg: Lodging, Transportation, and Attractions:** To get to St. Petersburg, you can fly into either the Tampa International Airport or the St. Petersburg/Clearwater Airport. Both are accessible to the hotel by taxi or shuttle vans for hire. If you are going to rent a car, please note that there will be a \$10/day fee for parking at the hotel and that parking is limited. The conference will be held at the Hilton St. Petersburg, which is in downtown St. Petersburg. The hotel has recently been remodeled, so everything there is fresh and new, including a **Starbucks** right in the conference area! Most of the rooms have a view of the bay and a view of the spring training baseball park right across the street. The hotel itself offers several amenities including wireless internet access, an outdoor pool and Jacuzzi, a gym, and a full service spa. Everything you need is within walking distance of the hotel. There is a nearby shopping mall and several streets packed with cute restaurants, bars, and music venues. You will be given information at registration about locations for lunches. St. Pete pier is right around the corner, where you can watch for marine wildlife or dine out on the bay. Our own Annette Christy has compiled an impressive list of things to see and do in the area which can be found on the conference website at [www.ap-ls.org/conferences/apls/2006AboutStPetersburg.html](http://www.ap-ls.org/conferences/apls/2006AboutStPetersburg.html). You will also receive some additional information about St. Pete at registration. We hope you can enjoy all that this area has to offer!

## Law and Human Behavior Updates

Brian L. Cutler, Editor-in-Chief

Beginning with this issue, I intend to regularly publish a brief column with news about Law and Human Behavior, our association's journal. These columns may contain updates about the journal and tips for authors and reviewers. In this inaugural column I discuss three issues, the time it takes for full review of a new manuscript submission, a new editorial policy concerning the presentation of data analyses, and access to articles accepted for publication through Springer's Online First program.

How long will it take to receive a decision on my manuscript submission? The changing of the editorial guard took place on August 1, 2005, five months ago at the time of this writing. In addition to changing editors, LHB experienced another important change. Associate Editors (Patricia Zapf, Margaret Bull Kovera, and Kirk Heilbrun) now serve as action editors for manuscripts. When a new submission is received, I assign it to myself or one of my associate editors for review. Whoever serves as action editor then solicits peer reviews and makes an editorial decision (though I oversee the work of associate editors to ensure that we have comparable standards and methods). The primary motivation for this change was to achieve a review time of 60 days or less from the time of submission. Given the high volume of submissions, sharing the work with highly competent associate editors seemed like the most effective method of enhancing responsiveness. I am pleased to report that this effort is successful. Of the 75 manuscripts submitted between August 1 and December 31, 2005, we issued editorial decisions for 54. The number of days between submission and decision ranged from 2 to 62 with an average of 40. The remaining 21 submissions were still under review on January 1 were submitted in November or December and have been under review for less than 60 days. We could not possibly achieve this fast decision time without the cooperation of the many reviewers who have assisted us. I express my deep appreciation to these many reviewers for their timely and

thoughtful reviews. In sum, I am delighted to report that all parties are working hard to enhance the timeliness of responses with no cost to the quality of our work. Our journal and association benefit substantially from these efforts. So, if you are on the market for a journal that will provide you with high-quality, timely feedback on your latest manuscript, consider LHB. But beware: our editorial standards and rejection rates remain high. Send us your very best research.

What is this new policy for presenting statistical analyses? Authors, please note that the LHB editorial team has adopted a new policy concerning the presentation of results. We now require that authors provide standardized effect-sizes for all primary inferential tests so that readers can better understand the magnitudes of the effects of interest. The specific effect-size indices are left to the discretion of the authors.

Articles accepted for publication will be published online before they are published in print? LHB is now on Springer's Online First program. Janice Weaver, LHB's Production Editor, supplied the following information about Online First:

"Online First is an article-based program in which articles are published online prior to the publication of the journal issue. The online article is the final published version. Consequently, the date when the article appears online is its official publication date. Although the article is not yet part of an issue, it is citable by its DOI (Digital Object Identifier) number.

The production process in the Online First program is very similar to what happens currently for the journal. The article is typeset into the journal page form, proofs are sent to the author, the author indicates corrections, and the corrections are made to the article. The next step is the new one. In Online First, once the corrections are made, the article is uploaded to SpringerLink (our online platform) and the

article is now published. The article is published in both an HTML format with reference linking as well as a PDF page format.

The advantages of this process include:

- Articles are published days after authors have corrected their electronic proofs, thereby cutting weeks off the publication time. The online article is citable.
- Articles published days, weeks, or even months before appearing in a print issue.
- The publication of the author's article is never delayed due to the status of other articles in the journal.
- The online article is sent to the various indexing services for inclusion in their databases.
- Accepted manuscripts need not be held by the editorial office until it has enough to create an issue. Since Online First is article-based, we can individually receive the final accepted manuscript and process it through Online First to get it published online.

Within the Online First program, issues are created by selecting articles that have already been published online to be part of the next issue. The selection is done and the articles are then given page numbers for the next issue. Since these articles are already published, proofs do not have to be sent to authors and instead the issue can be sent to the printer for timely publication."

AP-LS members have full-text access to Online First articles by logging in to SpringerLink via the AP-LS web site.

Last, if you have questions or comments about LHB, please contact me at [lhb@email.uncc.edu](mailto:lhb@email.uncc.edu).



# Clinical and Legal Guides to Evaluating Juveniles' Adjudicative Competence

**Book Review:** Grisso, T. (2005). *Evaluating Juveniles' Adjudicative Competence: A Guide for Clinical Practice*. Sarasota, FL: Professional Resource Press and Grisso, T. (2005). *Clinical Evaluations for Juveniles' Competence to Stand Trial: A Guide for Legal Professionals*. Sarasota, FL: Professional Resource Press.

**Reviewed by:** Naomi E. Sevin Goldstein, Ph.D., Department of Psychology, Drexel University, MS 626, 1505 Race St., Philadelphia, PA 19143; (215)762-7702; naomi.goldstein@drexel.edu.

Over the past two decades, the nature and consequences of juvenile court proceedings have evolved to more closely resemble those of criminal court. In addition, increasing numbers of juveniles have been tried in criminal court as adults. Consequently, youths' adjudicative competence has become an issue of greater importance. In recent years, with increasing frequency, attorneys and judges have begun raising the legal question of juveniles' understandings of adjudicative proceedings and abilities to assist defense council.

Despite the increase in adjudicative competence hearings of youth, both clinicians and courts continue to struggle with the clinical and legal aspects of these evaluations. From a clinical perspective, the mental health professionals who evaluate juvenile defendants struggle with how to apply adult-based evaluation methodology to youth. Because of the effects of psychological development on competence-related abilities, assessment tools administered, records reviewed, and interpretations of information acquired during adjudicative competence evaluations may differ dramatically for youths and adults. Until now, clinicians have had few resources to guide their evaluations and interpretations of children's and adolescents' adjudicative competence. Grisso's (2005) *Evaluating Juveniles' Adjudicative Competence: A Guide for Clinical Practice* fills this void by providing both a conceptual basis for and a practical approach to conducting adjudicative competence evaluations of youth.

From a legal perspective, courts continue to struggle with how to apply adult standards to youthful defendants. Grisso's (2005) companion guide, *Clinical Evaluations for Juveniles' Competence to Stand*

*Trial: A Guide for Legal Professionals*, helps attorneys and judges understand how these evaluations can inform judicial decisions and how psychosocial developmental factors may necessitate differences in the evaluations of juveniles and adults.

## **Description of the Guide for Clinical Practice:**

Grisso divided the clinician's guide for *Evaluating Juveniles' Adjudicative Competence* into four parts: I) Fundamental Legal and Psychological Concepts, II) Preparing for the Evaluation, III) Data Collection, and IV) Interpretation. The guide is further subdivided into 17 units across the four parts, with each unit focusing on a specialized conceptual, methodological, or interpretative aspect of the evaluation. In addition, the guide contains four appendices of forms and interview guides for clinicians to use when conducting adjudicative competence evaluations of juveniles. These forms and interview guides are available in both hard and electronic formats; a CD-ROM is included in the back of the guide.

Part I, *Fundamental Legal and Psychological Concepts*, provides the conceptual basis for the methodology and interpretative guidelines presented in the rest of the book. Within this first part of the guide, Unit 1, *The Legal Concept of Adjudicative Competence*, identifies the legal concepts and legal criteria associated with competence to stand trial, in general, and with juveniles, in particular. Unit 2 provides a *Developmental Perspective for Evaluations of Juveniles' Adjudicative Competence*. In this section, Grisso defines developmental maturity and immaturity and reviews developmental characteristics relevant to adjudicative competence, such as neurological, intellectual, emotional, and psychosocial development.

He succinctly reviews research on youths' capacities as trial defendants and presents special considerations associated with conducting competence evaluations when employing a developmental perspective (e.g., evaluator's expertise, extent of record reviews; inclusion of caretakers).

In Part II, *Preparing for the Evaluation*, Grisso walks the reader through the pre-evaluation phase. He describes how to evaluate the purpose of the referral, communicate with the defense attorney, plan the evaluation by considering the scope and methods required by the individual case, communicate with caretakers, and decide the types of records to obtain and how to request those records (Units 3-7 respectively).

Grisso outlines the data collection process in Part III (Units 8-13). He provides an overview of the types of data that are needed, reminding the reader that data collection should be guided by the legal and theoretical structure of the competence question. He stresses the importance of adapting the evaluation to the demands of each case. Grisso discusses ways of preparing the youth and caretakers for the evaluation and about the limits of confidentiality. He presents types of information to seek when obtaining youths' current developmental and clinical status, as well as their histories in these areas. He offers guidance on assessing competence abilities, and encourages examiners to obtain information on youths' functional abilities related to competence (i.e., understanding and appreciation of proceedings, and ability to assist counsel). He also stresses the importance of assessing whether youths have the capacities to learn relevant information if they exhibit functional deficits. When assessing com-

petence-related abilities, Grisso highlights the importance of attending to deficits that might result from developmental immaturity, mental disorders, or mental retardation. In addition, Grisso suggests seeking caretakers' perspectives on youths' developmental capacities for making decisions in everyday social situations. He also recommends exploring caretakers' feelings about the youths' adjudication decisions to evaluate how the caretakers might affect the youths' abilities to participate in the trial process.

Part IV provides a guide to interpreting data within the legal structure of the competence to stand trial question (Units 14-17). Grisso presents the specific types of information that should be included in the interpretation and describes the process of formulating a remediation plan, if the youth exhibits substantial deficits. Grisso provides substantial guidance on writing the report, and he includes sample sections of reports.

Throughout the first four parts of the guide, Grisso repeatedly references forms and interview guides available in the appendix in hard copy form and on the accompanying CD-ROM in electronic form. These forms (e.g., preparation checklists, data collection checklists, developmental and clinical history summary, interpretation guide to formulating opinions about competence) and interview guides (e.g., preparing the youth and caretaker, developmental and clinical status, caretakers' perceptions of youths' adjudication) are designed to help the clinician structure the evaluation and to facilitate use of the recommendations Grisso made in the text of the guide. To assist further, Grisso provides the Juvenile Adjudicative Competence Interview (JACI), a structured interview examining knowledge and abilities needed for adequate trial participation. There is also an attorney questionnaire that seeks information about the defendant's functioning and the competence-related demands of the case.

### **Description of the Guide for Legal Professionals**

Grisso's brief guide is designed to help attorneys and judges understand mental health professionals' juvenile competence evaluations. As a companion to *Evaluating Juveniles' Adjudicative Competence: A Guide for Clinical Practice*, the legal guide also is divided into four parts: I) The Legal Standard and Process, II) Taking a Developmental

Perspective, III) Understanding Clinicians' Evaluations, and IV) Using Clinicians' Opinions.

### **Strengths and Cautions of the Guides**

The clinician's book is a true user's guide. Grisso offers concrete how-to suggestions for all phases of the evaluation, from referral to report writing. He provides easy-to-use forms and interviews for structuring the planning, data collection, interpretation, and report writing associated with youths' competence to stand trial evaluations. The Guide, with only 119 pages of text, clearly identifies the core principles, objectives, process, and special issues to consider for each unit, as well as the associated forms to assist with the evaluation process.

The Clinician's Guide is an outstanding resource for students, researchers, and busy practitioners. In addition to structuring the evaluation, the guide provides the conceptual legal and psychological basis for adjudicative competence evaluations with juveniles. Grisso manages to present concepts, methods, and interpretation guidance concisely and straightforwardly, without oversimplifying complex issues. Grisso establishes a clear, operational framework for juveniles' adjudicative competence, and he delineates the unresolved legal and psychological issues. His guide has laid the conceptual foundation for the development of structured methodology and instruments.

Although neither user-oriented guide is bogged down with empirical details, both guides are based on extensive research on juveniles' adjudicative competence. Both the Clinician's Guide and the Guide for Legal Professionals grew out of nearly a decade of research by the MacArthur Research Network on Adolescent Development and Juvenile Justice. Furthermore, both guides went through a five-step review process, including MacArthur Research Network review, pilot trials, review by a panel of external clinicians, review by a panel of legal professionals, and reviews by members of legal and clinical professional organizations. Thus, Guide readers can be confident that Grisso's user-friendly books are empirically based and accepted by experts and other professionals in the mental health and legal fields.

Grisso's Guide for mental health professionals establishes professional standards for conducting juvenile adjudicative competence evaluations. Grisso describes minimum acceptable standards of the types of data that should be collected and examined; he also presents aspirational standards of the extent of data that should be collected and the methods that should be used to collect that data. Grisso presents this flexible standards approach with the recognition that individual cases have unique needs and practical limitations. Thus, clinicians' use of the methods presented in the Guide should not be limited by case-specific factors, such as age of the youth, jurisdictional differences in juvenile adjudicative competence laws, or financial resources.

One caution for users of the Clinician's Guide is that the methods provided in the book are not norm-based. The interview forms that Grisso provides (e.g., JACI) are not standardized assessment tools. They were piloted with many youth, but norms were not generated; the tools do not have psychometric properties, and the forms do not produce results that will directly tell you how the youth compares with peers. Nevertheless, a norm-based instrument was not Grisso's goal with the Guide. Rather, consistent with his goals, the interview tools and forms Grisso provides do help structure the evaluation to provide legally-relevant information.

The companion Guides for Mental Health and Legal Professionals create a shared language and conceptualization of juveniles' competence to stand trial evaluations. Given that the guides walk readers through the entire evaluation process, beginning with referral and ending with use of the report, these books should facilitate communication between clinicians and legal professionals at all stages of the process. The brief Legal Guide (46 pages of text) helps attorneys and judges understand what they should expect from clinicians and how they can use information from evaluations in the legal process. In turn, the Clinician's Guide helps mental health professionals better understand what information would be helpful to attorneys and judges and how to communicate that information so that it can be used to inform legal decision-making.



# AP-LS Teaching Techniques

## Implementing a Mock Crime, Investigation and Trial in Your Psychology and Law Course

M. Kimberly MacLin, Ph.D.  
University of Northern Iowa

**Editors Introduction:** We are pleased to present the first article in the new Teaching Techniques section. The Teaching Techniques section, sponsored by the APLS Careers and Training Committee, will offer useful ideas and activities for those of us who teach (or plan to teach) courses in Psychology and Law, Forensic Psychology, or more specialized areas of legal psychology. We hope that the Teaching Techniques section of the Newsletter will become the best place to find activities, simulations, and demonstrations that engage students in the learning process and help professors to teach important content in psychology and law.

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

Chief Editor: Mark Costanzo, Claremont McKenna College  
[mark.costanzo@claremontmckenna.edu](mailto:mark.costanzo@claremontmckenna.edu); phone: 909-607-2339

Co-Editor: Allison Redlich, Policy Research Associates, Inc.  
[aredlich@prainc.com](mailto:aredlich@prainc.com); phone: 518-439-7415

Co-Editor: Beth Schwartz, Randolph-Macon Woman's College  
[bschwartz@rmwc.edu](mailto:bschwartz@rmwc.edu); phone: 434-947-8438

Co-Editor: Jennifer Groscup, John Jay College of Criminal Justice  
[jgroscup@jjay.cuny.edu](mailto:jgroscup@jjay.cuny.edu); phone: 212-237-8774

The article below describes a semester-long simulation developed by Professor Kimberly MacLin at the University of Northern Iowa. This elaborate simulation engages students in nearly every phase of the criminal justice process, from the commission of a mock crime through a simulated criminal trial.

### Implementing a Mock Crime, Investigation and Trial in Your Psychology and Law Course

This semester-long class project is designed to engage students in the criminal justice process so that they can effectively apply the theoretical and methodological principles they are learning in a psychology and law course to the real-world situations to which they relate. The project is comprised of a mock crime and a mock trial, with all of the necessary preparations in between. Given the flow of the project, it is beneficial to cover course material in terms of the criminal justice timeline such that relevant course material is covered at roughly the same time that the major events of the project are taking place. Each student chooses a role to play and participates in the

criminal justice and legal systems as that role throughout the entire semester. The class project requires individual and group work, and thus the students receive both individual and group grades for their participation.

#### **Class Type and Size:**

This project has been designed for a Psychology and Law, semester long (15-week) course that requires Introductory Psychology as a pre-requisite and is open to majors and non-majors alike. You can effectively carry out this project with class sizes from 25-50. There are minor roles that can be excluded or included depending on the size of your class. Many roles can realistically have more than one person, and your jury size can range greatly. A class size of 38 is an ideal number.

#### **Type of Crime and Location:**

I recommend that you stage a murder as your crime. This allows for a lot of investigative opportunities and an intense crime scene and trial. Good locations for the crime include lobbies, wide hallways, and open areas (e.g., in your Union). Given that the crime occurs during class time, pedestrian traffic is often limited. Your crime site should not block any walkways. Be mindful of the weather (if outdoors), possible noise issues (the media and law enforcement often clash—loudly!) and getaway possibilities for your perpetrator.

#### **Alerting Necessary Parties:**

Contact offices/personnel immediately adjacent to the location of the crime as well as campus police and the Provost to inform them of your plans. Optional parties to alert are public relations and the campus newspaper.

#### **Class Time:**

The crime occurs during class and you will need to allow in-class time for some activities, including the trial. These class project days allow for students to work with their groups to do in-class activities (lineup administration, sketch artist, etc), and to coordinate out of class time with their group members (witness interviews, case planning, etc), as well as to review and update their group's resource book (see Products, below).

#### **Trial Location:**

I recommend that you find a different location than your regularly scheduled room for the trial. This helps add to the formality of the trial, as you are not in a class room environment. Most campuses have reception halls or other formal areas that are ideal for trial setup.

## Equipment and Materials:

You will need to provide (or information on where to access):

- Video camera
- Camera
- Tape recorder
- Cell phones (for detectives and police officers—the students usually use their own)
- Jury pamphlet
- Jury number slips
- Jury questionnaires (this is usually an assignment for lawyers to create)
- Gavel
- Robe (I loan out my old MA thesis robe)
- Instructions for your state (this is usually an assignment for the judge)
- Bible
- PA system
- Forms—subpoena, autopsy, police reports, etc, etc (Google is your friend)
  - **FACES 3.0 or 4.0** ([http://www.iqbio-matrix.com/products\\_faces\\_40.html](http://www.iqbio-matrix.com/products_faces_40.html))
- Weapon
- Ketchup/Salad Dressing
- CSI Kit (components available on-line (<http://www.chiefsupply.com>) and at your local grocery store, and should include: do not cross tape, chalk, fingerprint kit, blood collection kit, evidence envelopes, evidence tape, chain of evidence labels, wet wipes, zip lock bags, disposable cameras, tongs, garbage bags, pens, and a duffel bag or box to keep it all in)
  - Attire (POLICE and CSI shirts are available online and at some retail stores, while optional, they do add a lot to creating a realistic scene; encourage attorneys and court personnel to dress professionally during trial)

## Roles and Groups:

### *Law Enforcement Group:*

- Police Officers (2)
- Detectives (2)
- Crime Scene Investigators (2)
- Sketch Artist (1)
- Profiler (1; optional)
- Bail Bonds (1; optional)

### *The Courts Group:*

- Bailiff (1)
- Judge (1)

### *The Jury Group:*

- Jurors (8-16)

- Jury Commissioner (1; optional)
- The Attorneys Group:*
- Defense Attorneys (2)
  - Prosecuting Attorneys (2)
  - Expert Witnesses (2; one for each side)
  - Character Witnesses (2; one for each side)
  - Eyewitnesses (2-5)

### *The Media Group:*

- Camera Person (1)
- TV Correspondent (1)
- Newspaper Reporter (1; optional)
- Newspaper Photographer (1; optional)

## **Accomplices to the Project (People not in the class):**

*You will need to find people from outside your course to play the following roles:*

- Victim (1)
- Perpetrator (1)
- Innocent suspect(s) (1 or more; optional)

## **Making it All Happen – Timeline, Meetings, Instructions, and Planning:**

On the first day of class I introduce the course, review the syllabus and do an ice breaking activity. They are instructed to review the roles and role requirements available on the course website before the next class period. On the second day of class I introduce the class project, providing information on what they will need to do, how it relates to course principles and objectives, my expectations, and how they will be graded. I then assign the roles. I go through the list once and any roles that are uncontested or have the requisite number of volunteers (shown by students raising their hands) are assigned first. Those roles that are contested are decided by picking a number between 1 and 100.

Next, students meet with their groups and exchange contact information and review the resource book for their group.

Recruit a victim and perpetrator (and an innocent suspect if you will be using one). I often use graduate students or non-majors. Decide on a crime location. Alert necessary people of the event. Reserve your trial location. Often this type of room is used a lot toward the end of the semester (for receptions, etc),

so make sure to get it reserved as soon as possible.

Meet with your victim, perpetrator and any innocent suspects at the crime location so that you can show them what you want them to do. You should provide the perpetrator with a weapon. I recommend that the weapon be obviously fake to avoid potential problems with people not in the class project who may view the incident (I use a large plastic machete, sword or knife available in the toy/Halloween section). The perpetrator should carry a small container or bag of Ketchup, Catalina dressing, or BBQ sauce to squirt on the victim/floor (warn the victim!). I don't recommend using the Halloween "blood" that is available in a tube as it can stain clothes and flooring. Have the perpetrator and victim practice the event and the escape route. Warn the victim that he or she will need to "die" and lay still for 45 minutes. Ask him or her to have only items with them that they don't mind the students in the class looking over. All items will likely be bagged and labeled by the CSI team, however, essential items (e.g., keys) will be returned at the end of the class period. If you use an innocent suspect, you should instruct them to be near the location during the crime time period. I usually have them wear similar clothing as the perpetrator.

I recommend having the crime occur approximately 3 weeks into the course. This allows for coverage of course material related to causes of crime and the crime itself. You will have a specific date and time identified for the crime. However, you should indicate to the class that you don't know exactly which day the crime will occur. On the course calendar I indicate that there are three or four possible days for the crime to occur. You can then have the crime occur on the second day, or the third day. At the beginning of class on each of those days, provide the eyewitnesses with a map (or directions to follow) that takes them out of class, around campus and back. On the first day, don't plan for the crime to occur. Let them follow the map and return. You should have 1 or 2 TAs or other volunteers (not in the course)

available to travel behind the eyewitness on their walk. They should not know when or where the crime is going to occur. They should have with them 8 ½ x 11 signs that say “Class Project in Progress,” tape, and some of your business cards. When the crime goes down, they should tape the signs around the location and stand back and watch. They should step in and deal with any interactions from passersby or concerned citizens (thus your business card). They should not interact with course participants or give them guidance or information in any way. On one of the remaining days scheduled for the crime (but not the last day, so that there is some surprise factor), their map (a different one each day) will take them through the crime area. The eyewitnesses will need to alert the police (either by running back to class or using a cell phone). Law enforcement will arrive and CSI has until the end of the class period to collect their evidence. The media will often follow law enforcement to the scene (the equivalent to them listening to a police scanner) which can create some interesting interactions! As the instructor, you will be back in your class with the other students. At the end of the class period I usually check up on them and help them clean up (fingerprint dust is a mess!).

Over the next several weeks, investigation and trial preparation will occur. Students are warned at the beginning of the course that a fair amount of outside class time will be required to successfully complete the project. I do try to work in one or two class project days so that groups can meet in class.

I structure the course so that the last three days of class, and then the final period are devoted to the trial. Jury selection is slated for Day 1; opening statements (5 minutes per side) and the prosecution’s case (30 minutes) take up Day 2; defense’s case (30 minutes) and closing arguments (5 minutes per side) comprise Day 3; and jury instructions (20 minutes), deliberation (60 minutes) and verdict/discussion (20 minutes) are done during the final period. I have all products related to the project due one or two days after the final period so they can incorporate the end of the semester-

long project in their Personal Portfolio (see Products, below).

### **Coordinating the Chaos:**

This project is dynamic in every sense of the word. You set up and coordinate a lot, but actually orchestrate very little. Ultimately the project has a life of its own. There is no script. Particularly in the beginning, you will need to continually remind the students of this. I often end up saying “I guarantee a crime and a trial, the rest is up to you.” The students (including your victim and perpetrator) will often ask you “what should I do?” Your response should be: “Don’t ask me what you should do, there is no script! What would you do under these circumstances?” You will periodically need to force the students back into role. They will often try to do too much double thinking, jumping back and forth between the real world and the project. After my most recent mock crime, one of the eyewitnesses came up to me and concernedly said, “Dr. MacLin, I know the victim and the perpetrator.” She clearly thought that this was going to wreck the project in some way. Instead, I looked at her wide-eyed and said “How traumatic for you to have witnessed a murder of someone you know, and feel like you know who did it!” She got the point immediately and clearly saw that she could stay in role even given the circumstances. (As an aside, this situation provided for an interesting expert witness on face recognition and transference). Another example of getting the real world mixed up in the project is the following: a detective might say she wants to contact the Registrar’s office to get a course schedule of a suspect but she “knows” she can’t do that. You should encourage the student to stay in role and think within that role. “Is this something you would do in the real world if you were a detective on this case? If yes, then you do it here too”—BUT with some important guidelines. Instruct students that ANY contact with people outside the class environment must come through you. That way, you can coordinate the logistics of that request. If the request can be carried out “for real” then great (e.g., one semester the students wanted to arrest a suspect in a

class that he was in. I knew the professor who was agreeable, so I allowed for that to happen). Other times, the request is not logistically possible (like the Registrar example) or, you may want to tailor the information that they receive (e.g., coroner report). In these cases, you create the information and provide it back to the requesting individual. In this sense you (or your TAs) become any outside agency (coroners’ office, crime lab, Registrar’s office, etc) and you mock up the requested information and materials using as realistic forms as possible. Because you also guarantee a trial, the only thing you need to strive to control for is that there is ultimately a suspect and defendant (no plea bargaining!). Once, with a very slow moving law enforcement team, I came to class with a 911 transcript that I had mocked up where there was an anonymous tip that led them to someone. The only time that I allow the students to interact with people not in the class without first going through me, is at the crime scene. Detectives will often interview passersby, ask people what they saw, etc.

This type of project will undoubtedly produce some of its own problems. Normally, this would be quite distressing to have a class project or demonstration go awry! However in this instance, you can almost always have these problems work to your advantage, as these are the same problems that occur in the real world (evidence is lost or not collected, attorneys don’t fully disclose evidence, personality clashes, etc). Often when confronted with a student concern or complaint regarding the project, I look at him or her and say “might this happen in the real world?” Inevitably they admit, that yes, it could, and then I respond “then I’m going to let it happen here in this project.” This response also usually serves to diffuse whatever anger or frustration they are having as it relates their experience back to the project and course. So instead of being furious with Sally, a fellow student, they realize really that they are furious with Sally, the nosey report who keeps ignoring the judge’s gag order.



### **Some Caveats:**

This is a fun, highly engaging project. Therefore:

- You must guard against the project serving as the dominating content of the course. It is very important that students are engaged in reading material, assignments and lectures that fall squarely within the literature of topics relevant to psychology and law. The project can then serve as a highly salient example for the theoretical and methodological content that is inherent in the course.

- It is also time and labor intensive (for you and the students), and can at times be frustrating for the students as they don't have the benefit of seeing the big picture (or knowing that when it is all over, they will realize that it was a great learning experience). Be as organized and clear about the project as you can up front, and clear about the time commitment and role responsibilities. Also, clearly link course content to the project and convey to the students how and why this project contributes to their learning of psychology and law. Even doing all of this though, you may find that student evaluations somehow always seem to take place during the one point of the project when students are most busy with the project! And thus, they may reflect some frustrations. As an untenured faculty member, I usually solicit end of semester feedback as well, at which time I nearly always have high praise for the process and products of the project.

- Students get deeply invested in the project and often are surprised by their motivation and intensity with regard to the project activities. In my opinion, this is a good thing, but it can also create the need for managing student issues and concerns as they arise, usually with the happen in the class project (e.g., police confiscate media's video camera for crossing the crime scene line; defense attorney wants to strangle prosecuting attorney for withholding information; the attorneys can't sleep the night before trial; etc).

### **Grading Criteria:**

You can adjust these as needed. This is my breakdown of the project points such that the project is worth 220 points out of a 750 point class.

Personal Portfolio: 100 pts  
Group Resource Binder: 50 pts  
Individual Webpage Update: 10 pts  
Real Court/Trial Experience: 30 pts  
Mock Trial Reflection Notes: 30 pts

### **The Products:**

There are several tangible products that result from this project. You can modify these to best fit your style and course. Some semesters I have students do oral presentations on their roles, APA style research papers, or include research articles pertinent to their role in their binders. Below is the current mix of products I have students complete.

*Personal Portfolio:* 100 pts  
The portfolio summarizes their role, experiences, and organizes their work on the project. The Portfolio should include: (1) an overview of the role (who, what, when, where, why, how); (2) how-to information for the role; (3) a log or journal that documents what they did for their role and when; (4) Trial Experience paper; (5) Reflection notes; (6) Individual Webpage Update.

*Group Resource Binder:* 50 pts (This is a group grade; I used to have the binder have their work product from their trial included here. This made for huge binders that were difficult to grade for individual contribution, and difficult for the next class to use. The Personal Portfolio now holds their individual work.)

The resource binder is a generic (i.e., not case specific) guide and resource for the roles that are part of a particular group. The resource book should include: (1) a welcome note for the next semester's group; (2) how-to information for the roles and for the group as a whole; (3) relevant forms; (4) timelines; (5) lists of supplies/equipment; (6) helpful resources (e.g., websites, checklists, etc); and anything else they think will help the next group do their roles better.

*Individual Webpage Update:* 10 pts (This is something new I am trying, as I've gotten behind in updating these pages. We'll see how the students do!)

Each role has an individual webpage with some resources on it (linked on the class project website). They should improve on this page by including resources and information that should be added to that page. This information should be typed up and included in the Personal Portfolio. At the end of the semester I will update the webpages. I anticipate that in the future I will have the students create/update the Group Resource Binder all on-line through these pages.

*Real Court/Trial Experience:* 30 pts (I used to have just the court personnel do this, but all of the students get a lot out of this experience)

Every student is required to gain some real court/trial experience and write a 3 page summary of this experience. Jury selection or a jury trial are ideal experiences, however, any court/trial experience will be acceptable. I provide information and directions to our local courthouse. After grading it is returned to the student to include in their Portfolio.

*Mock Trial Reflection Notes:* 30 pts (students are engaged during trial, but I have found that the notes help them relate the experience to the course content)

During each trial day the students are required to take notes reflecting on their experience that day. If they are a juror they may turn in the notes they are taking as a juror. All notes are returned prior to deliberation (for the jurors to use in their deliberations if they so wish, and if allowed by the judge). All students should include their notes in their Personal Portfolios.

### **For More Information:**

View the project website for much more information about the project and details about role responsibilities and assignments at [http://fp.uni.edu/maclink/class\\_project.htm](http://fp.uni.edu/maclink/class_project.htm). Feel free to contact me with any questions you have about the organization and coordination of this type of project, or of how to link course content to the project activities ([kim.maclin@uni.edu](mailto:kim.maclin@uni.edu)). Good luck!



## Legal Update

# Problem-Solving Courts: Integrating Treatment and Criminal Justice Supervision

David DeMatteo, JD, PhD

In recent years, there has been a dramatic proliferation of problem-solving courts across the United States. Rather than simply punishing offenders, which contributes to a cycle of arrest, incarceration, release, and re-arrest, these special jurisdiction courts emphasize dispositions such as mental health treatment, drug abuse treatment, the provision of social services, and ongoing judicial monitoring (for recent research on problem-solving courts, see the March/April 2005 special issue of *Behavioral Sciences and the Law* [Vol. 23, Issue 2], edited by John Petrila). The theory underlying these courts is that recidivism can be reduced if the problems presumed to underlie or fuel criminal behavior are treated with a range of services under the watchful eye of a court. Despite their increasing popularity, prevalence, and political appeal, we know surprisingly little about problem-solving courts. Fortunately, researchers are beginning to answer some fundamental questions about these novel interventions. This column will describe problem-solving courts, focusing primarily on drug courts and mental health courts, and present a brief overview of recent research.

### Problem-Solving Courts

The modern era of problem-solving courts began in the late 1980s with the advent of drug courts. In response to overwhelming numbers of drug-related cases stemming from the "War on Drugs," Dade County, Florida opened the first drug court in 1989. By year-end 2004, there were 1,621 drug courts in the United States, with drug courts in all 50 states, 3 U.S. territories, and 8 countries (Huddleston, Freeman-Wilson, Marlowe, & Roussell, 2005). The success of the drug court model sparked the development of several new breeds of specialty courts, including family dependency treatment courts (for child abuse, neglect, and dependency cases where parental drug abuse is a key factor), community courts (for offenders charged with "quality-of-life" offenses), domestic violence courts (for offenders charged with spousal abuse), DWI courts (for alcohol- or drug-dependent offenders charged with Driving While Impaired), and mental health courts (for low-level offenders with mental illness). Problem-solving courts are firmly grounded in principles of therapeutic jurisprudence, which emphasizes the law's ability to promote psychological well-being for those subject to legal proceedings (see Wexler & Winick, 1996).

**Drug Courts.** Drug courts are separate criminal court dockets that provide judicially supervised drug abuse treatment and case management services to nonviolent drug-involved offenders in lieu of prosecution or incarceration. Drug court participation is voluntary, and eligibility is typically determined by the prosecutor based on an offender's charges, criminal history, and drug problem severity. The key components of drug courts include on-going status hearings in court, mandatory completion of drug abuse treatment, random weekly urine drug screens, and escalating sanctions and rewards for program infractions and ac-

complishments (NADCP, 1997). In pre-plea drug courts, offenders who complete the program have their charges dropped and may be eligible for expungement of their current arrest record, which permits them to respond truthfully on an employment application or similar document that they have not been arrested for a drug-related offense. In post-plea drug courts, graduates may avoid incarceration, reduce their probationary obligations, or receive a sentence of time-served.

**Mental Health Courts.** Modeled after drug courts, mental health courts emerged to address the growing number of mentally ill offenders who are entering the criminal justice system (for recent research on mental health courts, see the December 2005 special issue of *Psychology, Public Policy, and Law* [Vol. 11, Issue 4], co-edited by Susan Stefan and Bruce J. Winick). Although mental health courts operate idiosyncratically, they share some basic features (Griffin, Steadman, & Petrila, 2002; Redlich, Steadman, Monahan, Petrila, & Griffin, 2005). These courts function as a convenient point-of-entry through which offenders with mental health problems can gain access to community-based mental health treatment. The first mental health court was established in 1997 in Broward County, Florida. By year-end 2004, there were 111 mental health courts in the United States (Huddleston et al., 2005).

### Research Findings

The evidence is clear that drug courts increase offenders' exposure to treatment. Reviews of dozens of drug court evaluations found that an average of 60% of drug court clients completed at least 1 year of drug treatment and roughly 50% graduated from the program (Belenko, 1998, 1999, 2001). These figures compare favorably to typical retention rates in community-based drug treatment programs, in which over 70% of probationers and parolees drop out of treatment or attend irregularly within 3 months and over 90% drop out within 12 months (see Marlowe, DeMatteo, & Festinger, 2003, for a review of this research). The evidence is promising, but less clear, regarding the effects of drug courts on criminal recidivism and drug use. In the majority of evaluation studies that included a suitable comparison condition, drug court clients achieved significantly greater reductions in drug use and criminal recidivism compared to offenders on probation (Belenko, 2002). Further, the U.S. Government Accountability Office (2005) recently issued a report, based on a review of 117 evaluations of adult drug courts published between May 1997 and January 2004, concluding that drug courts reduce during-treatment and post-treatment recidivism to a greater degree than traditional criminal justice approaches.

Despite these promising findings, we still know quite little about how drug courts work. Fortunately, a few researchers are beginning to get inside the "black box" of drug courts. For example,

Doug Marlowe and colleagues at the Treatment Research Institute at the University of Pennsylvania are conducting a program of experimental research examining the key components of drug courts. In a series of randomized controlled trials in misdemeanor and felony drug courts throughout the State of Delaware, they examined the effects of judicial status hearings – the defining element of drug courts – on client outcomes. Marlowe et al. found that high-risk drug court clients (i.e., met DSM-IV criteria for Antisocial Personality Disorder [APD] or had a history of drug treatment) achieved more drug abstinence and higher rates of graduation when they attended more frequent status hearings, whereas low-risk clients (i.e., no APD or prior drug treatment) performed equivalently or better when assigned to attend status hearings only in response to serious or repeated program infractions (Festinger et al., 2002; Marlowe, Festinger, & Lee, 2003, 2004). Recently, Marlowe et al. (2006) confirmed these findings in a prospective study in which drug court clients were matched to an optimal level of status hearings based on their risk level and compared to clients randomly assigned to a standard hearing schedule.

In contrast with drug courts, mental health courts have received considerably less attention from researchers, which is likely due to their relatively recent development and the many challenges associated with assessing the effectiveness of these interventions (Wolff & Pogorzelski, 2005). Although some studies have found that mental health court clients have increased access to mental health treatment (e.g., Boothroyd, Poythress, McGaha, & Petrila, 2003), other studies have found that mental health court clients do not experience significant reductions in clinical symptoms (e.g., Boothroyd, Mercado, Poythress, Christy, & Petrila, 2005). Fortunately, mental health courts are increasingly being studied, and the results of this important research will provide valuable information regarding the operation and effectiveness of these courts.

## Conclusion

Problem-solving courts seek to reduce criminal recidivism by providing a wide range of judicially supervised treatment in lieu of prosecution and incarceration.

This integrated public-safety/public-health strategy has obvious benefits over either a pure punishment approach or a pure treatment approach, and recent research on problem-solving courts, particularly drug courts, provides a basis for being optimistic about these interventions. Nevertheless, many important questions remain, and it is therefore important that researchers continue to take an active interest in these novel interventions. Given the complexity of these interventions, it is particularly important that researchers use experimental designs whenever possible so that the effective components of problem-solving courts can be identified.

## References

- Belenko, S. (1998). Research on drug courts: A critical review. *National Drug Court Institute Review*, 1, 1-42.
- Belenko, S. (1999). Research on drug courts: A critical review: 1999 update. *National Drug Court Institute Review*, 2(2), 1-58.
- Belenko, S. (2001). Research on drug courts: A critical review: 2001 update. New York, NY: National Center on Addiction and Substance Abuse at Columbia University.
- Belenko, S. (2002). Drug courts. In C. G. Leukefeld, F. Tims, & D. Farabee (Eds.), *Treatment of drug offenders: Policies and issues* (pp. 301-318). New York: Springer.
- Boothroyd, R. A., Mercado, C. C., Poythress, N. G., Christy, A., & Petrila, J. (2005). Clinical outcomes of defendants in mental health court. *Psychiatric Services*, 56, 829-834.
- Boothroyd, R. A., Poythress, N. G., McGaha, A., & Petrila, J. (2003). The Broward mental health court: Process, outcomes, and service utilization. *International Journal of Law & Psychiatry*, 26, 55-71.
- Festinger, D. S., Marlowe, D. B., Lee, P. A., Kirby, K. C., Bovasso, G., & McLellan, A. T. (2002). Status hearings in drug court: When more is less and less is more. *Drug & Alcohol Dependence*, 68, 151-157.
- Griffin, P. A., Steadman, H. J., & Petrila, J. (2002). The use of criminal charges and sanctions in mental health courts. *Psychiatric Services*, 53, 1285-1289.
- Huddleston, C. W., Freeman-Wilson, K., Marlowe, D. B., & Roussell, A. (2005, May). *Painting the current picture: A national report card on drug courts and other problem solving court programs in the United States*. Alexandria, VA: National Drug Court Institute.
- Marlowe, D. B., DeMatteo, D. S., & Festinger, D. S. (2003). A sober assessment of drug courts. *Federal Sentencing Reporter*, 16, 113-128.
- Marlowe, D. B., Festinger, D. S., & Lee, P. A. (2003). The role of judicial status hearings in drug court. *Offender Substance Abuse Report*, 3, 33-46.
- Marlowe, D. B., Festinger, D. S., & Lee, P. A. (2004). The judge is a key component of drug court. *Drug Court Review*, 4(2), 1-34.
- Marlowe, D. B., Festinger, D. S., Lee, P. A., Dugosh, K. L., & Benasutti, K. M. (2006). Matching judicial supervision to clients' risk status in drug court. *Crime & Delinquency*, 52, 52-76.
- National Association of Drug Court Professionals. (1997). *Defining drug courts: The key components*. Washington, DC: Office of Justice Programs, U.S. Dept. of Justice.
- Petrila, J. (Ed.) (2005). *Diversion from the criminal justice system [Special issue]*. *Behavioral Sciences & the Law*, 23(2).
- Redlich, A. D., Steadman, H. J., Monahan, J., Petrila, J., & Griffin, P. A. (2005). The second generation of mental health courts. *Psychology, Public Policy, & Law*, 11, 527-538.
- Stefan, S., & Winick, B. J. (Eds.) (2005). *A dialogue on mental health courts [Special issue]*. *Psychology, Public Policy, & Law*, 11(4).
- U.S. Government Accountability Office. (2005). *Adult drug courts: Evidence indicates recidivism reductions and mixed results for other outcomes*. Washington, DC: Author.
- Wexler, D. B., & Winick, B. J. (Eds.) (1996). *Law in a therapeutic key: Developments in therapeutic jurisprudence*. Durham, NC: Carolina Academic Press.
- Wolff, N., & Pogorzelski, W. (2005). Measuring the effectiveness of mental health courts: Challenges and recommendations. *Psychology, Public Policy, and Law*, 11, 539-569.



Caldwell, M.F., & Rybroek, G.J.V. (2005). Reducing violence in serious juvenile offenders using intensive treatment. *International Journal of Law and Psychiatry*, 28, 622-636. Juveniles who received intensive institutionalized treatment (n=101) were compared to juveniles who were assessed but not treated (n=147). Untreated juveniles were almost two times as likely to commit violent crimes compared to juveniles who had received treatment.

Hawes, D.J., & Dadds, M.R. (2005). The treatment of conduct problems in children with callous-unemotional traits. *Journal of Consulting and Clinical Psychology*, 73, 737-741. Parents of 56 young boys (mean age = 6.29) referred for conduct problems participated in a 10-week behavioral parent-training intervention. Callous-unemotional traits were associated with greater conduct problems at pretreatment and with poor outcomes at 6-month follow-up.

Hooper, J.F., McLearn, A.M., & Barnett, M.E. (2005). The Alabama Structured Assessment of Treatment Completion for Insanity Acquittes (The AlaSATcom). *International Journal of Law and Psychiatry*, 28, 604-612. The AlaSATcom is a 10-item scale designed to assist clinicians when making decisions about releasing insanity acquittes from custody. Interrater reliability was high for the AlaSATcom for independent ratings of 20 patients (r = .949). Recommendations provided by AlaSATcom overlapped significantly with those of the hospital review board (96%).

Hornsveld, R.H.J. (2005). Evaluation of aggression control therapy for violent forensic psychiatric patients. *Psychology, Crime, & Law*, 11, 403-410. Forensic psychiatric inpatients (N=109) and outpatients (N=44) received aggression control therapy, which focuses on anger management, social skills, moral reasoning, and self-regulation. 12% of inpatients and 34% of outpatients withdrew from treatment. Treatment completers displayed decreased hostility and aggressive behavior. Participants with higher pretreatment levels of anger showed the greatest decrease in anger at posttreatment.

Kazdin, A.E., Marciano, P.L., & Whitley, M.K. (2005). The therapeutic alliance in cognitive-behavioral treatment of children referred for oppositional, aggressive, and antisocial behavior. *Journal of Consulting and Clinical Psychology*, 73, 726-730. Children ages 3-14 (N=185) were referred for outpatient treatment for oppositional, aggressive, and antisocial behavior. Parents also participated in psycho-educational treatment. More positive child-therapist and parent-therapist alliance was related to better therapeutic outcome, lower perceived barriers to treatment, and more acceptable views toward treatment.

Nas, C.N., Bruman, D., & Koops, W. (2005). Effects of the EQUIP programme on the moral judgement, cognitive distortions, and social skills of juvenile delinquents. *Psychology, Crime, & Law*, 11, 421-434. Incarcerated juvenile offenders (ages 12 to 18) received EQUIP treatment (n=31 post-treatment) or were part of a control group (n=25 post-treatment). The EQUIP programme includes

social skills training, anger management, and moral education components. Compared to the control group, the treatment group had lower scores on cognitive distortions at post-treatment.

Nas, C.N., Orobio de Castro, B., & Koops, W. (2005). Social information processing in delinquent adolescents. *Psychology, Crime, & Law*, 11, 363-375. Incarcerated delinquents (n=42), higher education non-delinquent peers (n=54), and lower education non-delinquent peers (n=40), ages 12 to 21, were compared on measures of behavior problems, reactive and proactive aggression, social desirability, intelligence, and social information processing. The incarcerated group had higher ratings of delinquency and proactive aggression than both groups, but did not differ significantly from the lower education group on intelligence, reactive aggression, or number of adaptive emotion-regulation strategies. The incarcerated group made fewer sadness attributions and problem-solving attempts than the higher education group.

Palmer, E.J., & Connelly, R. (2005). Depression, hopelessness and suicide ideation among vulnerable prisoners. *Criminal Behaviour and Mental Health*, 15, 164-170. Newly admitted male inmates with previous suicide attempts and/or a history of self-harmful behavior (n=24) received significantly higher scores on the Beck Hopelessness Scale, Beck Depression Inventory II, and Beck Scale for Suicidal Ideation than a control group of newly admitted inmates (n=24) with no history of suicide or self-harmful behaviors. Polaschek, D.L.L., Wilson, N. J., Townsend, M.R., & Daly,

L.R. (2005). Cognitive-behavioral rehabilitation for high-risk violent offenders: An outcome evaluation of the Violence Prevention Unit. *Journal of Interpersonal Violence*, 20, 1611-1627. Recidivism data indicated that male offenders (n=22) who participated in cognitive behavioral therapy were less likely to be convicted of additional violent offenses than offenders who had not received treatment (n=60). There were no significant differences between the groups on measures of additional nonviolent crimes and re-imprisonment.

Simmons, C.A., Lehmann, P., Cobb, N., & Fowler, C.R. (2005). Personality profiles of women and men arrested for domestic violence: An analysis of similarities and differences. *Journal of Offender Rehabilitation*, 41(4), 61-79. Male (n=78) and female (n=78) domestic violence diversion program participants completed the MCMI-III. Women were three times as likely as men to have a personality disorder based on the MCMI-III. Compared to men, women displayed higher scores on histrionic, narcissistic, and compulsive personality traits, and lower scores on dependent personality traits.

Stein, L.A.R., Lebeau-Craven, R., Martin, R., Colby, S.M., Barnett, N.P., Golembeske, C., & Penn, J.V. (2005). Use of the adolescent SASSI in a juvenile correctional setting. *Assessment*, 12, 384-394. An archival analysis supported the validity of the SASSI-A substance abuse scale in a juvenile correctional sample (N= 202). Some scales (Obvious Attribute, ChemDep) differentially predicted alcohol use for Hispanic, African American, and Caucasian participants. The optimal cut-score of 3 on the Face Valid Alcohol Scale

was lower than that presented in the manual.

Tong, L.S.J., & Farrington, D.P. (2006). How effective is the "Reasoning and Rehabilitation" programme in reducing reoffending? A meta-analysis of evaluations in four countries. *Psychology, Crime, & Law*, 12, 3-24. Meta-analysis of 16 studies examining the effectiveness of the Reasoning and Rehabilitation (R&R) programme revealed a 14% decrease in recidivism for R&R treatment groups compared to control groups. Those receiving R&R had a 21% (community) or 14% (institutional) decrease in recidivism compared to controls. The R&R programme was related to a decrease in lower levels of recidivism for both high- and low-risk offenders.

#### **DELIQUENCY/ANTISOCIAL BEHAVIOR**

Babcock, J.C., Green, C.E., Webb, S.A., & Yerington, T.P. (2005). Psychophysiological profiles of batterers: Autonomic emotional reactivity as it predicts the antisocial spectrum of behavior among intimate partner abusers. *Journal of Abnormal Psychology*, 114, 344-455. Skin conductance and heart rates measures from a community sample of severely violent batterers, low level violent batterers, and nonviolent men were taken during a baseline period, conflict discussion, and anger induction. Autonomic hyporeactivity was a risk marker for antisocial features in severely violent batterers whereas hyperreactivity was a risk marker for antisocial features in low-level violent batterers.

Berardino, S., Meloy, J.R., Sherman, M., & Jacobs, D. (2005). Validation of the Psychopathic Personality Inven-

tory on a female inmate sample. *Behavioral Sciences and the Law*, 23, 819-836. Results from 102 incarcerated females found significant correlations between Psychopathic Personality Inventory (PPI) and PCL-R total and factor scores (2 and 3 factor models). Convergent and discriminant validity results are discussed.

DeMatteo, D., Heilbrun, K., & Marczyk, G. (2005). Psychopathy, risk of violence, and protective factors in a noninstitutionalized and non-criminal sample. *International Journal of Forensic Mental Health*, 4, 147-157. This study compared community members with elevated PCL-R scores with and without criminal histories to identify protective factors that keep some psychopaths from being arrested. As expected, participants without a criminal record endorsed more protective factors (e.g. strong family relations, participation in structured activities, steady employment) than participants with criminal histories.

Diamond, P.M., Wang, E.W., & Buffington-Vollum, J. (2005). Factor structure of the Buss-Perry aggression questionnaire (BPAQ) with mentally ill male prisoners. *Criminal Justice and Behavior*, 32, 546-564. Confirmatory factor analysis was used to compare factor models for this 29-item self-report measure of aggression in a sample of 786 mentally disordered male offenders. A four-factor model yielded the best fit: hostility, anger, physical aggression, and verbal aggression.

Eriksson, A., Hodgins, S., & Tengstrom, A. (2005). Verbal intelligence and criminal offending among men with schizophrenia. *International Journal of Forensic Mental Health*, 4, 191-200. A retrospective record review of an international sample of dis-

charged male psychiatric patients diagnosed with either schizophrenia or schizo-affective disorder (N=219) revealed that low verbal IQ was not associated with risk of criminal offending or number of offenses. Low verbal IQ was correlated with early onset of criminal offending, albeit not violent offending, and lengthy inpatient stays, which may have limited subsequent offending.

Marsee, M. A., Silverthorn, P., Frick, P.J. (2005). The association of psychopathic traits with aggression and delinquency in non-referred boys and girls. *Behavioral Sciences and the Law*, 23, 803-817. Psychopathic traits in 5<sup>th</sup> through 9<sup>th</sup> grade boys (n=86) and girls (n=114) were measured through teacher ratings and self-report. Psychopathic traits predicted aggression and delinquency for both genders. The association between psychopathic traits and relational aggression was stronger for girls than boys.

Selbom, M., Ben-Porath, Y.S., Lilienfeld, S.O., Patrick, C.J., & Graham, J.R. (2005). Assessing psychopathic personality traits with the MMPI-2. *Journal of Personality Assessment*, 85, 334-343. In a sample of 281 undergraduates, MMPI-2 scales 4, 9, and ASP accounted for a significant amount of variance in the social deviance factor of the PPI. MMPI-2 scales related to negative emotionality, fearfulness, and sociability were predictive of scores on the affective-interpersonal factor of the PPI. MMPI-2 restructured clinical scales accounted for a majority of the shared variance between the two inventories.

Silverman, J.R., & Caldwell, R.M. (2005). The influence of parental emotional support and monitoring on self-reported delinquent impulsive behavior and noncompliance among juvenile offenders: An

examination of gender differences. *International Journal of Forensic Mental Health*, 4, 159-174. In a sample of 288 adjudicated juvenile offenders (203 male, 85 female), poor parental emotional support and lack of monitoring significantly predicted impulsive delinquent behavior and noncompliance. Poor maternal monitoring was the best predictor of impulsive delinquent behavior and noncompliance for males. Lack of paternal emotional support was the strongest predictor of noncompliance for females.

Smith, C.A., Ireland, T.O., & Thornberry, T.P. (2005). Adolescent maltreatment and its impact on young adult antisocial behavior. *Child Abuse & Neglect*, 29, 1099-1119. 884 adolescents were followed from age 13 to adulthood; 82 had substantiated claims of adolescent maltreatment. Experiencing any type of adolescent maltreatment increased the risk of arrest, violent offending, and drug use in late adolescence and early adulthood; however, it increased the rate of general offending in early adulthood but not late adolescence.

Strand, S., & Belfrage, H. (2005). Gender differences in psychopathy in a Swedish offender sample. *Behavioral Sciences and the Law*, 23, 837-850. Female offenders (N=20) categorized as psychopaths based on PCL:SV scores displayed significantly more lying and deceitfulness than males (N= 23) categorized as psychopaths. Results supported the use of a two-factor model of psychopathy for males and the use of a three-factor model of psychopathy for females.

Vitacco, M.J., Rogers, R., Neumann, C.S., Harrison, K.S., & Vincent, G. (2005). A comparison of factor models on the



PCL-R with mentally disordered offenders: The development of a four-factor model. *Criminal Justice and Behavior*, 32, 526-545. Confirmatory factor analysis was used to compare PCL-R factor models in a sample of 96 mentally disordered offenders. Although the two-factor model did not fit the data in this sample, when theoretically similar items were combined into single ratings, nested two- and three-factor models, and a newly developed four-factor model, all produced an excellent fit with the data.

Warren, J.I., Chauhan, P., & Murrie, D.C. (2005). Screening for psychopathy among incarcerated women: Psychometric properties and construct validity of the Hare P-SCAN. *International Journal of Forensic Mental Health*, 4, 175-189. In a sample of 115 incarcerated women, the P-SCAN, as scored by correctional officers, demonstrated moderate interrater reliability and high internal consistency. Concurrent validity of the P-SCAN with the PCL-R was poor. P-SCAN scores did relate to Cluster A psychopathology as measured by the SCID-II and demonstrated a significant negative correlation with security level in the prison (low, medium, or high).

#### FORENSIC EVALUATION

Bagby, R.M., Marshall, M.B., & Bacchioni, J.R. (2005). The validity and clinical utility of the MMPI-2 malingering depression scale. *Journal of Personality Assessment*, 85, 304-311. The Md scale successfully discriminated between simulators feigning depression ( $n = 23$ ) and persons diagnosed with depression ( $n = 225$ ). However, it did not add significant incremental validity to the  $F_b$  scale and an  $F/F_p$  scale combination.

Heinze, M.C. & Vess, J. (2005). The relationship among malingering, psychopathy, and the MMPI-2 validity scales in maximum security forensic psychiatric inpatients. *Journal of Forensic Psychology Practice*, 5, 35-53. Records from 392 male forensic psychiatric inpatients revealed that those with high PCL-R scores (23-29) received a diagnosis of malingering significantly more frequently than those with lower scores (0-22). Overall prevalence rates of psychopathy and malingering were low in this sample.

McDermott, B. E., Gerbasi, J. B., Quanbeck, C., & Scott, C. L. (2005). Capacity of forensic patients to consent to research: The use of the MacCAT-CR. *Journal of the American Academy of Psychiatry and Law*, 33, 299-307. Forensic patients ( $N=106$ ) found Not Guilty by Reason of Insanity or identified as Mentally Disordered Offenders completed the MacArthur Competence Assessment Tool for Clinical Research (MacCAT-CR) and were also classified into consent groups based on clinical judgment: refused, consented, withdrew/ambivalent, and incapable. Patients who were not able to provide consent had lower scores on the MacCAT-CR. Positive and negative symptoms on the BPRS were associated with lower scores on the Understanding and Reasoning subscales of the MacCAT-CR, respectively.

Miller, H.A. (2005). The Miller-Forensic Assessment of Symptoms Test (M-FAST): Test generalizability and utility across race, literacy, and clinical opinion. *Criminal Justice and Behavior*, 32, 591-611. M-FAST scores from two samples of male forensic psychiatric patients ( $N = 280$ ,  $N=50$ ) revealed similar levels of predictive validity for race groups (Black, White) and literacy status. Classification accuracy for

the M-FAST was higher than the M Test and psychologists' and psychiatrists' clinical opinions. SIRS scores were used to categorize patients into honest or malingering criterion groups for all analyses.

Murrie, D. C., & Warren, J. I. (2005). Clinician variation in rates of legal sanity opinions: Implications for self-monitoring. *Professional Psychology: Research and Practice*, 36, 519-524. Information from 4,498 sanity evaluations conducted by 59 evaluators revealed that most evaluators found between 5% and 25% of the defendants they evaluated to meet insanity criteria. Evaluators who found that defendants met insanity criteria in few (0%) or many (>28%) of their cases tended to conduct fewer evaluations than those with more normative rates of finding defendants to meet insanity criteria (15%).

Rogers, R. Jackson, R.L., Sewell, K.W., & Salekin, K.L. (2005). Detection strategies for malingering: A confirmatory factor analysis of the SIRS. *Criminal Justice and Behavior*, 32, 511-525. Factor analysis of SIRS normative data revealed two factors: Spurious Presentation and Plausible Presentation. This two-factor model was cross-validated using data from various forensic and correctional settings. When the Blatant Symptoms scale was allowed to crossload, the two-factor model was confirmed. The COG scale was unsuccessful in discriminating between feigned and bona-fide mental disorders.

#### LAW ENFORCEMENT & DECEPTION DETECTION

Gödert, H. W., Gamer, M., Rill, H., & Vossel, G. (2005). Statement validity assessment: Inter-rater reliability of criteria-based content analysis in the mock-crime paradigm. *Legal*

and Criminological Psychology, 10, 225-245. Three raters, trained in criteria-based content analysis (CBCA), analyzed transcripts of 102 statements referring to a simulated theft. Adequate inter-rater reliability was observed for 17 of 18 assessed criteria.

Horselenberg, R., et al. (2006). False confessions in the lab: Do plausibility and consequences matter? *Psychology, Crime, & Law*, 12, 61-75. In Study 1, 56 undergraduates were accused of causing a computer to crash in a highly or non-highly plausible way. Confession rates were higher in the high plausibility condition (77%) compared to the low plausibility condition (58%). A positive relationship between fantasy proneness and false confessions was found. In Study 2, similar methods were used but the participants were also informed about the consequences of a confession; one participant confessed. In Study 3, 16 undergraduates were falsely accused of exam fraud; only one falsely confessed.

#### LEGAL DECISION-MAKING/JURY RESEARCH

Edens, J. F., Colwell, L. H., Desforges, D.M., & Fernandez, K. (2005). The impact of mental health evidence on support for capital punishment: Are defendants labeled psychopathic considered more deserving of death? *Behavioral Sciences and the Law*, 23, 603-625. Undergraduates ( $N=203$ ) reviewed transcripts of expert witness testimony about the psychological evaluation results of a defendant on trial for capital murder. The transcripts presented the defendant as either psychopathic, psychotic, or not mentally disordered. Participants were significantly more likely to support a death sentence when the defendant

was presented as psychopathic, as opposed to psychotic or not mentally disordered.

Forsterlee, L., Kent, L., & Horowitz, I. A. (2005). The cognitive effects of jury aids on decision-making in complex civil litigation. *Applied Cognitive Psychology*, 19, 867-884. Mock jurors (N=279) viewed a videotape of a toxic tort trial with testimony from various expert witnesses. Participants who were given summary statements of the experts' testimony awarded more compensation to the plaintiffs; those given summary from both parties and allowed to take notes awarded more compensation than any other participants. In general, participants given summary statements or allowed to take notes made finer discriminations between the plaintiffs, recalled more information about the case, and were more satisfied with the process.

Golding, J. M., Yozwiak, J. A., Kinstle, T. L., & Marsil, D. F. (2005). The effect of gender in the perception of elder physical abuse in court. *Law and Human Behavior*, 29, 605-614. In two separate studies, undergraduate mock jurors read a case vignette about elder abuse in a physical assault case. Overall, participants believed the alleged victim more than the defendant, although this trend was stronger for women. This trend led women to convict the defendant more often than men. Although the alleged victim's age was manipulated in the first experiment (presented as a 66, 76, or 86 year old woman), no age effect was observed.

Smith, A. C. & Greene, E. (2005). Conduct and its consequences: Attempts at debiasing jury judgments. *Law and Human Behavior*, 29, 505-526. Jury-eligible adults (N=355) watched a re-

enacted automobile negligence trial and deliberated in groups of 10-16. The researchers manipulated whether participants received repeated admonitions about the proper use of evidence and whether they were presented with information focusing on the defendant's conduct or the plaintiff's injuries. The admonitions manipulation had little effect on jurors' use of evidence, but separate presentation of defendant conduct and plaintiff injury information appeared to reduce hindsight bias and produce judgments consistent with the information that was presented.

#### MENTAL HEALTH SERVICES

Bjork, T., & Lindqvist, P. (2005). Mortality among mentally disordered offenders: A community based follow-up study. *Criminal Behaviour and Mental Health*, 15, 93-96. A sample of 46 discharged forensic psychiatric patients were followed for a median follow-up time of 53 months. Discharged patients had a higher standard mortality rate compared to the general population, with three out of the five discharged patient deaths resulting from suicide.

Dembo, R., Wareham, J., & Schmeidler, J. (2005). Evaluation of the impact of a policy change on diversion program recidivism. *Journal of Offender Rehabilitation*, 41(3), 29-61. Youths (n=180) in a community service-oriented diversion program JASP, were compared to youths (total n=404) in four diversion programs requiring greater involvement and contact with the justice system. At 6-month follow-up, JASP participants had the lowest rate of new arrests.

Elbogen, E.B., Swanson, J.W., Swartz, M.S., & Van Dorn, R. (2005). Family representative payeeship and violence risk in

severe mental illness. *Law and Human Behavior*, 29, 563-574. Patients who were involuntarily admitted into a hospital (N=245) were followed for one year once released from the hospital. A multivariate analysis indicated that substance abuse, history of violence, more family contact, and having a family representative payeeship were associated with higher odds of family violence initiated by the research participant against a family member. In addition, family contact and family representative payeeship increased the predicated probability of family violence.

#### POLICY ISSUES

Robinson, P.H., & Darley, J.M. (2004). Does criminal law deter? A behavioral science investigation. *Oxford Journal of Legal Studies*, 24, 173-205. The authors review empirical research examining the relation between rule changes in criminal law and deterrence and conclude that rule changes are not associated with changes in crime rates. The authors also argue that alternate explanations account for deterrent effects in many studies that claim to show deterrent effects.

#### RISK ASSESSMENT

Daffern, M., Ogloff, J.R.P., Ferguson, M., & Thomson, L. (2005). Assessing risk for aggression in a forensic psychiatric hospital using the Level of Service Inventory- Revised: Screening version. *International Journal of Forensic Mental Health*, 4, 201-206. In a sample of 232 forensic inpatients, the LSI-R: SV total score was only weakly correlated with institutional aggressive incidents as measured by an adapted version of the Overt Aggression Scale.

Douglas, K.S., Yeomans, M., & Boer, D.P. (2005). Comparative validity analysis of multiple measures of violence risk

in a sample of criminal offenders. *Criminal Justice and Behavior*, 32, 479-510. The HCR-20, VRAG, and behavioral scales of the PCL-R and PCL-SV all predicted violent recidivism with large effect sizes in a sample of 188 general population offenders. The effect size for HCR-20 structured risk judgments was similar to effect sizes from purely actuarial measures.

Kruh, I.P., Whittemore, K., Arnaut, G.L.Y., Manley, J., Gage, B., & Gagliardi, G.J. (2005). The concurrent validity of the Psychopathic Personality Inventory and its relative association with past violence in a sample of insanity acquittees. *International Journal of Forensic Mental Health*, 4, 135-145. In a sample of 50 insanity acquittees, the PPI demonstrated concurrent validity with the PCL-SV total score as well as with Factor 1 and 2 scores. The PPI total score, PCL-SV, and PCL-SV factor scores all predicted past violence, but both measures were poor predictors of the severity of violence.

Mills, J.F., Jones, M.N., & Kroner, D.G. (2005). An examination of the generalizability of the LSI-R and VRAG probability bins. *Criminal Justice and Behavior*, 32, 565-585. The original LSI-R and VRAG probability bins (risk classes) did not generalize to a sample of 209 male inmates, although the LSI-R bins performed better than the VRAG bins. The LSI-R probabilities underestimated the likelihood of general recidivism whereas the VRAG probabilities overestimated the likelihood of violent recidivism. An empirically derived three-bin solution was examined, which placed inmates in low, moderate, or high risk categories.

Mills, J., & Kroner, D. G. (2006). Impression management and



self-report among violent offenders. *Journal of Interpersonal Violence*, 21, 178-192. Partialling out the effects of socially desirable responding from self-reported antisocial attitudes reduced the relation between self-reported antisocial attitudes and recidivism in 172 male violent offenders. This finding is inconsistent with the theoretical assumption that controlling SDR improves the relation between self-report and outcome.

Morrissey, C., Hogue, T.E., Mooney, P., Lindsay, W.R., Steptoe, L., Taylor, J., & Johnston, S. (2005). Applicability, reliability and validity of the Psychopathy Checklist-Revised in offenders with intellectual disabilities: Some initial findings. *International Journal of Forensic Mental Health*, 4, 207-220. Among 203 offenders with intellectual disabilities, three items from the PCL-R were frequently and necessarily omitted (many short-term marital relationships, parasitic lifestyle, and irresponsibility). Internal consistency and inter-rater reliability for the PCL-R were consistent with previous studies. The PCL-R total score was associated with measures of recent aggression, violence risk (VRAG scores), and internalizing problems.

Oggers, C. L., Reppucci, N. D., & Moretti, M. M. (2005). Nipping psychopathy in the bud: An examination of the convergent, predictive, and theoretical utility of the PCL-YV among adolescent girls. *Behavioral Sciences and the Law*, 23, 743-763. In a sample of 125 female juvenile offenders, PCL – YV scores did not predict reoffending during a three-month follow-up period. Results indicate that prior victimization by the offender's mother (e.g., physical or emotional abuse, witnessing

abuse) significantly increased the odds of reoffending.

Philipse, M.W.G., Koeter, M.W.J., Staak, C.P.F.V.D., & Brink, W.V.D. (2005) Reliability and discriminant validity of dynamic reoffending risk indicators in forensic clinical practice. *Criminal Justice and Behavior*, 32, 643-664. Interrater reliability for the 47-item Clinical Inventory of Dynamic Reoffending Risk Indicators (CIDRRI) was found to be comparable to existing risk measures. The CIDRRI successfully discriminated between high-risk patients recently admitted to a forensic inpatient facility and low- risk patients who were about to be discharged.

### SEX ABUSE & OFFENDERS

Beauregard, E., Lussier, P., & Proulx, J. (2005). The role of sexual interests and situational factors on rapists' modus operandi: Implications for offender profiling. *Legal and Criminological Psychology*, 10, 265-278. Data from 102 Canadian adult male sex offenders who had raped adult females indicated that arousal to nonsexual violence (using a plethysmograph) was positively correlated with the organization of the rape offense. Participants who watched pornography prior to the rape had used less force whereas those who consumed alcohol prior to the offense used more force. Hornsveld, R. H. J., & de Kruk, C. (2005). Forensic psychiatric outpatients with sexual offences: Personality characteristics, aggression and social competence. *Psychology, Crime, & Law*, 11, 479-488. Sexually violent (N=61) and non-sexually violent (N=68) forensic psychiatric outpatients completed personality, aggression, anger, and social competency measures. Sexually violent outpatients scored higher on measures of neuroti-

cism and agreeableness, but scored lower on measures of anger, hostility, and aggressive behavior compared to non-sexually violent outpatients.

Kamphuis, J. H., De Ruiter, C., Janssen, B., & Spiering, M. (2005). Preliminary evidence for an automatic link between sex and power among men who molest children. *Journal of Interpersonal Violence*, 20, 1351-1365. Offenders with a history of molesting children (n=10), violent nonsexual offenders (n=15) and student controls (n=20) participated in a lexical decision task that included words categorized as sex words, power words (e.g., dominant), or neutral words. Men who had molested children demonstrated a significant sex to power facilitation effect, indicating that they pushed a button more quickly when primed with sexual words

Stinso, J. D., Becker, J. V., & Tromp, S. (2005). A preliminary study on findings of psychopathy and affective disorders in adult sex offenders. *International Journal of Law and Psychiatry*, 28, 637-649. Archival data from 68 civilly committed adult male sex offenders revealed that 73% scored above 20 on the PCL-R, with the highest rate of psychopathy occurring among rapists (n = 13, 34% scored above 20). 26% of psychopaths also reported high rates of anxiety and 42% of psychopaths reported high rates of depressive symptoms.

van Nieuwenhuizen, C. (2005). A treatment programme for sexually violent forensic psychiatric inpatients: Development and first results. *Psychology, Crime, & Law*, 11, 467-477. At pre-and post-treatment, 14 sexually violent male forensic psychiatric inpatients completed measures of risk, sexually-relevant cognitive distortions, and interpersonal skills, and were observed to assess their

general level of functioning and behavior. The cognitive-behavioral treatment consisted of three phases and different modules were administered according to the inpatients' needs. There were few significant pre-and post-treatment differences.

### WITNESS ISSUES

Allwood, C. M., Knutsson, J., & Granhag, P. A. (2006). Eyewitnesses under influence: How feedback affects the realism in confidence judgments. *Psychology, Crime, & Law*, 12, 25-38. Sixty participants viewed a videotape of a kidnapping and completed a questionnaire regarding details of the event. They received confirmatory, disconfirmatory, or no feedback about their answers. Two weeks later, they received their original questionnaires, provided confidence ratings for each answer, and estimated how many questions they correctly answered. All participants were generally overconfident; those in the confirmatory condition gave higher confidence ratings than those in the disconfirmatory and control conditions.

Boccaccini, M. T., Gordon, T., & Brodsky, S. L. (2005). Witness preparation training with real and simulated criminal defendants. *Behavioral Sciences and the Law*, 23, 659-687. Trained evaluators rated videotapes of mock criminal defendants (n = 55) and real criminal defendants (n = 8) prior to and after witness preparation training. The training led to improvements in posture, gaze, response quality, and perceptions of overall testimony quality; however, training also led to an unintended decrease in expressiveness.

Dixon, S., & Memon, A. (2005). The effect of post-identification feedback on the recall of crime and perpetrator details.



Applied Cognitive Psychology, 19, 935-951. Undergraduates (N=60) viewed a videotape of a robbery and were forced to identify the perpetrator in a target-absent photo lineup. All participants incorrectly identified a suspect and were given confirming, disconfirming, or no feedback. Overall, the type of feedback did not influence the quantity or accuracy of details recalled about the robbery and did not affect willingness to answer misleading questions. Those in the disconfirming group believed that the feedback made them more cautious and decreased their confidence.

Douglass, A.B., Smith, C., & Fraser-Thill, R. (2005). A problem with double-blind photospread procedures: Photospread administrators use one eyewitness's confidence to influence the identification of another eyewitness. *Law and Human Behavior*, 29, 543-562. In study 1, 100 undergraduates witnessed a staged crime and were asked to be a principle eyewitness (PW) or a photospread administrator (PA). When a confederate witness made her identification to the PA with low confidence, the PW was more likely to pick the same suspect, suggesting the PA influenced the PW's identification. In a 2<sup>nd</sup> study, responses from participants who viewed videotapes of the lineup administrations from study 1 also suggested that the PAs may have attempted to help the PWs.

Forgas, J. P., Laham, S. M., & Vargas, P.T. (2005). Mood effects on eyewitness memory: Affective influences on susceptibility to misinformation. *Journal of Experimental Social Psychology*, 41, 574-588. In Experiment 1, 96 undergraduates viewed photographs of positive or negative events, described positive, negative, or neutral AP-LS NEWS, Winter 2006

mood-inducing events, and were given neutral or misleading questionnaires regarding the photographs. Having a positive or negative mood increased or decreased, respectively, the likelihood of incorporating misleading details. In Experiment 2, similar results were found for witnesses using a real-life event. In Experiment 3, participants with high social desirability or self-monitoring were able to suppress their induced mood to some degree which affected their recall accuracy.

Granhag, P.A., Stromwall, L.A., & Hartwig, M. (2005). Eyewitness testimony: Tracing the beliefs of Swedish legal professionals. *Behavioral Sciences and the Law*, 23, 709-727. Swedish police officers, lawyers, and judges were surveyed about their knowledge regarding 13 eyewitness testimony issues, such as the use of hypnosis, children's testimony and, weapon focus effect. Results suggest various levels of knowledge regarding information about testimony, with many professionals expressing beliefs inconsistent with empirical literature.

Landstrom, S., Granhag, P. A., & Hartwig, M. (2005). Witnesses appearing live versus on video: Effects on observers' perception, veracity assessments, and memory. *Applied Cognitive Psychology*, 19, 913-933. Mock jurors (N=122) viewed either a live or videotaped witness who was told to lie or tell the truth about a staged event. Participants rated the truth-telling witnesses as providing more honest responses and the live witnesses as having a more positive appearance and being more truthful. Lying witnesses were seen as thinking harder than truth-telling witnesses. Video vs. live presentation had no effect on observers' accuracy at detecting deception.

Lindholm, T. (2005). Group-based biases and validity in eyewitness credibility judgments: Examining the effects of witness ethnicity and presentation modality. *Journal of Applied Social Psychology*, 35, 1474-1501. Swedish undergraduates (N= 120) made witness credibility judgments in a 2x2 between subjects experiment (video vs. written testimony; Swedish vs. immigrant witness). Eyewitnesses were perceived as more credible when testimony was presented via video than via a written transcript. Participants who endorsed a high level of prejudice towards immigrants made more favorable judgments about a Swedish eyewitness when testimony was written.

Peterson, C., Pardy, L., Tizzard-Drover, T., & Warren, K.L. (2005). When initial interviews are delayed a year: Effect on children's 2-year-recall. *Law and Human Behavior*, 29, 527-541. Three to nine year old children were interviewed about a medical emergency (trip to E.R.) two years after being injured. Younger children's (3-4 years old) total recall (free + probed) was less complete and accurate than older children, but became more accurate with time.

Pezdek, K., & Blandon-Gitlin, I. (2005). When is an intervening line-up most likely to affect eyewitness identification accuracy. *Legal and Criminological Psychology*, 10, 247-263. In three separate studies, participants were presented with a video of two men (one African American and one Caucasian), an intervening line-up, and a test line-up during which they were asked to identify the men in the video. Overall, results indicated that an intervening line-up was more suggestive in cross-race identification, when the intervening line-up was presented after a delay and closer tem-

porally to the test line-up (as opposed to shortly after the video), and when the target face was presented for a shorter amount of time.

Roberts, K. P., & Powell, M. B. (2005). The relation between inhibitory control and children's eyewitness memory. *Applied Cognitive Psychology*, 19, 1003-1018. Five to seven year olds (n=125) participated in an event, were suggestively interviewed, completed a memory test regarding the event and four inhibitory control tests. High retroactive inhibitors were less suggestible than low retroactive inhibitors, and less suggestible children had higher retroactive inhibition scores. Regression analyses indicated that age and retroactive inhibition accounted for 17% of the variability in suggestibility scores and that retroactive inhibition contributed more unique variance than age.

Wright, A. M., & Holliday, R. E. (2005). Police officers' perceptions of older eyewitnesses. *Legal and Criminological Psychology*, 10, 211-223. Police officers in the UK (N=159) completed a questionnaire asking about their perception of eyewitnesses. Over half of the officers described older witnesses as less reliable than younger witnesses.

Schuller, R.A., Terry, D., & McKimmie, B. (2005). The impact of expert testimony on jurors' decisions: Gender of the expert and testimony complexity. *Journal of Applied Social Psychology*, 35, 1266-1280. A male expert witness testifying about damage estimates in an antitrust price-fixing case was more persuasive than a female expert when the content of the expert's testimony was complex. The female expert was perceived as more persuasive when the expert's testimony was less complex.

## PROGRAM OF THE YEAR AWARD

Sponsored by the Minority Affairs Committee of the American Psychology-Law Society, Division 41 of the American Psychological Association

### INFORMATION FOR 2006 APPLICATIONS

#### PURPOSE OF AWARD

The Minority Affairs Committee (MAC) was established by the American Psychology-Law Society to facilitate activities and develop opportunities within the division that embrace, respect and value diversity. More specifically, the purpose of the award is to recognize psychology and law programs, internship, and/or postdoctoral sites that promote diversity and multiculturalism by facilitating program activities that include but are not limited to: student and faculty recruitment and retention efforts; diversity initiatives; educational activities; faculty and student research and teaching, creative endeavors, and/or professional activities.

#### AWARD AMOUNTS

Two awards in the amount of \$250.00 each will be provided.

#### ELIGIBILITY FOR AWARDS

Current full and part-time members of any College or University Instructional Staff, Internship Staff, or Postdoctoral Staff may apply.

#### APPLICATIONS

Applications will be awarded on a competitive basis and selected based on such criteria as relevance to MAC objectives (i.e., recruitment and retention of culturally and linguistically diverse students into psychology and law related doctoral programs, and faculty into psychology and law related academic and professional positions), impact on diversity and multiculturalism, and potential for successful continuation.

Award applications should contain the following:

1. A single cover letter on letterhead which provides all contact information
2. A two-page (maximum), double-spaced, typewritten program summary containing the following information:
  - Description/summary of diversity and/or multiculturalism efforts by the program.
  - Discussion of the project's impact on the program community, and potential for successful continuation in the future.
  - Discussion of the anticipated benefits to diversity and multiculturalism as it relates to the fulfillment of the award's purpose.
  - Discussion on how the award will be utilized.

#### APPLICATION SUBMISSION DEADLINE

Applications must be postmarked by January 31, 2006. Please direct all inquiries to Roslyn M. Caldwell, Ph.D., Minority Affairs Committee Chair, (212) 484-1197 or E-mail: rcaldwell@jjay.cuny.edu

## Nominations, Awards ....

#### AWARD ANNOUNCEMENTS

Applicants will be notified by February 28, 2006. The awards will be presented during the 2006 American Psychology-Law Society Annual Conference in St. Petersburg, Florida.

#### TO APPLY

All applicants should submit a cover letter and (5) copies of the proposal to:

Roslyn M. Caldwell, Ph.D.  
Associate Professor of Psychology  
John Jay College of Criminal Justice  
Department of Forensic Psychology  
The City University of New York  
445 W. 59th St., 2124 North Hall  
New York, NY 10019

---

### AP-LS Dissertation Award Program

The American-Psychology Law Society confers Dissertation Awards for scientific research and scholarship that is relevant to the promotion of the interdisciplinary study of psychology and law. Persons who will have defended dissertations in 2006 that are related to basic or applied research in psychology and law, including its application to public policy, are encouraged to submit their dissertations for consideration for the awards. First, second, and third place awards are conferred. These awards carry a financial reward of \$500, \$300, and \$100 respectively.

To apply for the 2006 Awards, one hard copy of the completed dissertation, an electronic copy of the dissertation (in Word **with all identifying information removed to facilitate blind review**), along with a letter of support from the dissertation chair, should be sent by **January 1, 2007** to Eve Brank, Chair, AP-LS Dissertation Awards Committee, Department of Criminology, Law, & Society, University of Florida, P.O. Box 115950, Gainesville, FL 32611-5950, email: [ebrank@ufl.edu](mailto:ebrank@ufl.edu). You must be a member of AP-LS in order to receive a dissertation award.

*Note:* The electronic copy can be sent via email as an attachment in Word to the email address above. Please note that all appendices with identifying information should also be removed from the electronic copy and methods should not refer to any individuals or identifiable locations.

## .... and Announcements

### Saleem Shah Award Nominations

Nominations are sought for the Saleem Shah Award, co-sponsored by the American Psychology-Law Society (APA Division 41) and the American Academy of Forensic Psychology. The award will be made in 2006 for early career excellence and contributions to the field of psychology and law. The focus on the nominee's contributions may be in any area of forensic practice, research, or public policy. Eligible individuals must have received the doctoral degree (OR the law degree, whichever comes later, if both have been earned) within the last 6 years. Self-nominations will not be considered. Anyone wishing to nominate a candidate should send a letter detailing the nominee's contributions to psychology and law and a copy of the nominee's vita to:

Mary Connell  
Water Gardens Place, Suite 635  
100 East Fifteenth Street  
Fort Worth, TX 76102

**The deadline for nominations is June 1, 2006.**

---

### Announcing the winner: AP-LS Award for Best Undergraduate Paper

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

**The AP-LS Undergraduate Paper Award for 2006 was awarded to Hannah Dietrich for her paper "Predatory Sexual Offenders: Post-Treatment Registration Compliance and Recidivism" mentored by Nancy Steblay, Augsburg College.**

To be eligible for an award, the student must be the major contributor to a project on a topic relevant to psychology and law (i.e., the student had primary responsibility for initiating and conducting the project even though the project will usually be conducted under the supervision of a mentor). At the time that the student submits a paper for this award, the student must be the first author on a submission to the annual AP-LS conference on the same work. To receive the award, the submission to the AP-LS conference must have been accepted for presentation as either a paper or a poster.

Details can be found at: <http://www.ap-ls.org/links/aplsundergrad.html>

### Kevin Douglas Receives Award Saleem Shah Award for Early Career Excellence in Psychology and Law

The American Academy of Forensic Psychology and the American Psychology-Law Society are pleased to announce that Kevin Douglas is the 2005 recipient of the Saleem Shah Award for Early Career Excellence. The field of nominees for the award was particularly impressive and the review committee, comprised of two AP-LS representatives and two AAFP representatives, found all of the nominees to be remarkable in their contributions.

Kevin Douglas, LL.B., Ph.D has published in the areas of violence risk assessment, stalking, intimate violence, personal injury, sexual harassment, juvenile justice, personality assessment, PTSD, ethical issues, and is an author of the enormously influential HCR-20. In addition to his prodigious writing, with over 40 papers or chapters, on roughly 25 of which he is first author, to his credit, he has taken an active and important role in training and overseeing the development of graduate students. Dr. Douglas has received numerous awards, scholarships, and honors in both psychology and the law. His accomplishments in the four years since earning his doctorate are remarkable.

Dr. Douglas will give an Invited Address at AP-LS in March, 2006.

---

### APLS BOOK AWARD

The APLS Book Award Committee is pleased to announce the winner of the award for the Outstanding book in Law and Psychology, 2004-2005:

**BARRY ROSENFELD, Ph.D., ABPP**  
Department of Psychology, Fordham University

For his work *Assisted Suicide and the Right to Die: The Interface of Social Science, Public Policy, and Medical Ethics* published by the American Psychological Association, 2004. By examining how social science can inform policy and practice issues in the ongoing debates on end-of-life issues, the book makes an outstanding contribution to the field of law and psychology. The Award will be presented at the March, 2006 APLS Conference, where Dr. Rosenfeld will present an invited address.

**We congratulate Dr. Rosenfeld on this achievement!**



# Division News and Information

## Membership in EAPL

Join the EUROPEAN ASSOCIATION OF PSYCHOLOGY AND LAW and receive a subscription to *Psychology, Crime and Law* for about \$50 (45 Euros). Information about EAPL can be obtained at the Association website: [www.law.kuleuven.ac.be/eapl/](http://www.law.kuleuven.ac.be/eapl/). Information about *Psychology, Crime and Law* can be found at [www.tandf.co.uk/journals/titles/1068316x.html](http://www.tandf.co.uk/journals/titles/1068316x.html). Membership is available to psychologists and attorneys, as well as criminologists, sociologists, psychiatrists, and educational scientists. Information on how to join EAPL is also available through the Association website. In addition to a scholarly journal (*Psychology, Crime, and Law*), EAPL holds an annual meeting, including a joint conference with APLS every fourth year (most recently in Edinburgh, Scotland in July, 2003). This year's conference will be held June 28-30, 2006, in Liverpool, United Kingdom. Further details are available through the Association website.

---

## Educational Outreach Committee Speaker Program

The AP-LS Educational Outreach Committee is pleased to announce the continuation of its Speaker program. Cooperating AP-LS members are available for the presentation of colloquia/keynote addresses at educational institutions as well as for other groups (e.g., local or state bar associations, local or state psychological associations). AP-LS will pay the speaker's honorarium; the sponsoring institution or group is responsible for the speaker's transportation, lodging, and related expenses. These details, as well as the specifics of the presentation, are arranged by the speaker and the sponsor.

Past speakers have addressed the social/experimental areas of jury selection, eyewitness identification, pretrial publicity, and death penalty issues, as well as the clinical areas of competency to stand trial, the insanity defense, and risk assessment/prediction of violence. Most presentations will be appropriate for the offering of CE credits for psychologists and other mental health professionals as well as for CLE credits for attorneys. In many cases, speakers located close to an interested sponsor can be utilized, in order to minimize travel costs.

**Institutions interested in sponsoring such presentations** should contact the committee chair (below) and indicate the specific topic of interest. **AP-LS members willing to participate in this program as speakers** should also contact the committee chair and indicate area(s) of expertise and geographic area within which you would be willing to travel for such a presentation. For further information, contact: Lavita Nadkarni, Ph.D., Chair, Educational Outreach Committee, AP-LS, Director of Forensic Studies, University of Denver-GSPP, 2450 South Vine Street, Denver, CO 80208, (303) 871-3877, [lnadkarn@du.edu](mailto:lnadkarn@du.edu)

## APLS Book Series

The APLS book series is published by Oxford University Press. The series publishes scholarly work that advances the field of psychology and law by contributing to its theoretical and empirical knowledge base. The first five books are now or will soon be available:

Haney, C. (2005). *Death by design: Capital punishment as a social psychological system*. NY: Oxford University Press.

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

Posey, A. J., & Wrightsman, L. S. (2005). *Trial consulting*. NY: Oxford University Press.

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

Wrightsman, L. S. (2006). *The psychology of the Supreme Court*. NY: Oxford University Press.

APLS members get a 20% discount on book orders. To order books, see <http://www.us.oup.com/us/collections/apls/?view=usa>

The editor is interested in proposals for new books. Inquiries and proposals from potential authors should be sent to Dr. Ronald Roesch, Series Editor (E-mail: [roesch@sfu.ca](mailto:roesch@sfu.ca) or phone: 604-291-3370).

---

## American Board of Forensic Psychology Workshop Schedule: 2005-2006

The Continuing Education arm of the American Board of Forensic Psychology (ABFP) presents an ongoing series of workshops and training seminars led by leaders in the field of forensic psychology. Workshops focus on contemporary psycho-legal issues relevant to forensic, child, clinical and neuropsychologists and are designed for those interested in pursuing psycho-legal topics in depth.

The schedule for 2005-2006 can be found at [www.abfp.com](http://www.abfp.com), along with a listing of the specific topics covered in each workshops. More information also appears in Conference and Workshop planner on page 26.

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

## Fellowships and Positions

### PhD program in International Family and Community Studies

The Institute on Family and Neighborhood Life at Clemson University announces a new and unique interdisciplinary PhD program in International Family and Community Studies. Combining education in both empirical and normative (legal, philosophical, or theological) analysis with experience in community action and humanitarian assistance both at home and abroad, students will obtain a strong background in global social trends, cross-cultural human development, international human rights law, social science methods, language and culture, and community development. An internship year will be spent at a partner university abroad. The current list of partners includes programs in the Czech Republic, the Dominican Republic, Estonia, India, South Africa, Spain, and Thailand.

The multidisciplinary faculty includes several psychologists, lawyers, and legal scholars, most of them long involved in interdisciplinary studies: Rebecca Alley, Patricia Hashima, Natalie Hevener Kaufman, Robin Kimbrough-Melton, Susan Limber, Gary Melton, Mark Small, and Lucinda Quick. Most have held national offices in professional organizations, and all have received state, national, and/or international awards for their scholarship and public service, including a total of four APA Distinguished Contribution Awards. Other faculty, including international affiliated faculty, are distinguished professionals in education, nursing, pediatrics, planning, political science, public health, social work, sociology, and theology.

A description of the program is attached. For more details, including information about application procedures, go to [www.clemson.edu/ifnl](http://www.clemson.edu/ifnl), and click on "Doctoral Program." **For fall 2006, the deadline for receipt of applications in time for assurance of consideration for assistantships is March 1.** Applications from both U.S. and international students and from both post-bachelor's and post-master's students are welcome.

---

### GAINS Center 2006 National Conference

Plan now to attend The GAINS Center 2006 National Conference, "System Transformation at the Interface of the Criminal Justice and Mental Health Systems" to be held at the Park Plaza Hotel in Boston, Massachusetts, April 5-7, 2006. This three-day conference will be an exhilarating and motivating gathering where providers, consumers, administrators, researchers, and policymakers will share their experiences in designing, implementing, and delivering innovative programs for people with co-occurring disorders who are in contact with the criminal justice system. Strategies based on emerging best practices and evidence-based practices (EBP) will be highlighted. Visit the GAINS Web site at [www.gainscenter.samhsa.gov](http://www.gainscenter.samhsa.gov) to register, to submit a presentation proposal, or to obtain more information.

### Faculty Position Announcement:

#### University of South Florida

The Department of Mental Health Law & Policy, Louis de la Parte Florida Mental Health Institute (FMHI), University of South Florida (USF) invites applications from qualified candidates for a 12 month, tenure earning faculty position, Associate Professor or Assistant Professor, depending on the applicant's qualifications. The successful candidate will bring a national reputation and established research program (or demonstrate the potential for such) focused on the provision of public sector mental health and/or substance abuse and/or co-occurring services. Preference will be shown to applicants with research programs focused on evidence-based practices, critical needs populations (i.e., juvenile justice issues, ethnic minority issues, abused and neglected populations including youth or elders), or financing of behavioral health care services. For more information, including application deadlines and procedures, go to [http://usfweb2.usf.edu/usfpers/vacancy/faculty.htm#e\\_Pro](http://usfweb2.usf.edu/usfpers/vacancy/faculty.htm#e_Pro)

---

### Assistant or Associate Professor in Psychology & Law

To build an international center of excellence in Psychology and Law, the University of California, Irvine has approved three new faculty positions, two at the level of assistant professor and one at the level of associate professor. Successful candidates will be affiliated with the Center for Psychology and Law (see [www.seweb.uci.edu/psychlaw](http://www.seweb.uci.edu/psychlaw)) and will join the Department of Psychology & Social Behavior and/or the Department of Criminology, Law & Society. These departments are located in the School of Social Ecology, which has a longstanding commitment to interdisciplinary scholarship. Recruitment is beginning for the first of the three positions, at either the assistant or associate professor level. Applicants should have a record of successful research in an area that links psychology and law; for example, application of cognitive psychology to decision making processes in law; mental illness and mental health law; psychological aspects of correction, rehabilitation, or prisoner reintegration; application of social, personality, developmental or cultural psychology to legal issues; the role of science in legal decision making. Candidates must have a Ph.D., and those who have a J.D. as well are especially encouraged to apply. Evidence of success in securing extramural funding is also desired. Applicants should submit a letter of interest, a curriculum vitae, and representative publications, and should arrange for three letters of recommendation to be sent to: Chair, Psychology-Law Search Committee, Department of Psychology & Social Behavior, 3340 Social Ecology II, University of California, Irvine, 92697-7085 by February 28, 2006. The University of California has an active career partner program, is an equal opportunity employer committed to excellence through diversity, and has a National Science Foundation ADVANCE Gender Equity Program.



# SARMAC

## Society for Applied Research in Memory and Cognition

The next meeting of the Society for Applied Research in Memory and Cognition (SARMAC) is scheduled to take place at Bates College in Lewiston, Maine from July 25, 2007 through July 29, 2007. Bates is a small residential liberal arts college with excellent facilities for hosting the biennial meeting, including a new dormitory for conference guests and a beautiful academic building for conference sessions. Bates is conveniently located 35 miles north

of Portland, the largest city in Maine and a tourist hot spot. Bates is also well located for day trips to the stunning rocky Maine coastline (45 minutes) and the foothills of New Hampshire's White Mountains (45 minutes). Please mark your calendars for SARMAC VII and consider combining your conference attendance with an extended stay in the area. For more information about the conference or the area, please contact Amy Bradfield Douglass, [adouglas@bates.edu](mailto:adouglas@bates.edu) or the Executive Director of SARMAC, Mike Togli, [Toglia@cortland.edu](mailto:Toglia@cortland.edu).

### EXECUTIVE COMMITTEE AND COMMITTEE CHAIRS

• President	Gary Wells	<a href="mailto:glwells@iastate.edu">glwells@iastate.edu</a>
• Past-President	Edie Greene	<a href="mailto:egreene@uccs.edu">egreene@uccs.edu</a>
• President-Elect	Joel Dvoskin	<a href="mailto:JoeltheD@aol.com">JoeltheD@aol.com</a>
• Secretary	Patricia Zapf	<a href="mailto:pzapf@jjay.cuny.edu">pzapf@jjay.cuny.edu</a>
• Treasurer	Margaret Bull Kovera	<a href="mailto:mkovera@jjay.cuny.edu">mkovera@jjay.cuny.edu</a>
• Member-at-Large	Kevin Douglas	<a href="mailto:douglask@sfu.ca">douglask@sfu.ca</a>
• Member-at-Large	Jennifer Skeem	<a href="mailto:skeem@uci.edu">skeem@uci.edu</a>
• Member-at-Large	Randall Salekin	<a href="mailto:rsalekin@bama.au.edu">rsalekin@bama.au.edu</a>
• Council Representative	Patty Griffin	<a href="mailto:pgriffin@navpoint.com">pgriffin@navpoint.com</a>
• Council Representative	Beth Wiggins	<a href="mailto:bwiggins@fjc.gov">bwiggins@fjc.gov</a>
• Newsletter Editor	Jennifer Groscup	<a href="mailto:jgroscup@jjay.cuny.edu">jgroscup@jjay.cuny.edu</a>
• Publications Editor	Ron Roesch	<a href="mailto:rroesch@sfu.ca">rroesch@sfu.ca</a>
• <i>Law &amp; Human Behavior</i> Editor	Brian Cutler	<a href="mailto:lhb@email.uncc.edu">lhb@email.uncc.edu</a>
• <i>Psychology, Public Policy, &amp; Law</i> Editor	Steven Penrod	<a href="mailto:spenrod@jjay.cuny.edu">spenrod@jjay.cuny.edu</a>
• Webpage Editor	Adam Fried	<a href="mailto:afried@fordham.edu">afried@fordham.edu</a>
• Liaison to APA Science Directorate	Brian Bornstein	<a href="mailto:bbornstein2@unl.edu">bbornstein2@unl.edu</a>
• Liaison to APA Public Interest Directorate	Natacha Blain	<a href="mailto:natacha.blain@atlahg.org">natacha.blain@atlahg.org</a>
• Liaison to APA Practice Directorate	Kathy Stafford	<a href="mailto:HUDSONHOBBS@aol.com">HUDSONHOBBS@aol.com</a>
• Careers and Training Committee	Allison Redlich	<a href="mailto:aredlich@prainc.com">aredlich@prainc.com</a>
• Dissertation Awards	Eve Brank	<a href="mailto:ebrank@ufl.edu">ebrank@ufl.edu</a>
• Educational Outreach Committee	Lavita Nadkarni	<a href="mailto:lnadkarn@du.edu">lnadkarn@du.edu</a>
• Fellows Committee	Kirk Heilbrun	<a href="mailto:kh33@drexel.edu">kh33@drexel.edu</a>
• Grants-in-Aid	Mario Scalora	<a href="mailto:mscalora1@unl.edu">mscalora1@unl.edu</a>
• Book Award Committee	Richard Redding	<a href="mailto:redding@law.villanova.edu">redding@law.villanova.edu</a>
• Undergraduate Research Award Committee	Livia Gilstrap	<a href="mailto:lgilstrap@uccs.edu">lgilstrap@uccs.edu</a>
• Committee on Relations with Other Organizations	Michele Galietta	<a href="mailto:mgalietta@jjay.cuny.edu">mgalietta@jjay.cuny.edu</a>
• Scientific Review Paper Committee	Rich Wiener	<a href="mailto:rwiener2@unl.edu">rwiener2@unl.edu</a>
• Women in Law Committee	Brooke Butler	<a href="mailto:bbutler@banshee.sar.usf.edu">bbutler@banshee.sar.usf.edu</a>
	Amy Smith	<a href="mailto:smithae@sfsu.edu">smithae@sfsu.edu</a>
• Diversity Affairs Committee	Rosslyn Caldwell	<a href="mailto:rcaldwell@jjay.cuny.edu">rcaldwell@jjay.cuny.edu</a>
• Mentorship Committee	Wendy Heath	<a href="mailto:heath@rider.edu">heath@rider.edu</a>
• Division Administrative Secretary	Lynn Peterson	<a href="mailto:div41apa@comcast.net">div41apa@comcast.net</a>
• Conference Advisory Committee	Brad McAuliff	<a href="mailto:bdm8475@csun.edu">bdm8475@csun.edu</a>
• 2006 APA Program Chairs	Eric Elbogen	<a href="mailto:eric.elbogen@duke.edu">eric.elbogen@duke.edu</a>
	Amy Bradfield	<a href="mailto:abradfie@bates.edu">abradfie@bates.edu</a>
• 2006 APLS Conference Chairs	Tonia Nicholls	<a href="mailto:tnichola@sfu.ca">tnichola@sfu.ca</a>
	Annette Christy	<a href="mailto:achristy@fmhi.usf.edu">achristy@fmhi.usf.edu</a>
	Jennifer Groscup	<a href="mailto:jgroscup@jjay.cuny.edu">jgroscup@jjay.cuny.edu</a>
	Michele Galietta	<a href="mailto:mgalietta@jjay.cuny.edu">mgalietta@jjay.cuny.edu</a>
• 2008 APLS Conference Chairs	Kevin O'Neil	<a href="mailto:oneilk@fiu.edu">oneilk@fiu.edu</a>

## CALL FOR NOMINATIONS: AP-LS Book Award

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

### Eligibility:

Nominations are open to scholarly books (not textbooks) from all areas of psychology and law published in 2005 or 2006.

### Deadline:

The deadline for nominations is **September 1, 2006**.

Nomination letters should include:

Title and publisher of the book, month and year of publication, and the names and addresses of all authors or editors.

Self nominations are strongly encouraged.

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

The winner of the award will be presented with a plaque, and invited to give an award address, at the 2007 Meeting of the American Psychology-Law Society.

---

## Fellow Status in the American Psychological Association

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

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

To find out more information, contact Lisa Orejudos in the APA office at 202/336-5590, or by E-mail at: [ljo.apa@email.apa.org](mailto:ljo.apa@email.apa.org).



## Funding Opportunities American Academy of Forensic Psychology Dissertation Grants in Applied Law & Psychology

The American Academy of Forensic Psychology (AAFP) has made available up to \$5000 (maximum award is \$1,500 per applicant) for grants to graduate students conducting dissertations in applied areas of law and psychology, with preference shown for dissertations addressing clinical-forensic issues. Awards can be used to cover dissertation costs such as photocopying and mailing expenses, participant compensation, travel reimbursement, etc. Awards may not be used to cover tuition or related academic fees. Requests submitted in prior years are ineligible.

Applications will be reviewed by a committee of AAFP fellows and grants will be awarded based on the following criteria:

- potential contribution of the dissertation to applied law-psychology
- methodological soundness/experimental design
- budgetary needs
- review of applicant's personal statement

Students in the process of developing a dissertation proposal and those collecting dissertation data as of March 31, 2006 are eligible. To apply, students must submit the following no later than March 31, 2006 (incomplete applications will not be considered):

- 1) a letter from the applicant detailing:
  - his/her interest and career goals in the area of law and psychology
  - a summary of the proposed dissertation and its time line (no more than 5 pages, double spaced)
  - the dissertation budget, the award amount requested, and how the award will be used
- 2) a current CV
- 3) a letter (no longer than one page) from the applicant's dissertation chair/supervisor offering his/her support of the applicant, noting that the dissertation proposal has been or is expected to be approved, and will be conducted as detailed in the applicant's letter

Submit the materials electronically (no later than March 31, 2006) to: [maconroy@shsu.edu](mailto:maconroy@shsu.edu) or submit four copies of the above (postmarked no later than **March 31, 2006**) to:

Mary Alice Conroy, Ph.D.  
SHSU Psychological Services Center  
P. O. Box 2210  
Huntsville, Texas 77341-2210

Questions or inquiries regarding the award competition can be directed to Mary Alice Conroy at the above address or via Email at [maconroy@shsu.edu](mailto:maconroy@shsu.edu).



# Notes From The Student Chair



## AP-LS Student Officers E-mail Addresses

Chair, Chris Kunkle  
[cdkunkle@optonline.net](mailto:cdkunkle@optonline.net)

Past Chair, Tara Mitchell  
[tmitchel@lhup.edu](mailto:tmitchel@lhup.edu)

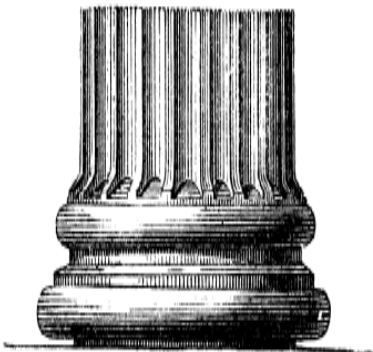
Chair Elect, Peter Shore  
[pshore@csopp.edu](mailto:pshore@csopp.edu)

Secretary/Treasurer,  
Andrew Cassens  
[acassens@csopp.edu](mailto:acassens@csopp.edu)

Student Newsletter/Web Editor,  
Julie Singer  
[singerj2@unr.nevada.edu](mailto:singerj2@unr.nevada.edu)

AP-LS Student Homepage  
<http://www.unl.edu/ap-ls/student/index.html>

AP-LS Student E-mail  
[aplsstudents@yahoo.com](mailto:aplsstudents@yahoo.com)



## NOTES FROM THE STUDENT CHAIR

By Christopher Kunkle

I want to first take this opportunity to congratulate the new APLS Student Section (APLS-SS) officers and give everyone a glance at the individuals that will be serving our student members this year. This group brings a fine mixture of highly qualified and unique experience to the APLS-SS.

*Chair:* Christopher Kunkle, MA, MS

Chris is a 4<sup>th</sup> year doctoral candidate (Psy.D.) in clinical psychology at Long Island University – CW Post. His interests include violence risk assessment, involuntary outpatient commitment, sex offender treatment, and forensic assessment.

*Chair-Elect:* Peter Shore, MA

Peter is a 2<sup>nd</sup> year doctoral candidate (Psy.D.) in the clinical psychology program at the Chicago School of Professional Psychology. His interests include forensic neuropsychology and the neuropsychology of violent behavior, international disaster psychology, suicide prevention, mindfulness based stress reduction and the relationship between PTSD and criminal behavior.

*Secretary/Treasurer:* Andrew Cassens, MA

Andrew is a 1<sup>st</sup> year doctoral candidate (Psy.D.) in the clinical psychology program at the Chicago School of Professional Psychology. His interests include neuropsychology and the relationship between traumatic brain injury and criminal behavior.

*Web-Editor:* Julie Singer, M.A.

Julie is a 3<sup>rd</sup> year doctoral candidate (Ph.D.) in the Interdisciplinary Social Psychology program at the University of Nevada, Reno. Her interests include jury decision making, juvenile justice issues, reducing recidivism, and psychopathy.

*Law Liaison:* Justine Schmollinger

Justine is a 4<sup>th</sup> year student in the joint degree program (Ph.D., J.D.) at Golden Gate University School of Law and Pacific Graduate School of Psychology. Her interests include mental health courts, mentally ill offenders, and capitol punishment.

*Clinical Liaison:* Linda Baum

Linda is in the clinical psychology doctoral program at Kent State University. She is currently completing her pre-doctoral internship at Eastern Virginia Medical School. Her research interests focus on the Minnesota Multiphasic Personality Inventory and Forensic Assessment.

*Experimental Liaison:* Lisa Hasel

Lisa is a second year doctoral student (Ph.D.) in the Social Psychology program at Iowa State University. Her research interests lie in the broad arena of Social Cognition and the Law, and she is currently involved in research on eyewitness psychology and the psychology of alibis.

*APAGS Liaison:* Emily Bennett

Emily is a law student at The Ohio State University Moritz College of Law and is a former Student Section Law liaison.

*Continued, p. 25*



# Funding Opportunities

## AP-LS/Division 41 Stipends for Graduate Research

The Division 41 Grants-in-Aid Committee is accepting proposals for small stipends (maximum of \$500) to support empirical graduate research that addresses psycholegal issues (the award is limited to graduate students who are student affiliate members of AP-LS). Interested individuals should submit a short proposal (a maximum of 1500 words will be strictly enforced) in either a hard-copy (five copies) or electronic format that includes: (a) a cover sheet indicating the title of the project, name, address, phone number, and e-mail address of the investigator; (b) an abstract of 100 words or less summarizing the project; (c) purpose, theoretical rationale, and significance of the project; (d) procedures to be employed; and, (e) specific amount requested, including a budget. Applicants should include a discussion of the feasibility of the research (e.g., if budget is for more than \$500, indicate source of remaining funds). Applicants should also indicate that IRB approval has been obtained, or agree that it will be prior to initiating the project. Note that a prior recipient of an AP-LS Grant-in-Aid is only eligible for future funding if the previously funded research has been completed. Hard copies of the proposals should be sent to: Mario Scalora, Ph.D., Grants-In-Aid Committee Chair, Department of Psy-

---

### DIVERSITY IN PSYCHOLOGY AND LAW RESEARCH AWARDS

The purpose of the Diversity in Psychology and Law Research Awards are to support undergraduate and graduate research on issues related to psychology, law, and diversity (i.e., research pertaining to psycholegal issues on race, gender, culture, sexual orientation, etc.). These awards are not exclusively to students from underrepresented groups, but are also for students who are conducting research related to the general aims of the Minority Affairs Committee (fostering diversity related activities through research, teaching, and practice). It is the committee's desire that these awards will be a positive way to support the research of many students from underrepresented groups, as well as to support research about issues of interest and importance to underrepresented groups. Underrepresented groups include but are not limited to: racial/ethnic minorities; first-generation college students; lesbian, gay, bisexual, and transgendered students; and physically disabled students. Three awards in the amount of \$1000.00 each with an option of a third place split of \$500.00 each.

Current full and part-time undergraduate and graduate students may apply. Applicants must be student members of AP-LS. Applications will be awarded on a competitive basis and selected based on such criteria as the project's impact on diversity and multiculturalism, and the feasibility of completing the project within 1 year of the April 1, 2006 start date).

Award applications should contain the following:

1. A single cover letter on letterhead which provides all contact information.

2. A 10-page (maximum), double-spaced, typewritten project description containing the following information:

- Introduction: A clear, concise statement of the research problem, significance of the project to diversity in psychology and law, and specific objectives to be accomplished during the award period.
- Background: An overview of relevant literature related to psychology, law, and diversity. Applications should include discussion of the project's impact on the field of psychology and law, potential for successful continuation in the future, and anticipated benefits to diversity and multiculturalism as it relates to the fulfillment of the award's purpose.
- Project Design: A detailed description of the expected course of the project including information related to methodology. Award recipients will need to submit a summary of the project within three months of the completion date.
- Budget: A detailed project budget with justification of items and dollar amounts (Award recipients will need to submit copies of all financial receipts to the MAC Chair).
- Curriculum vitae of applicant.
- A letter of support from the applicant's research advisor who is willing to serve as the mentor/advisor of the project.

Applications must be postmarked by February 15, 2006. Please direct all inquiries to Roslyn M. Caldwell, Ph.D., Minority Affairs Committee Chair, (212) 484-1197 or E-mail: rcaldwell@jjay.cuny.edu. All applicants should submit a cover letter and (5) copies of the proposal to:

Roslyn M. Caldwell, Ph.D.  
Associate Professor of Psychology  
John Jay College of Criminal Justice  
Department of Forensic Psychology  
The City University of New York  
445 W. 59th St., 2124 North Hall  
New York, NY 10019

---

## Book and Test Reviews

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



# Conference and Workshop Planner

**AP-LS Annual Meeting**  
**March 2-5, 2006**  
**Hilton St. Petersburg**  
**St. Petersburg, FL**

See p. 1 for Conference Update

For further information see  
[www.ap-ls.org/conferences/apls/apls2006](http://www.ap-ls.org/conferences/apls/apls2006)



**American Psychological Association Annual Meeting**  
**August 10 - 13, 2006**  
**New Orleans, Louisiana**

Submission deadline: 12/02/05

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



**Law and Society Association Annual Meeting**  
**July 6 - 9, 2006**

**Marriot Waterfront Hotel**  
**Baltimore, Maryland**  
 Submission deadline: 1/06/06

For further information see  
[www.lawandsociety.org](http://www.lawandsociety.org)



**American Psychological Society Annual Meeting**  
**May 25 - 28, 2006**  
**Marriot Marquis**  
**New York, New York**  
 Submission deadline: 1/31/06

For further information see  
[www.psychologicalscience.org](http://www.psychologicalscience.org)

**Society for the Psychological Study of Social Issues (SPSSI)**  
**Long Beach Hilton**  
**June 23 - 26, 2006**  
**Long Beach, CA**

For further information see  
[www.spssi.org](http://www.spssi.org)

**American Psychological Association Annual Meeting**  
**August 16 - 19, 2007**  
**San Francisco, California**

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



■■■■■■■■■■■■■■■■■■  
**Society for Applied Research in Memory & Cognition**  
**July 25-29, 2006**  
**Bates College**  
**Lewiston, Maine**

For further information see  
[www.sarmac.org](http://www.sarmac.org)

**American Board of Forensic Psychology**  
**Contemporary Issues in Forensic Psychology**  
**April 5-9, 2006**  
**Embassy Suites Downtown Indianapolis, IN**

For further information see  
[www.abfp.com/workshops.asp](http://www.abfp.com/workshops.asp)



■■■■■■■■■■■■■■■■■■  
**European Association of Psychology and Law Annual Meeting**  
**June 28 - 30, 2006**  
**Liverpool, UK**  
 Submission deadline: 3/01/06

For further information see  
[www.i-psy.com/eapl](http://www.i-psy.com/eapl)

**American Board of Forensic Psychology**  
**Contemporary Issues in Forensic Psychology**  
**June 8-12, 2006**  
**Caribe Hilton**  
**San Juan, PR**

For further information see  
[www.abfp.com/workshops.asp](http://www.abfp.com/workshops.asp)



■■■■■■■■■■■■■■■■■■  
**International Association of Forensic Mental Health Annual Meeting**  
**June 14 - 16, 2006**  
**Amsterdam, The Netherlands**  
 Submission deadline: 12/15/05

For further information see  
[www.iafmhs.org/iafmhs.asp](http://www.iafmhs.org/iafmhs.asp)

**Note: The American Board of Forensic Psychology will continue to present workshops throughout 2006-2007. Dates and Locations will be available at [www.abfp.org](http://www.abfp.org)**



■■■■■■■■■■■■■■■■■■  
**3rd International Congress of Psychology and Law**  
**July 3- 8, 2007**  
**Adelaide, Australia**

For further information see  
[www.sapmea.asn/conventions/psychlaw2007/index.html](http://www.sapmea.asn/conventions/psychlaw2007/index.html)

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

# Grant Writing Planner

## National Science Foundation Law and Social Sciences Division

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

For further information see  
[www.nsf.gov](http://www.nsf.gov)

.....

## Society for the Psychological Study of Social Issues (SPSSI) Grants-in-Aid

Maximum awards:  
Graduate Student: \$1000  
PhD Members: \$2000

Submission deadline:  
May 1, 2006

For further information see  
[www.spssi.org](http://www.spssi.org)

.....

**American Psychological  
Association**  
Various awards compiled by the  
APA are available  
for psychologists

Submission deadlines:  
Various

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

.....

## National Institute of Justice

For information on NIJ funding for  
research on the criminal justice system  
see [www.ojp.usdoj.gov/nij](http://www.ojp.usdoj.gov/nij)

## National Institute of Justice Outcome Evaluations of Violence Prevention Programs

Submission deadline:  
February 24, 2006

For information on NIJ funding for  
research on the criminal justice system  
see [www.ojp.usdoj.gov/nij](http://www.ojp.usdoj.gov/nij)

.....

## National Institute of Mental Health Various

Submission deadline:  
Various

For information on NIMH funding for  
research on mental health see  
[www.nimh.gov](http://www.nimh.gov)

.....

## National Science Foundation Law and Social Sciences Division Dissertation Improvement Grants

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

For further information see  
[www.nsf.gov](http://www.nsf.gov)

.....

## American Psychological Association Science Directorate Dissertation Research Award Maximum Award: \$5000 Yearly award to fund dissertation research

Submission deadline:  
September 15, 2006

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

## American Psychology-Law Society Grants-in-Aid Maximum award: \$500

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

For further information see  
page 25

.....

## American Psychological Association Student Travel Award Maximum award: \$300 for travel to the APA Annual Convention

Submission deadline:  
April 3, 2006

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

.....

## American Psychological Association Student Awards

Various awards compiled by the  
APAGS are available for students

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

.....

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

