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NEWS

American Psychology-Law Society, Division 41, American Psychological Association

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AP-LS Conference Update

March 5th - 8th, Jacksonville, FL

The 2008 American Psychology-Law Society annual conference will be held from March 5th to 8th at the Hyatt Regency Riverfront in downtown Jacksonville, Florida. The conference website contains all of the most recent information available about the conference (<http://www.ap-ls.org/conferences/apls2008/index.html>). On the website, you can register online for the conference and workshops, reserve your hotel room, browse a draft of the conference program, read information on invited addresses and special sessions, and find out more about Jacksonville.

The conference programming at the 2008 conference fosters a goal of bringing together clinicians and non-clinicians, students and professionals, and individuals from a variety of backgrounds. We're confident that the program will provide a great conference experience for all attendees.

The submission and review processes were both greatly aided by a new web site hosted by All Academic, Inc. (<http://convention2.allacademic.com/one/apls/apls08/>). Using this technology, the review process was both more demanding and more thorough this year. The process brought in more input from reviewers that were experts in their field, while also preserving the historically open-to-all-members nature of the review process. All proposals were reviewed by at least two (and usually three) experts in the field and at least four (and usually five or six) reviewers in total. Programming decisions were made in light of these blind reviews of the proposals' intellectual merit, along with their innovative nature and integration of different areas in our large and diverse Society. Intellectual merit remained the primary criterion for decision making. The process was competitive, so from 663 individual submissions there was an overall rejection rate of 28%. There will be 299 paper presentations and 178 poster presentations (divided between 2 poster sessions). The conference program can be viewed through the All Academic web site (an online version) or the AP-LS conference web site (as a Word document).

The conference begins with several half- and full-day educational workshops on Wednesday, March 5th. The two half-day workshops include a presentation on legal and clinical issues relevant to juveniles' competence to stand trial (by Gina Vincent, Al Grudzinskas, and Tom Grisso), and a presentation on conducting an "Atkins" evaluation (by Karen Salekin and Greg Olley). The full-day workshops include presentations on applications of multivariate statistics (by Barbara Tabachnick) and psychological issues in criminal cases (by Chris Slobogin). All workshops have been approved for Continuing Education credits by APA, and Chris Slobogin's workshop has also been approved for Continuing Legal Education credits by the Florida Bar. For more information about these workshops, including registration information, please visit the conference website. You can also register for these workshops on site at the conference.

A free grant-writing workshop on Thursday morning will be hosted by the Early Career Psychologists. Susan Haire, Co-Director of the Law and Social Science Program at the National Science Foundation, will give a talk entitled "Successful Grant Proposals: Advice and Opportunities for Beginners." She will provide an overview of the National Science Foundation and its programs, particularly the

Contents...

Presidential Column	2
Law and Human Behavior Update	3
Legal Update	5
Expert Opinion	8
Teaching Techniques	10
Research Briefs	15
Nominations, Awards, & Announcements	26
Division News and Information	28
Fellowships and Positions	32
Student Section	34
Funding Opportunities.....	35
Conference/Workshop/Grant Planners	36

Continued on p. 4

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Presidential Column

An Editorial by Margaret Kovera, Div. 41 President

I am sure that many of you, like me, are preparing yourselves for a trip to sunny Florida to attend the annual AP-LS conference in Jacksonville. The conference co-chairs, Eve Brank, David DeMatteo, and Kevin O'Neil, have been working overtime to finalize arrangements for the conference. One task that is behind them is the development of the academic program, and I hope you agree after perusing it that we have an embarrassment of riches from which to choose when deciding how to spend our time at the conference. The proposal process was quite competitive this year so the resulting program should prove to be quite stimulating and have something to offer everyone in attendance.

As I mentioned in my previous column, I am pursuing two initiatives during my presidency. Infrastructure to support my first initiative, increasing the diversity of our membership, was already in place when I took office. The Minority Affairs Committee, chaired by Roslyn Caldwell, has continued its Ambassador Program, sending AP-LS members to reach out to students at Historically Black Colleges and Universities as well as Hispanic Serving Institutions. Roslyn and her team recently returned from a trip through South Carolina, visiting Allen University, Benedict College, Claflin College, South Carolina State University, and the University of South Carolina at Columbia. Visits to Hispanic Serving Institutions in California are planned for March and April. Jennifer Skeem will be coordinating those visits so contact her (skeem@uci.edu) if you want to volunteer as an Ambassador.

On the last day of the conference, we will have some special guests from the local area. We sent invitations to local high schools and colleges with diverse student bodies to join us, as our guests, at the conference on Saturday. As I write this column, we have confirmation that at least 20 students and their faculty advisors will be joining us for the day. I firmly believe that we need to diversify our pipeline of students if we are ever to increase the diversity of our organization and I can think of no better marketing that we can do than

to show these students all that we and the field of forensic psychology have to offer them. Please be sure to make our guests feel welcome. There is still time to sign up for the Bridges to New Scholars luncheon. Join our guests for lunchtime conversation about the field of forensic psychology and the possible career paths that are available to them. The conference co-chairs have planned special programming for the afternoon, including a panel discussion of the Academy Award winning documentary, *Murder on a Sunday Morning*, which follows the events surrounding the prosecution of an innocent African-American adolescent for the murder of a White tourist in Jacksonville. The case involves the mistaken identification of the defendant followed by his false confession. Panelists include Jennifer Eberhardt, Patricia Griffin, Saul Kassin, Gary Wells, and Patricia Zapf.

I would also like to call your attention to an invited address by Jennifer Eberhardt following this panel discussion. Dr. Eberhardt is a distinguished social psychologist who received her PhD from Harvard University and has had faculty positions at Yale and Stanford Universities. If you follow the social psychology of journals, you will be familiar with her ground-breaking research on how social representations of race can affect visual perception and neural processing. She has studied these issues in psycholegal contexts that will be of great interest to many of our members. She has demonstrated that defendants with more stereotypically Black faces are more likely to receive the death penalty than defendants who are less stereotypically Black in appearance. She has written on affirmative action and the effects of race on visual perception, including in the context of decoding crime-relevant stimuli (e.g., guns). This latter research has important implications for the role of race in police decisions to shoot during altercations. Her study of the continued mental association of Blacks with apes and the implications for judgments in criminal justice contexts was just published in the February issue of the *Journal of Social and Personality Psychology* and *Continued on p. 3*

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

Report on Law and Human Behavior

It is that time of year in which we report journal operations data to APA, so I have some LHB statistics to share. LHB continues to experience increases in manuscript submissions. In 2007, 169 original manuscripts were submitted, an increase of 8 manuscripts (5%) in comparison to 2006. The rejection rate remains stable. In 2007 our rejection rate was 78% (as compared to 81% in 2006). With the impressive efforts of editorial board members, ad hoc reviewers, and associate editors, we continue to provide authors feedback on their manuscripts within two months in most cases (often in less than two months).

The editorial team would like to welcome the following new members to the 2008 editorial board:

Maria Hartwig, John Jay College of Criminal Justice
Michael Leippe, John Jay College of Criminal Justice
Lora Levett, University of Florida
Jeffrey Neuschatz, University of Alabama at Huntsville
Brian Smith, Graceland University

We wish to express our appreciation to three former members of the editorial board for their service to LHB.

James Ogloff, Monash University
Norman Poythress, University of South Florida
William Thompson, University of California-Irvine

The editorial team invites suggestions for special issue topics. Please send me your suggestions at lhb@email.uncc.edu.

Law and Human Behavior: Online First

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

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

Description of Law and Human Behavior

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

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

Presidential Column
Continued from p. 2

has been receiving a lot of attention in the media. She will be speaking on "The Criminalization and Dehumanization of Blacks in the Modern Era."

The conference also has planned events for its Early Career Psychologists (ECPs), defined by APA as psychologists within seven years of receiving their PhD. For the first time, we offered a reduced registration rate for AP-LS members who had graduated within the last three years. Lora Levett, our Liaison to APA's Early Career Psychologist Network has planned a grant writing workshop for our ECPs (but others are welcome as well). The workshop, scheduled for Thursday morning before the official start of the conference, will be led by Susan Haire, the current Program Officer of the Law and Social Science Program at the National Science Foundation. Other AP-LS members with successful track records in obtaining federal funds for their research (Steve Clark, Larry Heuer, Dan Krauss, Jodi Quas, and Barry Rosenfeld) will be on hand to offer their insights and advice on how to secure funding for your research. At the end of the workshop, ECPs and PhD students who are on the cusp of becoming ECPs have been invited to attend a focus group designed at assessing the needs of our newest members. Armed with the data obtained from this focus group (and a follow-up survey to a broader sample of ECPs), we will be making recommendations to the Executive Committee for how AP-LS might better serve this important group within our organization. So if you are an ECP and want to attend the focus group, please contact Lora Levett (llevett@ufl.edu). If you sign up early, you may even be eligible for one of the few remaining free lunches that we are offering.

See you in Jacksonville!



Conference Update, Continued from p. 1

Law and Social Science Program. Recent awardees will also discuss their own experiences and offer advice on factors to consider when drafting a proposal. Speakers will cover recent initiatives and special funding opportunities, including those which are directed to providing support for research conducted by junior scholars.

The Student Section in conjunction with the Teaching, Training, and Careers Committee will also host a session (and a light breakfast!) on Thursday morning. In this session, Bette Bottoms and Edie Greene will discuss the conference generally and present some tricks for getting the most out of attending the conference. If this is your first or second time attending AP-LS (or if you just want some great information about attending the conference), be sure to attend this session and learn from these extremely qualified members.

This year, we are very pleased to have Professor Charles Whitebread giving the Presidential invited address on Thursday as part of the Opening Session. Professor Whitebread is a well-known scholar who has been referred to as the “David Letterman of Law Professors.” His ability to explain complicated legal issues in an accessible and enjoyable way has gained him national acclaim in a number of ways including, as a BarBri Bar review teacher.

Paper presentations begin after the opening session. As we did at the 2006 Conference, 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.

The Mentorship Committee in conjunction with the Student Section is hosting a breakfast on Friday morning. This will be a wonderful opportunity for students and beginning professionals to connect with established AP-LS members and to learn from the experiences of these mentors.

One highlight of the conference will be a special plenary session on Saturday afternoon about the mistaken identification case of Brenton Butler, as portrayed in the HBO award-winning documentary, “Murder on a Sunday Morning.” Four experts in our field will present their perspectives about the documentary and the relevant legal and psychological issues. The documentary chronicles the arrest and trial of 15-year-old Brenton Butler in Jacksonville in May, 2000. Brenton was falsely identified as a murderer and then confessed under coercive conditions. His lawyer, Patrick McGuiness, identified these issues at trial and con-

vinced the jury of Brenton’s innocence. Portions of the documentary will be shown, and we encourage all attendees to watch the documentary before the conference.

Another highlight is three special sessions scheduled for Friday afternoon. Experts in their field will gather to share advice and discuss issues relevant to expert testimony as a clinical psychologist, expert testimony about eyewitness reliability, and trial consulting.

The Executive Committee and Minorities Affairs Committee will be hosting the “Building Bridges to New Scholars Luncheon” on Saturday. All conference attendees are encouraged to register for this event when you register for the conference, or you can buy tickets at the conference registration table on site

The following special presentations might be of particular interest to you. The Corrections Committee has invited Dr. Don Andrews to give an invited address on Thursday afternoon, to be followed by a reception and panel discussion. On Saturday afternoon Dr. Jennifer Eberhardt will give an invited address. Several of our esteemed award winners will be giving invited addresses, including two Saleem Shah Award Recipient addresses, Ira Packer’s AAFP Outstanding Contributions to Forensic Psychology Award address, and Stanley Brodsky’s Distinguished Contributions to Psychology and Law Award address. The 2006 and 2007 Dissertation Award winners will also present their winning dissertations at the two poster sessions.

Of course, don’t forget about the social gatherings! The Student Section will be sponsoring a Pizza Dinner for Students on Thursday evening. The event will not only provide a free and tasty dinner, but it will be a time for the Student Section officers to introduce themselves and for students to find out how to get involved and what AP-LS has to offer our students. A Welcome Reception will be held on Thursday evening for all attendees. Be sure to join us on the River Deck for a great view of the city and the river while catching up with your AP-LS friends. The Minority Affairs Committee (MAC) is hosting a reception on Friday evening after the poster session and would like to invite everyone to attend. This reception is certainly not only for the MAC, but for anyone interested in supporting the work they’re doing for our organization. Several schools will again host receptions, as will be advertised at the conference. This year, the hotel has given us two hospitality suites and one meeting room on the 18th floor of the Hyatt Regency Riverfront. Please contact Eve Brank (ebrank@ufl.edu) if you would like to reserve this space for a gathering.

Finally, an immense amount of information about the City of Jacksonville has been compiled on the conference web site, and attendees should consult those pages (<http://www.ap-ls.org/conferences/apls2008/jaxinfo.html>). We hope you can enjoy all that this area has to offer

Legal Update: The Supreme Court Goes Hollywood

By Editor and Author: Jeremy Blumenthal, J.D., Ph.D.

Cornell Law School (Spring 2008) / Syracuse University College of Law

Despite repeated refusals to allow Supreme Court proceedings to be televised—Justice Souter has said that the day a camera enters the Supreme Court’s courtroom it will “roll over [his] dead body”—last Term the Court released its first “multimedia” opinion. Specifically, in *Scott v. Harris* (2007), the Court included a link to its website where a particular video could be viewed, a video on which the resolution of that case turned. In turn, empirical legal scholars took advantage of the availability of that video to test lay perceptions of the facts of the case. Based on such tests they developed a normative perspective on the Court’s reasoning that has important implications for legal decision-making and courts’ determinations of factual issues. The current column reviews the *Scott* case, the video, and these scholars’ approach to both. I then sketch several reasons why the case and the study are important, identifying future research directions that they raise.

I. *Scott v. Harris*

In a late March, 2001, encounter, Georgia law enforcement officers became engaged in a high-speed highway chase of a teenager, Victor Harris, who was avoiding being pulled over for speeding.¹ Initially clocked at about 20 miles over the speed limit, Harris was soon driving at “speeds exceeding 85 miles per hour” down “a two-lane road.” Another officer, Timothy Scott, joined the pursuit. Harris attempted to avoid the pursuing officers by entering an empty shopping center parking lot; although officers boxed him in with their vehicles, he managed to elude them—damaging Scott’s police car in the process—and return to the highway at high speed.

Officer Scott then led the pursuit. After approximately six minutes’ and ten miles’ chase, Scott decided, and obtained permission to, “terminate the episode by employing a ‘Precision Intervention Technique (‘PIT’) maneuver, which causes the fleeing vehicle to spin to a stop.” Deciding against this approach, however—in his opinion, the vehicles were traveling at too high a speed for this maneuver—Scott instead struck Harris’s car with his bumper, causing Harris to lose control of the vehicle and run off the road down an embankment. The car overturned; Harris was badly injured and rendered a quadriplegic.

Harris filed a federal lawsuit, alleging that Scott’s actions, using deadly force to terminate the car chase, constituted an unreasonable seizure—or use of excessive force—under the Fourth Amendment, and thus violated Harris’s constitutional rights. Scott moved for summary judgment (and thus the dismissal of the suit) based on “qualified immunity;” that is, that his actions did not violate any clearly established statutory or constitutional rights of which a reasonable law enforcement officer would have known. *Lee v. Ferraro* (2002, pp.1193-1194). Both the trial court and the Court of Appeals for the Eleventh Circuit rejected Scott’s qualified immunity argument, holding that a reasonable jury could find that under the circumstances, Scott’s ramming Harris’s car was unreasonable and thus a violation of his constitutional rights. Thus, these courts held that summary judgment was inappropriate and the case could proceed to trial.

AP-LS NEWS, Winter 2008

The Supreme Court disagreed. Justice Scalia, writing for the Court, held that no reasonable jury could believe Harris’s version of that night’s events, and summary judgment was therefore appropriate. How did Justice Scalia know this? He emphasized the availability of a recording taken from inside one of the police cruisers that captured the chase on videotape. Indeed, the Court explicitly based its ruling on the “record” as depicted by the videotape—based on that depiction, the Court held, Harris’s version was simply “utterly discredited . . . fiction” (*Harris*, p.1776). Justice Breyer, concurring, agreed that the tape was dispositive: “Because watching the video footage of the car chase made a difference to my own view of the case, I suggest that the interested reader . . . watch it. Having done so, I do not believe a reasonable jury could find that” Scott used excessive force (p.1780).

Justice Stevens dissented. In fact, he dissented precisely because in his view, the video footage actually supported Harris’s, and the lower courts’, version of events (p.1781). In somewhat cavalier fashion, Justice Scalia dismissed his view, stating that the Court was “happy to allow the videotape to speak for itself” (p.1175, footnote 5). To allow it to do so, the Court provided a website and hyperlink where the “interested reader” could access the actual footage: http://www.supremecourtus.gov/opinions/video/scott_v_harris.rmvb.

II. Accepting the Invitation

One set of empirical researchers accepted the Court’s invitation to let the tape “speak.” Kahan, Hoffman, and Braman (2008) asked “approximately 1,350” online subjects to act as jurors deciding an excessive force lawsuit, and preliminary information was provided consisting of undisputed information about the events (e.g., information about the speed Harris was driving and the speed limit; the length of the chase; Scott’s maneuver to bump Harris’s car; Harris’s crash and injury). Subjects were presented with video footage of the actual Scott-Harris chase.² They were also asked a number of questions assessing their agreement with the propositions that Harris’s driving placed members of the public or the police at risk, that the danger to the public made the decision to chase Harris unreasonable, and that any danger posed by Harris’s driving justified Scott’s decision to bump the car (p.19-20). Finally, the authors collected data on demographics, political orientation, and, the focus of their study, what they called “cultural worldviews,” drawn from anthropological research identifying two orthogonal axes (communitarian versus individualist and hierarchical versus egalitarian) (Douglas, 1970; Douglas & Wildavsky, 1982). In previous research these authors developed a theory of “cultural cognition,” observing predictable differences in subject perceptions of risk based on these different worldviews (e.g., Kahan et al., 2007; Kahan, Slovic, Braman, & Gastil, 2006). Here they predicted that such different risk perceptions would lead to different judgments about the Harris car chase, and thus to disagreement about the reasonableness of Officer Scott’s actions—thus undercutting Justice Scalia’s claim that no reasonable jury could find for Harris.



They did find such results; in the directions they predicted. Overall, most respondents agreed with the Court's perception of the case. For instance, three quarters of the sample agreed that Officer Scott's use of deadly force was warranted under the circumstances (Kahan, Hoffman, & Braman, 2008, p.26). But the important finding for these authors was that those who disagreed with the Court tended to have similar profiles—African-Americans, Democrats, liberals, Egalitarians, and for the most part Communitarians agreed with the Court less than did their counterparts (Whites, Republicans, conservatives, Hierarchs, and Individualists) (pp.29, 38).

The authors could have stopped there, identifying a discrete group of people that would likely disagree with the Court's perceptions of the risks involved in the *Harris* chase, and thus making the simple descriptive point that the Court was wrong that no reasonable jury could find for Harris. But the authors went further, making certain normative points as well. They emphasized, for instance, the importance of ensuring that juries hear such cases, in part to bring to bear "citizens' understandings of reality" (p.43; see Finkel, 1995; Robinson & Darley, 1995), but also to go as far as possible to ensure *legitimacy*—to maximize the likelihood that ordinary citizens will recognize and abide by courts' determinations. This may occur both substantively and procedurally; that is, citizens may rebel against decisions that are either substantively at odds with their understandings of reality (whether made by judges or by other groups of citizens whose views are fundamentally different), or against decisions made by what is perceived as a unfair process—if discrete groups are excluded from jury participation. Most important, they advocated steps for judges to take when presented with the opportunity for summary judgment. Expanding on research into naïve realism (e.g., Griffin & Ross, 1991), the authors recommended a sort of "judicial humility," where judges explicitly recognize the potential that particular groups or communities will have culturally-based different views of the substantive decision to be made. Accordingly, the judge should "engage in a sort of mental double-check" before holding that summary judgment is appropriate; if the judge can identify a specific subcommunity that might view the facts of a case differently from the judge's view, the judge should not apply summary judgment (pp.58-59).

III. So What?

Courts decide psychologically relevant cases every day. Journals publish a large number of psycholegal studies every year. Why, then, are this particular case and empirical study of interest?

One answer is that the court handing down this opinion was the U.S. Supreme Court, suggesting an importance to the case and a potential importance to the subsequent study. And, indeed, one important reason to attend to Kahan, Hoffman, and Braman's study is that the authors took advantage of a profound opportunity to test directly the Court's assumptions about laypeople's perceptions of fact patterns that dispositively resolve particular cases—cases that, although relatively rare, do reflect important constitutional and public policy issues. Second, it reflects the sort of research currently seen as creative and contemporary by empirical scholars in the legal academy. A familiar trope in psycholegal commentary is that familiarity with the topics and interests of empirical legal scholars can be beneficial for psychologists conducting legally relevant research, not only by increasing

the potential for interdisciplinary communication and collaboration, but also by potentially increasing the likelihood that such scholars—and courts and policy-makers and practitioners—will attend to that research.

Third, similarly, this study connects closely with other efforts by legal academics and psychologists comparing lay intuitions to either black-letter law or the judgments of courts. This approach in general, of course, constitutes a substantial portion of psycholegal work. However, these authors' work—and earlier work such as that of Robinson & Darley (1995) and Finkel and colleagues (Finkel, 1995; Finkel & Duff, 1991; Finkel & Groscup, 1997)—arguably develops in more detail the legal and policy implications of observed disconnects between those lay intuitions and legal judgments.

Finally, perhaps most important, the study opens up several additional areas of psycholegal research. First, a substantial legal psychological literature exists identifying individual differences that predict different legally relevant outcomes. Connecting that literature with the anthropological approach taken by Douglas (1970; Douglas & Wildasky, 1982) and the work by Kahan and colleagues that builds on it, can help develop that approach and identify what is new about it and what echoes previous findings. In an earlier study Kahan et al. (2007) did try to articulate what effect worldview has over and above the influence of demographic variables, but they were not as explicit in their discussion of *Scott v. Harris* regarding the unique effect of worldview. Second, Kahan et al.'s (2008) work is an excellent example of using actual stimuli from a court's decision to test subjects' responses, in order to directly test that court's psychological assumptions. Many psycholegal studies do adapt fact patterns or other information from actual cases (e.g., Slobogin & Schumacher, 1993; Wiener et al., 2002; Wiener, Winter, Rogers, & Arnot, 2004); however, Kahan et al. came even closer to using the actual stimuli on which the Court based its holding as stimuli in their investigation. Though such opportunities may be rare—Kahan et al. note a few other, untested examples (*Carnival Cruise Lines v. Shute*, 1991, p. 605; *Green v. New Jersey State Police*, 2007; *Sharp v. Fisher*, 2007)—psycholegal scholars will benefit from seizing them when they arise.

A third area of research might address the authors' suggestion of judicial humility. Their recommendation that a judge make the effort to self-correct for naïve realism, of course, presumes that judges are able to do so. Psychological research, however, suggests at least some skepticism about whether this is so (see Blumenthal, 2007, pp.51-54). For instance, even to the extent judges may be sufficiently aware of the naïve realism bias and sufficiently motivated to address it (Wegner & Bargh, 1998), there is the possibility not only of over-correction, but also of "ego-depletion" (Baumeister et al., 1998). Kahan et al.'s recommendations are plausible, but warrant research evaluating their effectiveness.

A fourth area of potential research builds upon other work by these authors discussing the mediating influence of emotion on such different perceptions of risk (e.g., Kahan, in press). That is, the mechanism involved in different judgments somehow involves the emotional reaction generated by the observed stimulus (for instance, "fear of those who defy lawful authority [or] resentment of abuses of power by the police" (Kahan, Hoffman, & Braman, *AP-LS NEWS, Winter 2008*

2008, p.16)). That emotional reaction connects the individual's cultural values or worldview with his risk perceptions, leading to his ultimate legal and moral judgment (Kahan, in press; Kahan, Hoffman, & Braman, 2008, p.16). This raises the empirically tractable question, however, whether such effects arise in the more mundane, more typical summary judgment context, where cases do not involve high-octane car chase videotapes, but rather parsing of contract clauses or other such prosaic tasks. Even in the *Scott v. Harris* context, would the authors have obtained the same results had the stimulus simply involved the transcript of the officers' radio reports, or simply a narrative description of the events? Given the burgeoning literature on law and emotions (e.g., Maroney, 2006), study of the degree to which emotional reactions indeed do mediate these effects will be quite useful.

Fifth, despite identifying presumably reasonable individuals who might predictably disagree with the Supreme Court's perceptions of the facts of *Harris*, Kahan et al. (2008) do not in fact test whether a "reasonable jury" would find differently. That is, they focus on individual juror decision-making, rather than decisions by a full, deliberating jury (the authors recognize this point). On the one hand, this chips away at the inferences the authors might make. On the other hand, it highlights that judicial decision-making itself has ignored such issues—there is little question that deliberation has some effect on jury decision-making (e.g., Vidmar & Hans, 2007); however, summary judgment decisions routinely ignore the potential for such an effect on the factual determinations such decisions typically implicate.

Finally, relatedly, given that the focus is really what effect worldview has on judges' decision-making—as judges are the ones deciding whether summary judgment is appropriate—obtaining data on judges' worldviews and their responses to similar scenarios would be of substantial use. Along those lines, summary judgment as a procedural matter is dispositive in a large proportion of cases—it is a significant reason that most filed cases do not proceed to trial and never reach a jury (Thomas, 2007, pp.140-141). Moreover, recent Supreme Court case law makes summary judgment easier to obtain. Accordingly, empirical psychological research into when and why it is granted or denied, in addition to expanding the scope of psycholegal research, can have important legal and policy consequences.

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(Footnotes)

- ¹ These facts are taken from the Court's summary of the case (*Scott v. Harris*, 2007, pp.1772-1773).
- ² The clip used in the study can be viewed at <http://www.youtube.com/watch?v=DBY2y2YsmN0>. It is a combined version of two tapes from the trial record, splicing together footage recorded when the recording vehicle was the lead chase vehicle (Kahan, Hoffman, & Braman, 2008, pp.18-19).

Expert Opinion

Editors: Matthew Huss & Eric Elbogen

Treating Serious Mental Illnesses in Jails and Prisons

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AP-LS Past President

It is by now axiomatic that a significant portion of the more than 2 million Americans in jails and prisons suffer from serious mental illness (SMI), often with co-occurring disorders (COD) related to substance abuse. The numbers in juvenile institutions are reportedly even higher. Since there is no serious argument about the existence of these offenders with SMI, the appropriate question is what we should do for them before, during, and after their periods of incarceration. (See Council of State Governments, 2002.)

With and (sometimes, sadly) without assistance from Psychology, a number of interventions have been created to address the problems and challenges of offenders with SMI and COD. The National GAINS Center has sagely advised communities to think about the careers of these offenders along a predictable path, and to “intercept” them at various strategic points that might help. They call this their “Strategic Intercept Model,” and frankly, more forensic psychologists ought to know about it. (See <http://gainscenter.samhsa.gov>.)

One important aspect of this way of looking at the criminal justice process is that it helps to identify existing and potential roles for psychologists. These roles translate to employment opportunities, while also offering us the opportunity to make positive changes in the lives of offenders and perhaps even their potential victims.

Initial Contact with Police

One must first commit a crime, before one can be incarcerated, in theory at least. It is tempting to believe that there is not much we can do about this first step in a criminal’s career. However, especially with offenders with SMI, this notion is inaccurate. Some violent crime is in fact a relatively direct result of inadequate access to treatment for serious mental illness, inadequate access to life-sustaining entitlements, and inadequate alternatives to incarceration.

Although some crimes are the result of anger or greed, among persons with serious mental illness, it is not uncommon to find that criminal charges have been brought because police officers cannot think of any other way to make the person or the situation safe. Officers report frustration when they feel forced to arrest an individual. Luckily, new programs have shown success in diverting people with SMI from the justice system at this early point. In our first example, the police officer is the psychologist. In San Rafael, California, Dr. Joel Fay is a career police officer who found the time to earn his doctorate in clinical psychology. With help from law enforcement, mental health, and social service colleagues, he initiated regular meetings to discuss the “frequent fliers” who used to travel back and forth between systems. Strategies are devised to make sure that the person receives needed entitle-

ments, is encouraged to participate in treatment, and led gently to better outcomes, usually in the absence of coercion and with precious few arrests. (Smith, 2002)

A second example excludes the police entirely from the picture. We have known for a long time that homelessness is a risk factor for a host of negative social, medical, and criminal justice outcomes. For many years, housing programs tended to require a great deal of compliant behavior from clients. Looking back, it is hard to imagine that no one seemed to realize that a homeless person’s biggest problem might very well be their lack of housing. However, Psychologist Sam Tsemberis and his colleagues created a program, called Pathways to Housing, that required virtually nothing of clients except to 1) pay a share of their rent out of their disability payments and 2) to refrain from violence. The results have been impressive. Ironically, people who are not required to attend treatment may do so more often than those who are leveraged into treatment by the threat of homelessness. (Tsemberis & Eisenberg, 2000.)

Finally, many psychologists participate in Assertive Community Treatment Teams and other community mental health services that can reduce the incidence of people being arrested as a direct result of the symptoms of their serious mental illness. Though these programs are seldom regarded as forensic, they can have a huge effect on criminal and juvenile justice outcomes for the people they serve.

Arrest

Once an offensive act is committed, the offender must first be caught before he or she goes to prison. Again, it is tempting to think that there is not much to be done about this component, but again this notion is incorrect. Police officers are allowed, even encouraged to use discretion in the course of their duties.

To cite one impressive example, Crisis Intervention Team (CIT) programs have sprung up in police departments across the country. A significant percentage of the police force is given special training, often provided or supervised by psychologists, in how to deal with people in emotional distress. Officers become familiar with the entire array of mental health alternatives within a community, and are able to safely resolve situations without arrest. (See <http://www.memphispolice.org/Crisis%20Intervention.htm>)

Pre-Trial Detention

After they are arrested, offenders are typically placed in jails. Research has shown that offenders with psychotic disorders stay in jail more than six times longer than their non-psychotic coun-

terparts, even after controlling for severity of the crime. (Council of State Governments, 2002.)

Once they come to jail, offenders have rights to mental health services that are quite analogous to those of convicted felons in prison (see below.) The American Psychiatric Association, with consultation from the author of this article, has produced a set of Guidelines for Psychiatric Services in Jails and Prisons (American Psychiatric Association, 2000), explicitly outlining the types of treatment that should be available, and helping courts to identify a standard of practice that can inform class actions.

Although the provision of medication is the most clearly delineated right, it increasingly falls to psychologists to design and implement skill-building and behavioral programs that help individual inmates while simultaneously helping to manage the jails in a safer, less restrictive manner.

In addition, many jurisdictions are beginning to develop diversion programs so that people with mental illness do not languish in jails. For example, mental health courts have been created all throughout the United States that seek to mandate people with mental illness to attend outpatient treatment for a specified period of time (often six months) rather than serve out a jail sentence, usually in the case of non-violent crimes such as trespassing and disturbing the peace. Psychologists can be involved at various stages, including assessing and screening for mental illness, evaluating competency to stand trial in mental health courts, and assisting in placement and identifying appropriate community resources to best engage offenders in mental health services.

Probation

The “sleeping giant” of offender mental health is probation. Though much attention has been paid to jails and prisons, far more offenders with SMI and COD are on parole. Some have conditions requiring them to participate in treatment, but until recently there has been almost no research to determine the degree to which these mandates are enforced and obeyed.

Currently, Professor Jennifer Skeem and her colleagues are engaged in exciting, multi-site research designed to answer some of these important questions and recently compared 66 specialty mental health probation programs to 25 traditional probation agencies in a national survey. They found that mental health probation agencies had key features distinguishing it from traditional probation, including exclusive mental health caseloads, sustained officer training, active integration of internal and external resources to meet mentally ill probationers’ needs, and problem-solving strategies as the chief means for addressing treatment noncompliance. Forensic psychologists could play a role in each of these by educating probation officers and integrating effective strategies for enhancing probationer’s adherence to treatment. (See, e.g., Skeem et al, 2006).

Prison

Once offenders with SMI and COD are committed to prison, the State’s obligation is relatively clear. The eighth amendment forbids “deliberate indifference” to the serious medical (including psychiatric) needs of inmates. A variety of statewide lawsuits,

especially *Coleman v. Wilson* (1995) in California, have massively expanded the mental health service delivery systems in prison, creating a large new employment market for psychologists with the skills to treat people with these disorders.

In Texas, it is reported that the amount of mental health resources spent in the prison system actually exceeds the money spent in the mental health system. Though it is easy to criticize this counter-intuitive and counter-productive situation, the good news is that there are jobs for psychologists who are desperately needed to ease the suffering of offenders with SMI and improve their chances of a meaningful, safe, and crime-free life upon release.

Three psychologists deserve special mention. Bob Morgan, Jeremy Mills, and Daryl Kroner, all actively working as correctional psychologists, have embarked upon an ambitious research agenda, designed to study the various services and methods of service delivery, in an effort to guide a field that is sorely in need of direction.

Another area of interest to psychologists involves the potentially damaging psychological effects of long-term segregation. Psychologists such as Craig Haney, Paul Gendreau, and others have devoted a great deal of time and effort to the examination of this question. Although there remains a good deal of controversy, there seems to be a great deal of consensus as well. For example, there is widespread agreement that inmates with serious mental illnesses such as active psychoses or severe depression are ill-suited to segregation and should be moved to treatment settings.

In New York, a lawsuit and very recent litigation promise to remove inmates with serious mental illness from segregation environments, at least those with no therapeutic component. My understanding of the New York law is that it includes quite a bit of money to create new, very secure alternatives for inmates who are both mentally ill and extremely dangerous. I have not been personally involved in the case that led to this law or negotiations about the law itself, but some very knowledgeable people are helping to guide the process. There are many controversial aspects about this issue, but most seem to agree that new options are needed to keep everyone safe, allow for some consequences for mean-spirited violent behavior, and make sure that people with serious mental illness receive their constitutionally guaranteed treatment services, wherever they are housed.

Still, much remains to be learned about the effects of long-term segregation. A recent study in Washington found that inmates released directly from long-term segregation to the streets had a much higher rate of detected recidivism, suggesting some important public policy reasons to revisit the massive use of long-term segregation across the U.S. (Lovell et al, 2007). A study involving psychologists, corrections professionals, and other mental health professionals is currently underway in Colorado to try to learn more about this phenomenon, in the hope that public policy can be better informed by psychological science.

Expert Opinion Column
Continued on p. 14



AP-LS Teaching Techniques

“Pretend You Have a Mental Disorder”:

Using a Malingering Simulation to Illustrate Important Topics in Forensic Evaluation and Experimental Design

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Having taught various undergraduate and graduate courses in the psychology-law area at three different universities over approximately the last decade, my experience has been that few topics spark as much student interest as the exaggeration or fabrication of mental disorders—typically referred to as *malingering*. Perhaps spurred on by famous cases in which the insanity defense was invoked (see, e.g., *Frontline: A Crime of Insanity*, 2002), myths and misconceptions about feigned insanity and incompetence to proceed (see, e.g., Butler, 2006), and/or anecdotal cases and mass media reports concerning rampant personal injury and disability scams—many ostensibly involving fabricated emotional or psychological damages (see, e.g., Hall & Hall, 2006; Resnick, 1997)—students seem fascinated by the possibility of “faking bad” in the context of criminal trials or civil litigation.

Aside from being an intrinsically interesting topic, the inherent complexities in assessing malingering (see, e.g., Rogers, 1997) and conducting research on dissimulation (see, e.g., Rogers & Cruise, 1998) also provide a number of useful opportunities to introduce students to various important aspects of forensic evaluation, test development/construction, and experimental design. In addition, the feigning of mental disorders is a topic that readily lends itself to an “active learning” educational approach (Mathie et al., 1993) that can go beyond didactic lectures in which students assume a more passive role. Although there are numerous simulations and other active learning strategies that have been developed for clinical/psychopathology courses (e.g., Balsis, Eaton, Zona, & Oltmanns, 2006; Merrens, & Brannigan, 1998) and psychology-law courses (e.g., Perry, Huss, McAuliff, & Galas, 1996; for an overview see Greene & Drew, 2007; McCarthy & Hulsizer, 2002; Otto & Fulero, 2006), to my knowledge no one has yet described the classroom utility of malingering simulations. This may be due to (a) the limited time and resources instructors have to develop or adapt such simulation methods (Faria & Wellington, 2004; Lean, Moizer, Towler, & Abbey, 2006), (b) concerns about test security in relation to the use of “real world” clinical instruments (e.g., the Trauma Symptom Inventory [TSI]; Briere, 1995) in classroom demonstrations, and/or (c) reservations about “coaching” students to be more adept at feigning (Ben-Porath, 1994).

In this column, I describe an in-class malingering simulation that I use in both undergraduate and graduate courses in forensic psychology (and psychological testing/psychometrics) in which students are instructed to attempt to simulate a mental disorder while completing a psychological inventory, the Emotional Distress Scale (EDS; Edens & Otto, 1998). The EDS is a research scale that was developed for the purpose of identifying individuals who are exaggerating or fabricating affective or anxiety disorders, such as

Major Depression or Post Traumatic Stress Disorder (PTSD). Preliminary evidence assessing its validity (Tomicic, 2001; Tomicic, Edens, Otto, & Buffington, 2000) is briefly described later in this column.¹

The Simulation Exercise

Setting the Stage

The basic format of the simulation itself is relatively straightforward, having been distilled from actual research projects in which colleagues and I (e.g., Edens, Buffington, & Tomicic, 2000; Edens, Otto, & Dwyer, 1999) have examined the predictive utility of validity scales embedded in self-report instruments, such as the aforementioned TSI (Briere, 1995) and the Psychopathic Personality Inventory (Lilienfeld & Andrews, 1996). Typically on the first or second day of class, after reviewing the syllabus and providing a general overview of the course, I inform students that one of the most common questions in the forensic assessment field is the extent to which an examinee’s symptom presentation is genuine, exaggerated, or perhaps completely fabricated. To give them a “hands on” experience of how examiners attempt to address this question, I indicate to the students that they will be given an opportunity to simulate or “pretend” that they themselves have a mental disorder in the context of a legal case.

Students are instructed to assume the role of someone who has been involved in an automobile accident and who is suing an insurance company in an attempt to receive a large monetary payoff. Part of their claim is that they have suffered “emotional damages” from the accident and that they must be evaluated by a mental health expert who will help the courts determine the severity of their psychological symptoms. The students are then given a copy of Form A of the EDS, a true/false measure that appears to tap psychological suffering, anguish, and other symptoms of anxiety and affective disturbance. I instruct them that their task is to try to appear as if they have serious emotional problems when completing the test, without being detected as a “fake” or “fraud.” Students are then given time to answer the 69 items, which usually can be completed in ten to fifteen minutes.

Performance Feedback

After all students have finished responding to the test items, I point out that the first task in simulating an emotional problem involves demonstrating some level of severe distress or impairment—otherwise there would be no need to compensate someone who does not appear, in essence, *damaged*. Students are informed that the EDS contains an “Impairment” index that measures the level of reported distress of the examinee. I then spend two to three minutes reviewing the individual items with the class to score this particular scale (one point for each item endorsed in

the impaired direction). Students sum the items and score ranges are provided to them: No or minimal impairment; moderate impairment; severe impairment. Although students are not forced to participate in the simulation or discuss their results if they do, not surprisingly most do complete the EDS and also report that they endorsed enough of these items to fall into the “severe” range of impairment. Typically, however, at least a few in a large class will acknowledge that they obtained a total score in the “non-impaired” range. When given the opportunity to discuss their approach to the test, they usually offer that they did not endorse many items because they were too concerned about getting “caught.”

Next, students are informed that there is also a “Dissimulation” index embedded in the EDS, which is designed to detect those individuals who are feigning their emotional problems. Items comprising this scale are identified for the students (one point for each dissimulation item endorsed) and students again sum these to obtain a total score, which takes approximately two or three minutes. Interpretive total score ranges are reviewed, in which students are categorized as malingering, indeterminate, and non-malingering. Although I have not kept exact statistics over the years, I would say that approximately 75% to 90% of students each semester fall into the malingering range of performance. Those who were successful in both elevating the Impairment index and *not* elevating the Dissimulation index are given the opportunity to discuss how they approached the test and what strategies (if any) they used to avoid detection.

Using the Simulation as a Bridge to Discussing Research and Practice Issues

Some of the more inquisitive students (particularly among those who were “caught”) invariably will ask, “Where did those score ranges come from?” or “How do you *know* someone with a score of *X* or above is a malingerer?” This leads into a guided discussion along the lines of “How does one build a self-report psychological test from scratch?,” which segues into a relatively short (undergraduate) or long (graduate) overview of the development and preliminary validation of the EDS. This in turn opens the door for a more informed discussion about test construction and experimental design issues that otherwise would be exceedingly dry and far-removed from most students’ personal experiences. Because they have just completed the EDS, however, they usually seem more engaged in this discussion than I think they otherwise would be.

Test Development and Research Design Issues

After soliciting suggestions from the students about how they might go about designing and testing out a malingering scale on their own, I briefly review the item development phase of the EDS, in which an extensive literature and test review was conducted by the co-authors to identify content domains relevant to legitimate affective and anxiety disorders, as well as potentially exaggerated or fabricated symptoms of these domains of psychopathology. Following this review, a large number of items were rationally generated, ultimately resulting in the creation of two lengthy prototype scales (only one of which, Form A, has been the focus of any empirical research to date).

In regards to the creation of the Dissimulation and Impairment indices embedded within the EDS, I briefly describe how individual item performance was examined in initial validation studies

(Tomicic, Edens, Otto, & Buffington, 2000) using methods quite similar to the simulation that the students just completed. That is, a key aspect of the item selection process involved analog studies in which college students were given instructions to complete the instrument as if they were suffering from severe emotional distress. One of the main criteria for considering items for inclusion in the Dissimulation index was that they had to discriminate between malingered protocols and protocols from other college students who were instructed to answer honestly. Although it is important to not get too bogged down in the minutia (particularly with undergraduates), I usually also note a second selection criterion: to be retained items also had to be negligibly related to *legitimate* symptoms of emotional distress (as measured via the Depression Anxiety Stress Scales [DASS; Lovibond & Lovibond, 1995]) among those students who completed the EDS with instructions to answer honestly. For the Impairment index, initial item retention decisions were more straightforward. The primary inclusion criterion was that items were selected for this scale if they *did* correlate highly with the DASS (again in the “honest” condition).

The guided discussion regarding test construction described above allows for the introduction of several issues regarding the inherent difficulties in using simulation studies to develop validity scales and conduct research on malingering. For example, I always seek input from students concerning how they believe they might differ from actual malingerers in applied settings. They typically are quick to identify potential or likely differences in motivation and incentives that may undermine the extent to which results from college student “fake fakers” generalize to “real malingerers” in real cases. For example, it is obvious to them that it is virtually impossible in a simulation to re-create the “stakes” involved in an actual civil suit, such as the possibility of receiving thousands if not millions of dollars in compensation—or the potential humiliation of being exposed as a fraud.

As well as potential limitations of the “experimental group” in simulation studies, another methodological issue that warrants considerable discussion time is the selection of appropriate control groups in the development of scales intended to assess for feigned psychopathology. For example, if a student does not spontaneously ask this question during the review of the EDS validity data, I always ask “Now, do we *really* care whether a malingering scale can accurately differentiate between college students who are faking PTSD or Major Depression and college students who do not have such disorders?” With minimal prompting students usually are quick to grasp the need for an appropriate control sample of individuals who have the condition that the simulators are attempting to mimic. “Honest responding” college students who served as controls in the initial EDS development studies provide little or no insight into whether *someone who actually has a disorder* might be misclassified as a malingerer.

After the control group issue is broached, I briefly describe EDS data collected from a small sample of psychiatric patients diagnosed with affective and anxiety disorders who were receiving treatment at a county jail facility (Tomicic, 2001). These individuals were instructed to answer the items honestly; their scores on the Dissimulation and Impairment indices were then used, in conjunction with the college student simulation data described earlier, to develop the experimental decision rules concerning who



would be identified as “impaired” and “malingering.” That is, the cut score described to students earlier as indicating that someone was classified in the malingering range was derived specifically by selecting the Dissimulation score that optimally differentiated the patient data from the simulator data.

Similar to the discussion of whether results from simulators generalize to “real” malingerers, the brief review of the patient sample data and the consequent decision rules should lead to (yet another) guided class discussion of generalizability issues: “Should we have much confidence that the EDS results from a control group of *jailed psychiatric patients* would necessarily be applicable to other contexts, such as an examination conducted in relation to personal injury litigation?” This question, of course, can open the door to many other important topics, such as some of the limitations of “criterion-keyed” test validation methods, the critical need for cross-validation research in test construction, and whether any of the ostensible “control” participants themselves might have been exaggerating their symptoms.

Finally, as might be guessed, the brief review of the extant EDS validity data provides an opportunity to introduce important statistical concepts, which also have applications beyond the simulation itself. Basic terminology used in relation to classification accuracy is introduced (e.g., “true positives” being those students who were accurately identified as malingering on the Dissimulation index; “false negatives” being those students who successfully “beat” the scale; “false positives” being those jail inmates who scored in the malingering range). In graduate courses, the raw data derived from the simulation itself combined with the patient data can be used in 2 x 2 contingency tables to illustrate more elaborate diagnostic efficiency statistics (e.g., sensitivity, specificity, positive and negative predictive power), although such information tends to be a bit too overwhelming for undergraduates—at least on the first or second day of class.

In addition to the statistical issues, I strive to ensure that the class also discusses and debates moral/ethical questions, such as which type of “error” they believe would be more problematic in applied settings: an “honest” respondent labeled a malingerer—or a malingerer labeled as an “honest” respondent? I also highlight how these types of issues can influence the selection of the “cut scores” (or range of scores) that authors provide to interpret scores on their scales. If, for example, one is especially concerned about potentially mislabeling an “honest” respondent as malingering, one can choose to “set the bar high”—with the consequent result of increasing the likelihood of false negatives. This can be easily illustrated in relation to the simulation exercise by considering how a higher cut-off for malingering on the Dissimulation scale would increase the proportion of people who “beat” the test in class.

Professional and Legal Issues

The brief review of the development and preliminary validation of the EDS also provides the opportunity to discuss important professional and legal issues, such as whether the students believe the results of an experimental scale such as the EDS should be used as evidence in a court of law. At this point I typically introduce admissibility standards related to expert evidence, including a discussion of whether the EDS would meet Daubert or Frye standards. Depending on time constraints, this can also segue

into a discussion of the role of the judge as the ultimate gatekeeper concerning the admissibility of psychological tests of questionable validity, as well as examples of law firms that advertise their ability to successfully “Daubertize” expert witnesses and prevent them from testifying about malingering evidence (see, e.g., Monnett, & Jordan, 2007). If time permits, I highlight potential differences between what may be legally admissible evidence (e.g., hypothetically, a judge might in fact decide to admit evidence from an experimental scale in a personal injury case) and what constitutes professionally acceptable conduct in the field of psychology, noting that even a cursory reading of the ethical standards of the American Psychological Association (American Psychological Association Ethics Committee, 2002) would suggest that it would be unethical to rely on a research instrument such as the EDS in a real-world personal injury case at this time.

Although not essential, it is also informative to ask students their opinions about what, if anything, the legal system should do with individuals who are judged to be malingering. These opinions can be compared and contrasted with what has happened in actual cases in which examinees have been labeled as malingerers in civil or criminal cases. For example, those who are alleged to be feigning may be denied disability benefits (e.g., *EBI/Orion Group v. Blythe*, 1998) or experience other negative repercussions (e.g., Rappaport, 2006). In the federal criminal justice system, ostensibly mentally ill defendants who have subsequently been identified as feigning their disorders have on occasion received sentence *enhancements*, resulting in longer prison terms specifically because they were judged to have been “faking” (see, e.g., *U.S. v. Greer*, 1998; *U.S. v. Batista*, 2007).

Variations on a Theme

There are numerous potential modifications to the basic simulation format described above. For example, although I tend to conduct this exercise very early in the semester, one could wait until later when reviewing forensic assessment issues where this simulation would be more directly relevant. Another variation would be that one could inform the students about the simulation during the class *preceding* the administration of the EDS. This would allow them a certain degree of preparation time, during which they could be encouraged to research how they might like to present themselves or they could simply be “left to their own devices.” One industrious student recently offered that—with no prompting from me—she researched symptoms of PTSD on the internet between classes. Additionally, in an attempt to increase student motivation, one could take a somewhat *faux*-adversarial tone with the class and challenge them to try their best to “beat” your test. Another potential variation would be to change the context to a criminal rather than civil case, such as an insanity trial involving a PTSD-related defense.

A number of modifications could be used to further illustrate various methodological issues regarding experimental design as well. For example, one could vary the amount of information provided when reviewing the instructions by randomly providing half the class with a written list of relevant PTSD symptoms. One could also vary the extent to which some students are provided written warnings about the “Dissimulation” items, simulating the potential implications of the types of coaching known to occur in some cases. Subsequent discussion of these manipulations and their

impact on class performance can illustrate important topics in research design that go beyond the simulation itself.

Caveats

Although I believe this exercise is useful in many respects, there are several qualifications to keep in mind—each of which can also serve as an important discussion point following the simulation. First, given concerns about coaching (Ben-Porath, 1994), it is important to stress to students that their performance on the EDS likely has little to do with their capacity to successfully feign PTSD, “emotional damage,” or related constructs in a real case. Although I seriously doubt any student would use this exercise as a springboard to insurance fraud, I feel compelled to stress the point to all the participants—particularly the few “false negatives”—that real-world evaluations are much more extensive and use instruments that are much better validated than the EDS. On a related note, I also always mention that it is not appropriate to use a clinical instrument (such as the TSI) for a classroom demonstration and only allow them to complete the EDS because it is a research scale that is not used in “real-world” settings. Finally, even though it is “only” a research instrument, I make a point of collecting (and shredding) all copies of the EDS once the demonstration is completed. Although I again doubt that any harm would actually come of it, there is really no legitimate reason that a student should keep a copy of the scale.

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(Footnotes)

- ¹ Readers who would like to use the EDS for classroom demonstration purposes should contact the author to request a copy of the scale and the scoring criteria.



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

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

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

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Expert Opinion Column *Continued from p. 9*

Parole and Mental Health Aftercare

Increasingly, states and localities have come to see the folly of releasing inmates with serious mental illness without attending to their mental health treatment needs upon release. The offenders themselves are frequently accused of non-compliance and disparagingly called “treatment-resistant clients.” Little attention is played to the equally vexing problem of client-resistant treatments. The stigma of prison can affect the way in which potential clients are received by community mental health providers.

In California, special mental health clinics, employing many psychologists, have been created specifically for parolees. The New York State Division of Parole and the New York State Office of Mental Health have had a long and cooperative collaboration to provide services targeted to the parolees who need them most.

Until recently, psychological researchers paid little attention to parole. Dr. Skeem and her colleagues are working hard to address this gap in the research, with service evaluation research aimed at identifying successful strategies to maintain mentally ill offenders after they are released.

Conclusion

In my opinion, it is a mistake to think of forensic clients as a different species of people with SMI and COD. The Strategic Intercept Model, in real life, is not linear but cyclical. “Forensicness” is not a type of person but a type of episode that can occur once or repeatedly in a person’s life, depending in large part upon the things that are done to the person and for the person at various stages in the process. In this brief article, I have tried to suggest some crucial roles that some (but not nearly enough) psychologists are playing, roles that are helping to enrich lives and make communities safer places to live.

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Research Briefs

Editor: Marc Boccancini, Ph.D.

Christy, A., Bond, J., & Young, M.S. (2007). **Short-term involuntary examination of older adults in Florida.** *Behavioral Sciences and the Law*, 25, 615–628. Older adults ($N = 39,054$; mean age = 73.07 years) were examined (54,200 examinations) via Florida's *Baker Act*. Overall, mental health professionals initiated most examinations (67.55%); harm was documented as evidence for the examination most often (60%). Age, ethnicity, profession of initiator, and evidence type accounted for 5% of the variance in repeat examinations.

Chung, H.L., Schubert, C.A., & Mulvey, E.P. (2007). **An empirical portrait of community reentry among serious juvenile offenders in two metropolitan cities.** *Criminal Justice and Behavior*, 34, 1402–1428. Serious adolescent offenders ($N = 413$) were more likely to receive postrelease court supervision than community-based services. Participating in community-based services was associated with a reduction in the odds of further court involvement, and court supervised juveniles were more likely than non-supervised juveniles to make a positive community reentry.

Davis, M., Banks, S. M., Fisher, W. H., Gershenson, B., & Grudzinskas, A. J. (2007). **Arrests of adolescents clients of a public mental health system during adolescence and young adulthood.** *Psychiatric Services*, 58, 1454–1460. Arrest records of 1,519 adolescents ($n = 781$ males; $n = 738$ females) who received case management services for mental health related concerns between 1994 and 1996 were examined in 2005. Among those arrested ($n = 870$), males were

The AP-LS newsletter research briefs are written by students in the Clinical Psychology Ph.D. Program at Sam Houston State University. Contributors for this year are: Beth Caillouet, Jeremy Johnson, Lisa Kan, Kristy Lawson, Amanda McGorty, and Jennifer Rockett.

younger than females upon their first arrest ($d = .45$). 65% of males and 55% of females were arrested for the first time between the ages of 13–17.

Garner, B.R., Knight, K. & Simpson, D.D. (2007). **Burnout among corrections-based drug treatment staff: Impact of individual and organizational factors.** *International Journal of Offender Therapy and Comparative Criminology*, 51, 510–522. Drug treatment counselors ($N = 151$) in correctional settings completed personnel and program evaluation questionnaires. Age (younger), adaptability (less adaptable), clarity of mission (less clear), and stress (more stress) accounted for almost 40% of the variance in predicting employee burnout.

Gussak, D. (2007). **The effectiveness of art therapy in reducing depression in prison populations.** *International Journal of Offender Therapy and Comparative Criminology*, 51, 444–460. Axis I diagnosed inmates ($N = 48$) completed art therapy group sessions, a pre- and post-therapy survey, and a standardized drawing. Overall, drawings evaluated according to the Formal Elements Art Therapy Scale (FEATS) indicated inmates' depressive symptoms decreased over time. In a follow-up study (Treatment, $n = 27$; Control, $n = 17$), treatment participants reported fewer

depressive symptoms; FEATS findings were not replicated.

LaBrie, R., Kidman, R. C., Albanese, M., Peller, A. J., & Shaffer, H. J. (2007). **Criminality and continued DUI offense: Criminal typologies and recidivism among repeat offenders.** *Behavioral Sciences and the Law*, 25, 603–614. Repeat DUI offenders ($N = 1, 281$; 88% male) completed treatment as an alternative to incarceration. Number of years post-treatment and criminal typology membership did not influence recidivism rates.

McNiel, D.E., & Binder, R.L. (2007). **Effectiveness of a mental health court in reducing criminal recidivism and violence.** *American Journal of Psychiatry*, 164, 1395–1403. In a sample of 170 male and female offenders there was a strong association between participation in a mental health court program and a decreased rate of rearrest.

Morgan, R. D., Steffan, J., Shaw, L. B., & Wilson, S. (2007). **Needs for and barriers to correctional mental health services: Inmate perspectives.** *Psychiatric Services*, 58, 1181–1186. Behavioral, physical, and interpersonal relationship problems, and negative affect accounted for 72% of the variance in male inmates' ($N = 418$) responses to questions regarding concerns that would prompt them to seek services. Perceived barriers to

seeking mental health services included concerns regarding confidentiality, concerns regarding staff qualifications, and dissatisfaction with previous services.

Naples, M., Morris, L. S., & Steadman, H. J. (2007). **Factors in disproportionate representation among persons recommended by programs and accepted by courts for jail diversion.** *Psychiatric Services*, 58, 1095–1101. An examination of patient characteristics of individuals referred and accepted for diversion indicated that individuals with violent offenses were less likely to be referred for diversion ($OR = .58$). Court decisions to divert were predicted solely by the absence of a felony conviction ($OR = .59$).

Pridemore, W. A., & Freilich, J. D. (2007). **The impact of state laws protecting abortion clinics and reproductive rights on crimes against abortion providers: Deterrence, backlash, or neither?** *Law & Human Behavior*, 31, 611–627. In a sample of 361 abortion clinics, presence of specific state legislations protecting abortion clinics or general legislation protecting reproductive rights generally did not relate to incidents of victimization against the clinics. However, abortion clinics in states with general legislation were less likely to have experienced harassment.

Rowe, M., Bellamy, C., Baranoski, M., Wieland, M., O'Connell, M.J., Benedict, P., et al. (2007). **A peer-support, group intervention to reduce substance use and criminality among persons with severe mental illness.** *Psychiatric Services*, 58, 955–961. For adults with severe mental illness, participation in community-oriented group intervention ($n = 73$) was associated with a decrease in alcohol use,



while both group intervention and standard clinical treatment ($n = 41$) were associated with a decrease in drug use and criminal charges.

Steadman, H.J., Robbins, P.C., Islam, T., & Osher, F.C. (2007). **Revalidating the Brief Jail Mental Health Screen to increase accuracy for women.** *Psychiatric Services, 58*, 1598-1601. A revised version of the Brief Jail Mental Health Screen (BJMHS) was used to identify 10,562 inmates (8,864 males; 1,698 females) requiring mental health assessment and treatment. The original BJMHS outperformed the revised version and accurately classified male and female inmates (80% and 72%, respectively) with symptoms of mental illness.

Sullivan, C.J., Veysey, B.M., Hamilton, Z.K., & Grillo, M. (2007). **Reducing out-of-community placement and recidivism: Diversion of delinquent youth with mental health and substance use problems from the justice system.** *International Journal of Offender Therapy and Comparative Criminology, 51*, 555 – 577. Youth ($N = 2,309$; 78% male) with comorbid mental health and substance abuse problems participated in a diversion program. Over time, fewer juveniles in the diversion program were placed out of their community (1997: 41.9%; 2003: 8%) and fewer juveniles in the program were rearrested within three months (1997: 18%; 2003: 8%).

Trestman, R. L., Ford, J., Zhang, W., & Wiesbrock, V. (2007). **Current and lifetime psychiatric illness among inmates not identified as acutely mentally ill at intake in Connecticut's jails.** *Journal of the American Academy of Psychiatry and the Law, 35*, 490-500. Male and female of-

fenders ($N=508$) who did not have a psychiatric diagnosis on record were evaluated using a series of assessment measures. Results suggested that 66% of the inmates had a history of psychiatric disorder.

Wolff, N., Blitz, C.L., & Shi, J. (2007). **Rates of sexual victimization in prison for inmates with and without mental disorders.** *Psychiatric Services, 58*, 1087-1094. In a sample of 7,528 adult prison inmates with a mental disorder (6,964 males; 564 females), approximately one in 12 male inmates with a mental disorder reported sexual victimization. Victimization was most frequently reported by female inmates with a mental disorder (24.5%).

Wright, K.N. & Bronstein, L. (2007). **Creating decent prisons: A serendipitous finding about prison hospice.** *Journal of Offender Rehabilitation, 44*, 1-16. Fourteen prison hospice coordinators were surveyed to consider the influence a hospice may have on the environment within prison and on the personnel involved. Eleven respondents believed prisoners who volunteered with the hospice were significantly influenced in a positive manner and believed the hospice had a positive influence on the prison environment.

DELIQUENCY/ANTISOCIAL BEHAVIOR

Abram, K. M., Washburn, J. J., Teplin, L. A., Emanuel, K. M., Romero, E. G., & McClelland, G. M. (2007). **Posttraumatic stress disorder and psychiatric comorbidity among detained youths.** *Psychiatric Services, 58*, 1311-1316. Self-report data from 898 detained youth offenders indicated that male offenders with PTSD ($n = 54$) were more likely than female offenders with PTSD ($n = 53$) to have a comorbid psy-

chiatric disorder generally (OR = 3.4), an anxiety disorder (OR = 1.6), or both drug and alcohol use disorders (OR = 1.7).

Beaver, K.M., Wright, J.P., DeLisi, M., Daigle, L.E., Swatt, M.L., & Gibson, C.L. (2007). **Evidence of a gene x environment interaction in the creation of victimization: Results from a longitudinal sample of adolescents.** *International Journal of Offender Therapy and Comparative Criminology, 51*, 620 – 645. Participants ($N = 1,521$) in a longitudinal study of adolescent development provided a DNA sample for gene x environment analyses. Dopamine D2 receptor genes (DRD2) were associated with victimization only in juveniles with few delinquent peers, particularly White males.

Boccaccini, M. T., Epstein, M., Poythress, N., Douglas, K. S., Campbell, J., Gardener, G., et al. (2007). **Self-report measures of child and adolescent psychopathy as predictors of offending in four samples of justice-involved youth.** *Assessment, 14*, 361-374. Among three samples of adjudicated adolescents ($n = 394$), self-reported psychopathy, as measured by the Antisocial Process Screening Device or a modified version of the Childhood Psychopathy Scale, generally correlated poorly with prior arrests. Psychopathy was unrelated to recidivism among adolescents in a diversion sample but was moderately correlated with any rearrest in a residential treatment sample.

Burt, S. A., McGue, M., Krueger, R. F., & Iacono, W. G. (2007). **Environmental contributions to adolescent delinquency: A fresh look at the shared environment.** *Journal of Abnormal Child Psychology, 35*, 787-800. Adoptive and biological families ($N=610$) were surveyed to investigate

whether parent-child relationship was an environmental factor which contributed to delinquency when genetic influences are taken into account. Results suggest that delinquency is moderately influenced by shared environment for both family types.

Cauffman, E., Piquero, A. R., Kimonis, E., Steinberg, L., Chassin, L., & Fagan, J. (2007). **Legal, individual, and environmental predictors of court disposition in a sample of serious adolescent offenders.** *Law & Human Behavior, 31*, 519-535. Logistic regression of data from adolescents adjudicated for a serious offense ($N=1,355$) indicated that being confined for instant offense was correlated positively with more prior court referrals and a diagnosis of drug abuse or dependence, but negatively correlated with being older, being female, and receiving probation for the previous offense. Race, committing a violent instant offense, gang involvement, psychosocial maturity, and family environment factors did not predict confinement.

Cooper, B.S., Herve, H., & Yuille, J.C. (2007). **Psychopathy and memory of violence.** *International Journal of Forensic Mental Health, 6*, 123-135. Violent crime offenders ($N= 150$) in British Columbia were administered the PCL-R and interviewed regarding their memories of perpetrated violent acts. Higher psychopathy scores were associated with better memory for violent acts.

Copeland, W. E., Miller-Johnson, S., Keeler, G., Angold, A., & Costello, E. J. (2007). **Childhood psychiatric disorders and young adult crime: A prospective, population-based study.** *American Journal of Psychiatry, 164*, 1668-1675. The authors prospectively ex-

amined whether childhood psychiatric disorders predicted arrests in young adulthood using a sample of 1,420 adolescents. After controlling for gender, juvenile offense status, and poverty, moderate offenses were predicted most strongly by comorbid Anxiety and Substance Use Disorders (OR = 7.5 and 11.1 respectively). Comorbid Depression and substance use most strongly predicted violent offenses (OR = 14.7).

Dembo, R., Jainchill, N., Turner, C., Fong, C., Farkas, S., & Childs, K. (2007). **Levels of psychopathy and its correlates: A study of incarcerated youths in three states.** *Behavioral Sciences and the Law, 25*, 717–738. Latent profile analysis of incarcerated youths ($N = 203$, 74% male, age: 13–20) differentiated between youths with low (16%), moderate (76%), and high (8%) psychopathy scores on the Youth Psychopathic Traits Inventory (YPI). High psychopathy youths reported more criminal thinking, theft offenses, stressful events, family conflict, and substance use.

Dupéré, V., Lacourse, E., Willms, J. D., Vitaro, F., & Tremblay, R. E. (2007). **Affiliation to youth gangs during adolescence: The interactions between childhood psychopathic tendencies and neighborhood disadvantage.** *Journal of Abnormal Child Psychology, 35*, 1035-1045. Neighborhood risk rather than economic status was more likely to increase the risk of an adolescent joining a gang in a sample of Canadian youth ($N=7,269$), especially for adolescents with psychopathic tendencies.

Enns, R. A., Reddon, J. R., Das, J. P., & Boukos, H. (2007). **Measuring executive function deficits in male delinquents using the cognitive assessment-AP-LS NEWS, Winter 2008**

ment system. *Journal of Offender Rehabilitation, 44*, 43-63. In a sample of adolescent male forensic psychiatric patients diagnosed with Conduct Disorder ($n = 69$ childhood onset; $n = 38$ adolescent onset), childhood-onset youths displayed poorer planning, attention, and successive processing on the Cognitive Assessment System ($d = .91, .66, .68$, respectively), and adolescent-onset youths displayed poorer planning, and successive processing ($d = .51$ and $.72$ respectively).

Falkenbach, D., Poythress, N., Falki, M., & Manchak, S. (2007). **Reliability and validity of two self-report measures of psychopathy.** *Assessment, 14*, 341-350. Reliability coefficients for the Levenson Psychopathy Scales (LPS) and the Psychopathic Personality Inventory (PPI) ranged from $.71$ to $.88$ in a sample of 96 male undergraduates. Significant correlations were found between the total scores of the measures and between the subscales of the LPS. PPI Factor I correlated negatively with anxiety and PPI Factor II positively with aggression; LPS subscales correlated positively with both anxiety and aggression.

Grennan, S., & Woodhams, J. (2007). **The impact of bullying and coping strategies on the psychological distress of young offenders.** *Psychology, Crime, and Law, 13*, 487-504. In a sample of 99 incarcerated males, modest correlations ($r = .35$ to $.38$) were observed for being the victim of bullying and depression, anxiety, and stress (e.g., nervous arousal, tension, and irritability). Bullies and victims scored higher on depression and stress than those not involved ($d = .75$ and $.82$ respectively). Coping styles did not differ according to bully/victim classifications.

Guay, J.P., Ruscio, J., Knight, R.A., & Hare, R.D. (2007). **A taxometric analysis of the latent structure of psychopathy: Evidence for dimensionality.** *Journal of Abnormal Psychology, 116*, 701-716. Taxometric analyses of PCL-R scores from 4,865 male prison inmates indicated a dimensional structure for psychopathy. Follow-up analyses using a more diverse sample produced similar results.

Huchzermeier, C., Geiger, F., BruB, E. Godt, N., Kohler, D., Hinrichs, G., & Aldenhoff, J. B. (2007). **The relationship between DSM-IV cluster B personality disorders and psychopathy according to Hare's criteria: Clarification and resolution of previous contradictions.** *Behavioral Sciences and the Law, 25*, 901-911. The authors examined the relationship between cluster B personality disorders (PDs) and psychopathy among 299 German violent offenders. Antisocial and Borderline PD were associated with Factor 2 of the PCL: SV, and Narcissistic PD was associated with Factor 1.

Kennealy, P. J., Hicks, B. M., & Patrick, C. J. (2007). **Validity of factors of the Psychopathy Checklist-Revised in female prisoners: Discriminant relations with antisocial behavior, substance abuse, and personality.** *Assessment, 14*, 323-340. Among 226 female inmates, PCL-R total, Factor 1, Factor 2, and four facet (Interpersonal, Affective, Lifestyle, and Antisocial) scores correlated positively with Cleckley's psychopathy criteria, Antisocial Personality Disorder symptoms and criminal versatility, and negatively with age at first charge. Generally, only total, Factor 2, Lifestyle, and Antisocial facet scores were related to interpersonal aggression and substance use.

Kimonis, E. R., Frick, P. J., Munoz, L. C., & Aucoin, K. J. (2007). **Can a laboratory measure of emotional processing enhance the prediction of aggression and delinquency in detained adolescents with callous-unemotional traits?** *Journal of Abnormal Child Psychology, 35*, 773-785. Adolescents ($N=88$) in a detention center completed a dot-probe task related to visual depictions of distress and measures of callous-unemotional (CU) traits, aggression, and delinquency. CU traits were associated with both self-reported aggression and delinquency, but not arrest records. Those with lower scores on the dot-probe task reported the highest levels of delinquency and aggression.

Komarovskaya, I., Booker Loper, A., & Warren, J. (2007). **The role of impulsivity in antisocial and violent behavior among incarcerated women.** *Criminal Justice and Behavior, 34*, 1499-1517. In a sample of maximum-security female inmates ($N = 590$), impulsivity was associated with borderline, dependent, antisocial, and avoidant personality disorders and aggressive/antisocial behaviors.

Lynam, D. R., Derefinco, K. J., Caspi, A., Loeber, R., & Stouthamer-loeber, M. (2007). **The content validity of juvenile psychopathy: An empirical examination.** *Psychological Assessment, 19*, 363-367. The validity of psychopathy [using the Child Psychopathy Scale (CPS) at age 13] was assessed via agreement with both an expert rating and an empirical derived assessment (i.e., correlations between the Psychopathy Checklist: Screening Version at age 24 and items from the California Child Q-set). Results indicated high levels of content [gamma



= .95 (expert rating) and .90 (empirically derived assessment)] and convergent validity for the CPS [$r = .82$ (expert rating); $r = .81$ (empirically derived assessment)].

Marsee, M. A., & Frick, P. J. (2007). **Exploring the cognitive and emotional correlates to proactive and reactive aggression in a sample of detained girls.** *Journal of Abnormal Child Psychology*, 35, 969-981. In a sample of 58 adolescent girls in a detention center, callous-unemotional traits were uniquely correlated with proactive and relational aggression.

Mason, W. A., Hitchings, J. E., McMahon, R. J., & Spoth, R. L. (2007). **A test of three alternative hypotheses regarding the effects of early delinquency on adolescent psychosocial functioning and substance involvement.** *Journal of Abnormal Child Psychology*, 35, 831-843. In a sample of 429 adolescents delinquency was positively correlated with negative parent-child affective quality, peer substance use, alcohol use, and problem substance use. Path model comparisons suggested a direct effect of delinquency on alcohol use.

Narayan, V.M., Narr, K.L., Kumari, V., Woods, R.P., Thompson, P.M., Toga, A.W., et al. (2007). **Regional cortical thinning in subjects with violent antisocial personality disorder or schizophrenia.** *American Journal of Psychiatry*, 164, 1418-1427. Measures of cortical thickness were obtained for individuals diagnosed with Antisocial Personality Disorder or Schizophrenia. Significant reductions in whole-brain gray matter were observed for people with schizophrenia and individuals with a history of violence. The data are presented as evidence in support of the relationship between cor-

tical thinness and deficits in information processing.

Rogers, R., Jordan, M.J., Harrison, K.S. (2007). **Facets of psychopathy, axis II traits, and behavioral dysregulation among jail detainees.** *Behavioral Sciences and the Law*, 25, 471 - 483. Inmates ($N = 105$; 59 male) participated in diagnostic interviews. 61.9% received an Axis II diagnosis. Males received higher psychopathy scores on the PCL-R than females. Personality disorder traits (e.g. narcissistic, antisocial, and avoidant traits) were related to moderate/high psychopathy.

Turner, M.G., Hartman, J.L., & Bishop, D.M. (2007). **The effects of prenatal problems, family functioning, and neighborhood disadvantage in predicting life-course persistent offending.** *Criminal Justice and Behavior*, 34, 1241-1263. Findings from a subset of the National Longitudinal Survey of Youth participants ($N=503$) indicated that residing in high-risk neighborhoods was significantly predictive of continued patterns of offending.

van Honk, J., & Schutter, D. J. L. G. (2007). **Testosterone reduces conscious detection of signals serving social correction.** *Psychological Science*, 18, 663-667. Right-handed females ($n=16$) completed an emotion-recognition task 15-minutes after administration of placebo or testosterone. Compared to placebo, testosterone administration significantly reduced sensitivity to facial expressions of anger ($r = .42$), but not fear or disgust.

Vaughn, M.G., DeLisi, M., Beaver, K.M., Wright, J.P., & Howard, M.O. (2007). **Toward a psychopathology of self-control theory: The importance of narcissistic traits.** *Behavioral Sciences and the Law*,

25, 803 - 821. In a sample of incarcerated youth ($N = 723$; 87% male; age: 11 - 20), regression analyses revealed that a model including anxiety and obsessive/compulsive symptoms, guiltlessness, and narcissism accounted for 66% of the variance in self-control. A decision

Vidal, S., & Skeem, J. L. (2007). **Effect of psychopathy, abuse, and ethnicity on juvenile probation officers' decision-making and supervision strategies.** *Law & Human Behavior*, 31, 479-498. Juvenile probation officers ($N=204$) read vignettes of a male probationer and rated both psychopathy and an abuse history as related to risk for future dangerousness and anticipation of difficult supervision. Psychopathy correlated with a control-oriented supervision strategy, while an abuse history correlated with a care-oriented one. Only psychopathy correlated negatively with expectancies of treatment adherence and amenability.

Vitacco, M.J., Neumann, C.S., & Woduschek, T., (2008). **Differential relationship between the dimensions of psychopathy and intelligence: replication with adult jail inmates.** *Criminal Justice and Behavior*, 35, 48-57. Male inmates ($N=100$) were assessed with the PCL:SV and WASI. Interpersonal and antisocial factors of psychopathy were positively related to a full-scale IQ (FSIQ) latent variable ($r = .70$ and $.29$, respectively) whereas affective and lifestyle factors were negatively related to FSIQ ($-.72$ and $-.10$, respectively).

Walters, G.D. (2007) **The latent structure of the criminal lifestyle: A taxometric analysis of the lifestyle criminality screening form and the psychological inventory of criminal thinking styles.** *Criminal Justice and Behavior*, 34,

1623-1639. Taxometric analyses of LCSF and PICTS scores from 771 male federal inmates supported a dimensional latent structure for the PICTS, but not for the LCSF.

Walters, G.D., Diamond, P.M., Magaletta, P.R., Geyer, M.D., & Duncan, S.A. (2007). **Taxometric analysis of the Antisocial Features Scale of the Personality Assessment Inventory in federal prison inmates.** *Assessment*, 14, 351-360. Taxometric analyses of the Antisocial Features scale of the PAI from 2,135 federal prison inmates suggested that the latent structure is dimensional. Similar results were found among subsamples that varied according to gender, ethnicity, and security level.

Walters, G.D., Frederick, A.A., & Schlauch, C. (2007). **Postdicting arrests for proactive and reactive aggression with the PICTS proactive and reactive composite scales.** *Journal of Interpersonal Violence*, 22, 1415-1432. In a sample of 262 federal inmates, the PICTS proactive composite scale was significantly correlated with proactive aggression, and the reactive composite scales were significantly correlated with reactive aggression. Both scales were significantly correlated with the total number of arrests ($r = .70$).

Walters, G.D., Gray, N.S., Jackson, R.L., Sewell, K.W., Rogers, R., Taylor, J., & Snowden, R.J. (2007). **A taxometric analyses of the Psychopathy Checklist: Screening version (PCL:SV): Further evidence of dimensionality.** *Psychological Assessment*, 19, 330-339. Taxometric analysis of the PCL:SV scores from six samples of offenders [men ($n = 1515$), women ($n = 735$)] incarcerated ($n = 438$) or in a forensic/psychiatric facility ($n = 1812$) sup-

ported a dimensional latent structure for psychopathy.

FORENSIC EVALUATION

DeMatteo, D., Marczyk, G., & Pick, M. (2007). **A national survey of state legislation defining mental retardation: Implications for policy and practice after *Atkins***, *Behavioral Sciences and the Law*, 25, 781 – 802. Researchers reviewed states' statutory definitions of mental retardation and compared them to established criteria. Overall, 5 states used DSM-IV-TR criteria (4 death penalty states), 6 used AAMR (all death penalty states), 1 used APA (a death penalty state), and 36 used other criteria (26 death penalty states), usually some combination of existing criteria.

Everington, C., Notario-Smull, H., & Horton, M.L. (2007). **Can defendants with mental retardation successfully fake their performance on a test of competence to stand trial?** *Behavioral Sciences and the Law*, 25, 545 – 560. Participants ($N = 95$; MR fakers [participants with mental retardation asked to fake incompetence], $n = 14$, MR controls, $n = 14$, Typical fakers, $n = 41$, Typical controls, $n = 26$) completed a measure the CAST-MR under instruction to either fake incompetence or not. Most participants were adjudicated criminal defendants. MR fakers scored lower than MR controls on the CAST-MR.

Maguno-Mire, G. M., Thompson, J. W., Shore, J., H., Croy, C. D., Artecona, J. F., & Pickering, J. W. (2007). **The use of telemedicine to evaluate competency to stand trial: A preliminary randomized controlled study.** *Journal of the American Academy of Psychiatry and the Law*, 35, 481-489. Forensic interviews for competency to stand trial ($N=21$) were conducted using AP-LS NEWS, Winter 2008

The Georgia Court Competency Test–Mississippi State Hospital revision (GCCT-MSH) via telemedicine (TM, $n=11$) or live interview (LI, $n=10$). Similar scores on the GCCT-MSH were observed for both the TM and LI conditions.

Messer, J.M., & Fremouw, W.J. (2007). **Detecting malingered posttraumatic stress disorder using the Morel Emotional Numbing Test-Revised (MENT-R) and the Miller Forensic Assessment of Symptoms Test (M-FAST).** *Journal of Forensic Psychology Practice*, 7, 33-57. Total scores on the MENT-R and M-FAST distinguished PTSD feigners from honest responders and genuine PTSD participants. Over 90% of coached malingerers were identified using a combination of the two measures.

Mueller, C. & Wylie, A.M. (2007). **Examining the effectiveness of an intervention designed for the restoration of competency to stand trial.** *Behavioral Sciences and the Law*, 25, 891 – 900. Psychiatric inpatients deemed incompetent to stand trial ($N = 38$; 86.8% male; 68.4% psychotic disorder) completed 4–6 week sessions using a Fitness Game (FG: legal board game; 15 of 21 completed) or a Healthy Behaviors Game (HBG: not court-related board game; 13 of 17 completed). All participants improved on a competency measure regardless of group membership.

Viljoen, J. L., Odgers, C., Grisso, T., & Tillbrook, C. (2007). **Teaching adolescents and adults about adjudicative proceedings: A comparison of pre- and post-teaching scores on the MacCAT-CA.** *Law & Human Behaviors*, 31, 419-432. In a sample of adolescents and young adults ($N=1,393$), teaching adjudicative procedures was associated with

higher MacCAT-CA scores ($d=1.20$). After accounting for pre-teaching scores, only minority status and intellectual functioning predicted improved understanding after teaching. Improvements among younger adolescents were significantly smaller than those among older adolescents.

LAW ENFORCEMENT, CONFESSIONS, & DECEPTION

Ask, K., & Granhag, P. A. (2007). **Hot cognition in investigative judgments: The differential influence of anger and sadness.** *Law & Human Behavior*, 31, 537-551. Swedish police officers ($N = 61$), induced to feel sad or angry, read a summary of an assault and two witness statements that were consistent or inconsistent with each other. Those who read consistent statements were significantly more convinced of the suspect's guilt and rated evidence as more incriminating only when induced to feel sad.

Bateman, A. L. & Salfati, C. G. (2007). **An examination of behavioral consistency using individual behaviors or groups of behaviors in serial homicide.** *Behavioral Sciences and the Law*, 25, 527-544. The authors investigated the effectiveness of examining individual behaviors and groups of behaviors to maximally establish behavioral consistency across a series of homicides. Neither method proved effective for linking homicides to one another.

Correl, J., Park, B., Judd, C.M., Wittenbrink, B., Sadler, M.S., & Keese, T. (2007). **Across the thin blue line: Police officers and racial bias in the decision to shoot.** *Journal of Personality and Social Psychology*, 92, 1006 – 1023. Police (Denver $n = 237$) and civilians ($n = 127$) chose to

shoot (or not shoot) targets (Armed/Unarmed, White/Black) in a videogame. Overall, officers performed better at shooting armed targets and avoiding shooting unarmed targets than community members. Follow-up studies replicated bias and effects of practice on reducing bias.

Fazel, S., Bond, M., Gulati, G., & O'Donnell, I. (2007). **Elderly homicide in Chicago: A research note.** *Behavioral Sciences and the Law*, 25, 629-639. Homicides committed by elderly perpetrators ($n = 443$) were compared to offenses involving non-elderly perpetrators ($n = 24,066$). Members of the elderly group were more likely to be White and to have committed suicide after the crime. Victims of elderly murderers tended to be spouses, female, and elderly individuals.

Goodwill, A.M. & Alison, L.J. (2007). **When is profiling possible? Offense planning and aggression as moderators in predicting offender age from victim age in stranger rape.** *Behavioral Sciences and the Law*, 25, 823 – 840. Researchers examined data from 85 rape cases in the UK. Age of the victim accounted for 6.2% of the variance in predicting offender age. Interactions between level of planning and aggressiveness increased prediction (12% and 13.7%, respectively). When planning and aggression were present, victim age predicted offender age (within 3 years).

Heide, K.M. & Boots, D.P. (2007). **A comparative analysis of media reports of U.S. parricide cases with officially reported national crime data and the psychiatric and psychological literature.** *International Journal of Offender Therapy and Comparative Criminology*, 51, 646–675. A



content analysis of 150 parricide cases reported in U.S. news media revealed offenders (Age: 6–59 years old, $M = 20$, $SD = 8.8$) often acted alone (80%). When reported, most offenders were charged with murder; 70% fit into a pre-existing typology of parricide offenders (Dangerously antisocial: 29%; Severely abused: 25%; Severely mentally ill: 15%).

Helms, J.L. (2007). **Analysis of the components of the Miranda warnings.** *Journal of Forensic Psychology Practice*, 7, 59–76. State and federal law enforcement agencies provided written *Miranda* warnings for adults (56 forms) and juveniles (21 forms). Prong four (attorney for indigent defendant) received the highest reading difficulty rating for adults and juveniles (Grade level: 9.53 and 9.48, respectively). Overall, juvenile warnings received higher difficulty ratings than adult warnings.

Leader, T., Mullen, B., & Abrams, D. (2007). **Without mercy: The immediate impact of group size on lynch mob atrocity.** *Personality and Social Psychology Bulletin*, 33, 1340–1352. In two studies, researchers coded newspaper articles ($N = 60$, year 1899–1946) and photographs ($N = 22$, year 1890–1935) depicting lynchings of African Americans. Overall, lynchings increased in severity as the ratio of lynchers to victims increased. In photographs only, lynchings in counties with fewer African Americans were more severe.

Yokata, K., Fujita, G., Watanabe, K., Yoshimoto, K., & Wachi, T. (2007). **Application of the behavioral investigative support system for profiling perpetrators of serial sexual assault.** *Behavioral Sciences and the Law*, 25, 841–856. Us-

ing a data base profiling system that compares the similarity of stored information on prior sex offenders to criminal actions in an unresolved crime, target offenders were accurately identified in 45 of 81 simulated cases.

Vrij, A., Mann, S., Kristen, S., & Fisher, R. P. (2007). **Cues to deception and ability to detect lies as a function of police interview styles.** *Law & Human Behavior*, 31, 499–518. In Experiment 1 ($N=120$), accusatory interviews, compared to information-gathering and behavioral analysis interviews, were the shortest in duration and provided the fewest verbal cues of deception. In Experiment 2, 68 British police officers viewed taped interviews of Experiment 1 and falsely identified interviewees as liars more often in accusatory interviews than information-gathering interviews. Hit rates for all three interview types were low (.36 to .40).

LEGAL DECISION-MAKING/JURY RESEARCH

Aharoni, E., Weintraub, L.L., & Fridlund, A.J. (2007). **No skin off my back: Retribution deficits in psychopathic motives for punishment.** *Behavioral Sciences and the Law*, 25, 869–889. Undergraduates with high (HPI: $n = 24$) and low (LPI: $n = 29$) scores on the Psychopathic Personality Inventory (PPI) made hypothetical sentencing recommendations in a homicide case. Vignettes varied by intent (low/high) and likelihood of recidivism (low/high). HPIs made more lenient sentencing ratings in the low recidivism condition. LPIs were more lenient when intent was low.

Butler, B. (2007). **Death qualification and prejudice: The effect of implicit racism, sexism, and homophobia on capi-**

tal defendants' right to due process. *Behavioral Sciences and the Law*, 25, 857–867. Prospective jurors ($N = 200$) provided their viewpoints on the death penalty, racism, sexism, and homophobia. High levels of support for the death penalty were associated with high levels of levels of racist, sexist, and homophobic attitudes and beliefs.

Butler, B. & Moran, G. (2007). **The role of death qualification and need for cognition in venirepersons' evaluations of expert scientific testimony in capital trials.** *Behavioral Sciences and the Law*, 25, 561–571. Death qualified venirepersons ($N=200$) evaluated ambiguous expert scientific testimony in a capital case and tended to believe that it was valid and unbiased. Death qualification was associated with a low need for cognition. Death qualified participants were more likely than excludable jurors to vote for conviction and to sentence the offender to death.

Carlsmith, K.M., Monahan, J., & Evans, A. (2007). **The function of punishment in the "civil" commitment of sexually violent predators.** *Behavioral Sciences and the Law*, 25, 437–448. Undergraduates ($N = 175$, 77% female) and a second sample of jury-eligible adults ($N = 200$, 58% female) completed an online survey about sex offender civil commitment that varied by likelihood of recidivism (0, 4, or 70%) and sufficiency of initial punishment (3 or 25 years). Overall, participants were most supportive of civil commitment in the low punishment, high recidivism condition.

Dahl, J., Enemo, I., Drevland, G. C. B., Wessel, E., Eilertsen, D. E., & Magnussen, S. (2007). **Displayed emotions and witness credibility: A comparison of judgments by individu-**

als and mock juries. *Applied Cognitive Psychology*, 21, 1145–1155. University students ($N=301$) watched a video of a rape victim's testimony (which was either mood incongruent, neutral, or congruent) then made decisions about the case after participating or not participating in jury group discussions. Emotions displayed during testimony influenced an individual's decisions, but only when the participant had not been part of a group discussing that testimony.

Heuer, L., Penrod, S., & Kattan, A. (2007). **The role of societal benefits and fairness concerns among decision makers and decision recipients.** *Law & Human Behavior*, 31, 573–610. In Experiments 1 and 2, the impact of outcome (low/high benefit) on judges' ($N=145$) rulings in a simulated search and seizure case was mediated through perceived outcome fairness, but perceived procedural fairness was not a significant mediator. Experiments 3 and 4 revealed that subordinates (e.g., restaurant employees) were more concerned with procedural fairness while authorities (e.g., restaurant managers) were more concerned with outcomes of the procedures.

Kaasa, S. O., Peterson, T., Morris, E. K., & Thompson, W. C. (2007). **Statistical inference and forensic evidence: Evaluating a bullet lead match.** *Law & Human Behavior*, 31, 433–447. Among undergraduate mock jurors ($N=295$) who read a simulated robbery case, those with higher confidence in their abilities to use statistical information were more likely to provide guilty verdicts when exposed to strong evidence or a general statement about a bullet lead match than those with lower confidence. No differences between rates of guilty verdicts were found

when participants received weak or no ballistic evidence.

Kramer, G.M., Wolbransky, M., & Heilbrun, K. (2007). **Plea bargaining recommendations by criminal defense attorneys: Evidence strength, potential sentence, and defendant preference.** *Behavioral Sciences and the Law*, 25, 573 – 585. Criminal defense attorneys ($N = 186$; 51.6% public defenders) rated their likelihood of plea bargaining in a trial. Vignettes varied by potential sentence (long/short), strength of prosecution's evidence (strong/weak), and defendant preference (trial/plea bargain). Overall, attorneys rated a plea more likely when faced with strong evidence ($\eta^2 = .107$) and rated strength of evidence as the most important factor influencing their plea bargain decisions.

Lieberman, J. D., Krauss, D. A., Dyger, M., & Dehoux, M. (2007). **Determining dangerousness in sexually violent predator evaluations: Cognitive-Experiential self-theory and juror judgments of expert testimony.** *Behavioral Sciences and the Law*, 25, 507-526. Undergraduate mock jurors ($N = 179$) examined expert testimony to determine dangerousness in a Sexually Violent Predator case. The mock jurors were motivated using court instructions to process information in either an experiential or rational mode. Mock jurors in an experiential mode were more influenced by clinical testimony while mock jurors in the rational mode were more influenced by actuarial testimony.

Louden, J. E. & Skeem J. L. (2007). **Constructing insanity: Jurors' prototypes, attitudes, and legal decision-making.** *Behavioral Sciences and the Law*, 25, 449-470.

The authors provided 113 potential jurors with four vignettes to examine if their case judgments were influenced by their attitudes toward the insanity defense and prototypes of insanity. Jurors' case judgments were highly correlated ($r = .41-.61$) with their attitudes toward the insanity defense, while prototypes of insanity showed weaker effects.

Tetterton, V.S. & Brodsky, S.L. (2007). **More is sometimes better: Increased mitigating evidence and sentencing leniency.** *Journal of Forensic Psychology Practice*, 7, 79 – 85. Undergraduates ($N = 120$) rated vignettes about a fictional capital murder case. Overall, mock jurors rated the combination of three factors as more mitigating than one factor. They rated longer durations of sexual abuse (5 and 10 years) as more mitigating than one year of sexual abuse; however, no differences were detected between 5 and 10 years.

RISKASSESSMENT

Cunningham, M. D., & Sorensen, J. R. (2007). **Capital offenders in Texas prisons: Rates, correlates, and an actuarial analysis of violent misconduct.** *Law & Human Behavior*, 31, 553-571. Based on the JCLC scale and disciplinary data from 136 recently incarcerated capital offenders with life sentences, four predictors formed the Risk Assessment for Prison-Capital scale: robbery or burglary contemporaneous to the murder, prior prison incarceration, being younger than 21 years, and being younger than 35 years. The scale significantly predicted potentially violent acts, assaults, and assaults resulting in serious injuries (AUCs of .72 to .77).

Daffern, M., Ferguson, M., Ogloff, J., Thomson, L., &

Howells, K. (2007). **Appropriate treatment targets or products of demanding environment? The relationship between aggression in a forensic psychiatric hospital with aggressive behaviour preceding admission and violent recidivism.** *Psychology, Crime, and Law*, 13, 431-441. In a sample of 50 forensic inpatients in Australia, total violence (sum of violence level of index offense and violence across the lifespan scales of the Violence Rating Scale), violence across the lifespan, and level of index offense violence predicted violent recidivism (AUCs = .75, .73, and .61 respectively). Inpatient aggression alone was a poor predictor of violent recidivism (AUC = .46).

Daffern, M. & Howells, K. (2007). **The prediction of imminent aggression and self-harm in personality disordered patients of a high security hospital: Using the HCR-20 Clinical Scale and the Dynamic Appraisal of Situational Aggression.** *International Journal of Forensic Mental Health*, 6, 137-142. Results from 1,243 risk assessments conducted in a high-secure forensic hospital indicated significantly better than chance predictive validity for the prediction of imminent self-harm and aggression. AUC estimates for the HCR-20 Clinical Scale and Dynamic Appraisal of Situational Aggression measures indicated moderate predictive validity, with values ranging from .63-.67.

Das, J., de Ruiter, C., Lodewijks, H., & Doreleijers, T. (2007). **Predictive validity of Dutch PCL:YV for institutional disruptive behavior: Findings from two samples of male adolescents in a juvenile justice treatment institution.** *Behavioral Sciences and the Law*, 25, 739-755. Institutionalized male adolescent offend-

ers were scored using the Dutch version of the PCL: YV. Disruptive behavior and physical violence was associated with high PCL-YV total scores during institutionalization. Factor 2 was more strongly related to disruptive behavior than Factor 1. Factor 4 was related to more serious behavioral incidents than Factor 3

Hornsveld, R.H.J., Nijman, H.L.I., Hollin, C.R., & Kraaimaat, F.W. (2007). **Development of the Observation Scale for Aggressive Behavior (OSAB) for Dutch forensic psychiatric inpatients with an antisocial personality disorder.** *International Journal of Law and Psychiatry*, 30, 480-491. The OSAB was found to reliably and validly measure aggressive behavior and correlated significantly with the PCL-R in a sample of Dutch forensic psychiatric inpatients ($N = 56$).

Hosser, D., Windzio, M., & Greve, W. (2008). **Guilt and shame as predictors of recidivism: A longitudinal study with young prisoners.** *Criminal Justice and Behavior*, 35, 138-144. Results from 1,243 young offenders interviewed during their incarceration indicated that initial feelings of guilt were negatively correlated with recidivism, while feelings of shame prior to release were positively correlated with recidivism.

Lusignan, R., & Marleau, J.D. (2007). **Risk assessment and offender victim relationship in juvenile offenders.** *International Journal of Offender Therapy and Comparative Criminology*, 51, 433-443. In a sample of male adolescent offenders ($N = 108$), those who victimized strangers obtained higher mean HCR-20 rank total scores than offenders who victimized family members or known victims. Characteristics



of offenders who victimized strangers included young age at the time of their first violent act, prior supervision failure, exposure to destabilizers, and lack of personal support.

McKee, S.A., Harris, G.T., & Rice, M.E. (2007). **Improving forensic tribunal decisions: The role of the clinician.** *Behavioral Sciences and the Law, 25*, 485 – 506. Study 1: Researchers coded forensic tribunal decisions ($N = 104$) about violence risk. Psychiatric testimony predicted tribunal recommendations. Study 2: Variables related to dishonesty were related to violent recidivism in forensic patients ($N = 406$); mental illness symptoms were inversely related to recidivism. Study 3: Clinicians ($N = 157$) reported using some empirically validated variables in their decision making process.

O'Leary, K.D., Smith Slep, A.M., & O'Leary, S.G. (2007). **Multivariate models of men's and women's partner aggression.** *Journal of Consulting and Clinical Psychology, 75*, 752-764. In a sample of 453 couples, predictors of partner aggression for both men and women were dominance/jealousy, marital adjustment, and partner responsibility attributions. Additional predictors for men were exposure to family-of-origin aggression, anger expression, and perceived social support, and an additional predictor for women was a history of aggression as a child or teenager.

Prince, J. D., Akincigil, A., & Bromet, E. (2007). **Incarceration rates of persons with first-admission psychosis.** *Psychiatric Services, 58*, 1173-1180. Incarceration rates of individuals who had been hospitalized for the first time for psychosis ($n = 228$ Schizophrenia; $n = 310$ "other psychosis") were prospectively examined (4-year

follow-up period). Having a pre-hospitalization incarceration history predicted post-hospitalization incarceration. Diagnosis (Schizophrenia vs. "other psychosis") had no independent effect on post-hospitalization time to incarceration.

Schwalbe, C. S. (2007). **Risk assessment for juvenile justice: A meta-analysis.** *Law & Human Behavior, 31*, 449-462. Meta-analysis of 28 studies on the predictive validity of risk assessments among juveniles yielded a weighted AUC of .64. The Youth Level of Service/Case Management Inventory was the most frequently used instrument ($k=11$), with an average AUC of .64. Weighted least squares regression indicated larger effect sizes were associated with instruments that were third-generation, not cross-validated, validated on smaller samples, and validated on general probation settings.

SEX OFFENDERS

Abbey, A., Parkhill, M.R., Monique, C.S., & Zawacki, T. (2007). **A comparison of men who committed different types of sexual assault in a community sample.** *Journal of Interpersonal Violence, 22*, 1567-1582. Significant predictors of sexual assault perpetration in a community sample of 162 men included empathy, adult attachment, attitudes about casual sex, sexual dominance, alcohol consumption in sexual situations, and peer approval of forced sex.

Alden, A., Brennan, P., Hodgins, S., & Mednick, S. (2007). **Psychotic disorders and sex offending in a Danish birth cohort.** *Archives of General Psychiatry, 64*, 1251-1258. In a Danish cohort of the men born in 1947 ($N=173,559$), 1.13% had been arrested for some form of sexual offense and 2.2% had been hospital-

ized for a psychotic disorder. Those men with a psychotic disorder committed 17.4% of all sexual offenses.

Alish, Y., Birger, M., Manor, N., Kertzman, S., Zerzion, M., Kotler, M., & Strous, R.D. (2007). **Schizophrenia sex offenders: A clinical and epidemiological comparison study.** *International Journal of Law and Psychiatry, 30*, 459-466. Sex offenders diagnosed with schizophrenia ($n=36$) differed significantly from general offenders with the same diagnosis ($n=80$) in that sex offenders were more likely to be married, employed, homosexual or bisexual, but had fewer hospitalizations, lower levels of antisocial personality characteristics, substance abuse, and negative symptoms.

Allan, M., Grace, R.C., Rutherford, B., & Hudson, S.M. (2007). **Psychometric assessment of dynamic risk factors for child molesters.** *Sex Abuse, 19*, 347-367. The addition of self-report measures of sexual interests and pro-offending attitudes variables to the Static-99 increased the AUC value from .72 to .81 for sexual recidivism in a sample of 495 male sexual offenders.

Barbaree, H.E., Langton, C.M., & Blanchard, R. (2007). **Predicting recidivism in sex offenders using the VRAG and SORAG: The contribution of age-at-release.** *International Journal of Forensic Mental Health, 6*, 29-46. Removal of age-at-release effects significantly reduced the ability VRAG and SORAG to predict recidivism. AUC values for the VRAG and SORAG bin scores were reduced from .67 and .70, respectively, to .61 and .65.

Beauregard, E. & Proulx, J. (2007). **A classification of sexual homicide against men.** *International Journal of Of-*

fender Therapy and Comparative Criminology, 51, 420 – 432. An examination of 10 sexual homicides of male victims in Canada suggested that, overall, victims tended to be older than offenders, Caucasian, and homosexual. Offenders tended to be Caucasian, single, and used alcohol before the crime. Suggested typologies of offenders included the avenger, the sexual predator, and the nonsexual predator.

Engle, M. J., McFalls Jr., J. A., & Gallagher III, B. J. (2007). **The attitudes of members of the association for the treatment of sexual abusers towards treatment, release, and recidivism of violent sex offenders: An exploratory study.** *Journal of Offender Rehabilitation, 44*, 17-24. Results from a survey of 540 ATSA members revealed that 63% believed there to be little hope for rehabilitation of offenders and 88% were concerned about post-treatment recidivism. In contrast, 65% believed their own patients unlikely to relapse, while 63% believed other violent sex offenders would relapse.

Horvath, M., & Brown, J. (2007). **Alcohol and drug of choice: Is drug-assisted rape a misnomer?** *Psychology, Crime, and Law, 13*, 417-429. A review of rape cases ($n = 93$) involving the victim under the influence of alcohol and/or drugs either voluntarily or involuntarily revealed that victims who were voluntarily intoxicated remembered stages of the assault, were 35 years old and younger, were interviewed by the police, and knew their offender. Characteristics of involuntary intoxication cases included oral sex, kissing, and sexual fondling.

Howitt, D. & Sheldon, K. (2007). **The role of cognitive**

distortions on paedophilic offending: Internet and contact offenders compared. *Psychology, Crime & Law*, 13, 469-486. Cognitive distortions were compared between child sexual offenders [contact-only ($n=25$), internet-only ($n=16$), and mixed, contact and internet ($n=10$)] to determine if any group maintained more distortions. Overall, few differences were found between offender types, but the internet-only offenders scored higher than the contact-only offenders on a "children are sexual objects" scale.

Kemper, T.S., & Kistner, J.A. (2007). **Offense history and recidivism in three victim-age-based groups of juvenile sex offenders.** *Sex Abuse*, 19, 409-424. Data from child offenders, peer offenders, and mixed juvenile sex offenders ($N = 296$) indicated that recidivism rates significantly increased when mixed offenders were either excluded or combined with child offenders. The authors concluded that mixed offenders are a unique subgroup of juvenile sex offenders that should not be combined with child offenders or peer offenders.

Langton, C.M., Barbaree, H.E., Harkins, L., Arenovich, T., Mcnamee, J., Peacock, E.J., et al. (2008). **Denial and minimization among sexual offenders: Posttreatment presentation and association with sexual recidivism.** *Criminal Justice and Behavior*, 35, 69-100. Results from a subgroup of 102 sex offenders who received no treatment after an initial program indicated that higher levels of minimization predicted sexual recidivism among higher risk offenders.

Laulik, S., Allam, J., & Sheridan, L. (2007). **An investigation into maladaptive personality func-**

tioning in internet sex offenders. *Psychology, Crime, and Law*, 13, 523-535. PAI scores from 30 male internet child sexual offenders revealed that offenders obtained significantly lower scores than the normative PAI sample on Aggression, Mania, Treatment Rejection, Dominance, and Warmth (d s ranging 1.08 - 1.73). Offenders obtained significantly higher scores than the normative sample on Depression, Schizophrenia, Borderline and Antisocial Features, Suicidal Ideation, and Stress (d s ranging .78 - 1.76).

Levenson, J.S., D'Amora, D.A., & Hern, A.L. (2007). **Megan's law and its impact on community re-entry for sex offenders.** *Behavioral Sciences and the Law*, 25, 587 - 602. Sex offenders ($N = 239$) in Indiana and Connecticut completed surveys about the impact of Megan's Law on their lives. Negative effects included job loss (21%), threats/harassment (21%), and property damage (18%). Psychosocial effects included stress (62%), shame (58%), and hopelessness (55%). Most (74%) suggested that Megan's Law may help to prevent reoffending.

Lussiere, P., Leclerc, B., Cale, J., & Proulx, J. (2007). **Developmental pathways of deviance in sexual aggressors.** *Criminal Justice and Behavior*, 34, 1441-1464. Structural equation modeling of data from 553 sexual offenders revealed three dimensions of deviance: **I n t e r n a l i z a t i o n**, Externalization, and Sexualization. Those who offended against children had higher levels of Internalization, whereas those offending against adults had higher levels of Externalization.

Mann, R., Webster, S., Wakeling, H., & Marshall, W. (2007). **The measurement and**

influence of childhood sexual abuse supportive beliefs. *Psychology, Crime, & Law*, 13, 443-458. Reliability and validity of the Sex with Children (SWCH) scale was examined in six samples of sexual offenders ($n = 1,336$) and a non-offender sample ($n = 40$). A two-factor structure for the measure was supported: Belief of Children as Sexual Beings and Belief that Sexual Abuse is Harmless. The SWCH was significantly correlated with the Cognitive Distortions Scale and the Cognitive Distortions and Immaturity Scale of the Multiphasic Sex Inventory.

Martinez, R., Flores, J., & Rosenfeld, B. (2007). **Validity of the Juvenile Sex Offender Assessment Protocol II (J-Soap-II) in a sample of urban minority youth.** *Criminal Justice and Behavior*, 34, 1284-1297. J-SOAP-II scores for 60 male sexual offenders indicated a significant relationship between total score and general offense, sexual reoffense, and treatment compliance. ROC analyses indicated good predictive validity for general offenses (AUC = .76) and sexual recidivism (AUC = .78).

McGrath, R.J., Cumming, G.F., Hoke, S.E., & Bonn-Miller, M.O. (2007). **Outcomes in a community sex offender treatment program: A comparison between polygraphed and matched non-polygraphed offenders.** *Sex Abuse*, 19, 381-393. Sexual offenders were divided into polygraph ($n=104$) and no-polygraph ($n=104$) groups, which assessed compliance with conditional release and avoidance of new sexual offenses. After 5 years, offenders in the polygraph group were significantly less likely to commit a new violent offense. No differences were observed between groups for any sexual or violent offense, or any criminal offense.

Moulden, H.M., Firestone, P., & Wexler, A.F. (2007) **Child care providers who commit sexual offences: A description of offender, offence, and victim characteristics.** *International Journal of Offender Therapy and Comparative Criminology*, 51, 384 - 406. Canadian police collected descriptive information about sexual offences in a child care context (Offenders = Adult male, $n = 163$; female, $n = 14$; juvenile male, $n = 100$; female, $n = 28$). Overall, males committed more offences; females were overrepresented compared to national offender data. Girls were victimized more often than boys unless the offender was an adult female.

Novak, B., McDermott, B. E., Scott, C. L., & Guillory, S. (2007). **Sex offenders and insanity: An examination of 42 individuals found not guilty by reason of insanity.** *Journal of the American Academy of Psychiatry and the Law*, 35, 444-450. Chart reviews for sex offenders ($N=42$) who had been found not guilty by reason of insanity (NGRI) indicated a higher prevalence of psychotic disorders (66%) than is found in non-NGRI sex offender populations.

Nunes, K.L., & Cortoni, F. (2008). **Dropout from sex-offender treatment and dimensions of risk of sexual recidivism.** *Criminal Justice and Behavior*, 35, 24-35. Static-99 general criminality items were significantly associated with dropout or expulsion from a sex offender treatment program ($r=.24$, Total $N = 100$). No significant associations were found for items of sexual deviance and treatment dropout/expulsion.

Olver, M.E., Wong, S.C.P., Nicholaichuk, T., & Gordon, A. (2007). **The validity and reli-**



ability of the Violence Risk Scale – Sexual Offender version: Assessing sex offender risk and evaluating therapeutic change. *Psychological Assessment*, 19, 318-329. In a sample of 321 male offenders (maximum security), the Violence Risk Scale – Sexual Offender version (VRS-SO) was found to have acceptable inter-rater reliability, concurrent validity with the Static 99, and predictive validity for recidivism over short-, medium-, and long-term follow-ups. Dynamic factors measured by the VRS-SO showed positive changes during treatment and were related to reductions in risk of recidivism.

Sreenivasan, S., et al., (2007). **Predicting the likelihood of future sexual recidivism: Pilot study findings from a California sex offender risk project and cross-validation of the Static-99.** *Journal of the American Academy of Psychiatry and the Law*, 35, 454-468. Sex offenders ($N=137$) were followed for 10 years to examine recidivism and accuracy of the STATIC-99 to predict recidivism. The ranking used to predict risk on the STATIC-99 was found to underestimate for lower risk groups and overestimate for higher risk groups.

van Wijk, A.P., Mali, S.R.F., & Bullens, R.A.R. (2007). **Juvenile sex-only and sex-plus offenders: An exploratory study on criminal profiles.** *International Journal of Offender Therapy and Comparative Criminology*, 51, 407 – 419. Dutch juvenile sex offenders had committed either sex-only ($n = 1,945$) or sex and nonsex offenses (sex-plus: $n = 2,485$). Overall, sex-plus offenders began earlier (age at 1st offense: 14.7 vs. 15.2) and continued longer (age at last of-

fense: 19.2 vs. 15.5), with more offenses (11.9 vs. 1.7).

Viljoen, J.L., et al., (2008). **Assessing risk for violence in adolescents who have sexually offended: A comparison of the J-SOAP-II, J-SORRAT-II, and SAVRY.** *Criminal Justice and Behavior*, 35, 5-25. J-SOAP-II and SAVRY total scores significantly predicted non-sexual violence (AUC = .71 and .77, respectively) in a sample of adolescent male sex offenders ($N=169$). No instrument displayed adequate predictive validity for future sexual violence.

Webb, L., Craissati, J., & Keen, S. (2007) **Characteristics of internet child pornography offenders: A comparison with child molesters.** *Sex Abuse*, 19, 449-465. Internet sex offenders ($n=120$) reported fewer psychological difficulties, fewer sexual convictions, and lower scores on measures of psychopathy than child molesters ($n=90$). Recidivism data from an average 18 month followup indicated that internet offenders were significantly less likely than child molesters to recidivate (4% and 29% failure, respectively).

Williams, F., Wakeling, H., & Webster, S. (2007). **A psychometric study of six self-report measures for use with sexual offenders with cognitive and social functioning deficits.** *Psychology, Crime, and Law*, 13, 505-522. Incarcerated male sexual offenders ($N=211$) participating in a sex offender treatment program for low IQ individuals showed small to large positive treatment effects on measures of denial, minimization, and justification, attitude towards sexual assault victims and harm to victim, risk factors and coping strategies, and self-esteem (ds ranging .29 – 1.34).

WITNESS ISSUES

Almerigogna, J., Ost, J., Bull, R., & Akehurst, L. (2007). **A state of high anxiety: How non-supportive interviewers can increase the suggestibility of child witnesses.** *Applied Cognitive Psychology*, 21, 963-974. Children ($N=69$) completed the State-Trait Anxiety Inventory for Children, watched a movie clip, and were interviewed (two styles: supportive/non-supportive). Children were more likely to be incorrect when interviewed with a non-supportive style. Children more often answered misleading question incorrectly when their pre- and post-anxiety state scores were high.

Hershkowitz, I. & Terner, A. (2007). **The effects of repeated interviewing on children's forensic statements of sexual abuse** *Applied Cognitive Psychology*, 21, 1131-1143. Children ($N=40$) who were alleged victims of sexual abuse were interviewed using a standardized interview, given a break, and then re-interviewed. Children provided new information and a higher percentage of central details in their second interviews.

Hope, L., & Wright, D. (2007). **Beyond unusual? Examining the role of attention in the weapon focus effect.** *Applied Cognitive Psychology*, 21, 951-961. Participants ($N=45$) were asked to press a response key when an odd number appeared (primary task) and to watch a slide show (secondary task). Each slide show had a critical slide of a man holding an object (weapon/unusual object/control). Response time was significantly faster for the control condition than for the weapon and unusual object groups.

Lamb, M. E., Orbach, Y., Hershkowitz, I., Horowitz, D.,

& Abbot, C. B. (2007). **Does the type of prompt affect the accuracy of information provided by alleged victims of abuse in forensic interviews?** *Applied Cognitive Psychology*, 21, 1117-1130. Victims of sexual abuse ($n=43$) and perpetrators ($n=52$) were interviewed using a standardized protocol. Using an open-ended free recall type of questioning style with the victims (vs. a focused style) was more likely to elicit victim responses which were confirmed by the perpetrator.

Lampinen, J. M., Scott, J., Pratt, D., Leding, J. K., & Arnal, J. D. (2007). **'Good, you identified the suspect...but please ignore this feedback': Can warnings eliminate the effects of post-identification feedback.** *Applied Cognitive Psychology*, 21, 1037-1056. Undergraduates ($N=90$) watched a video and identified a culprit from a culprit absent lineup in one of three feedback conditions (positive, negative, none). Half were given a warning that the feedback they received was random. There was a significant effect for the warning on post-feedback effects, with a warning significantly reducing post-feedback effects. Experiment 2 found a similar effect, but with a culprit present lineup. Experiments 3 and 4 used a more forensically realistic warning to disregard feedback, but found no effects for the warning.

McAuliff, B. D., & Kovera, M. B. (2007). **Estimating the effects of misleading information on witness accuracy: Can experts tell jurors something they don't already know?** *Applied Cognitive Psychology*, 21, 849-870. Psychologists ($n=58$), jurors ($n=157$), and undergraduates ($n=220$) completed a survey to estimate the effects of misleading information on the accuracy of wit-

ness testimony. Laypeople underestimated differences in suggestibility between age groups and had poor understanding of other issues related to accuracy, such as the effect that the centrality of an event, a witness' and active participation in the event.

Melinder, A., Scullin, M., Gravvold, T., & Iversen, M. (2007). **The stability and generalizability of young children's suggestibility over a 44 month interval.** *Psychology, Crime, & Law*, 13, 459-468. Forty-seven children's memory recall and Yield (agreeing with suggestive questions) and Shift (changing answers after negative feedback) suggestibility were measured at 4 and again at 7 years old using the Book Suggestibility Scale for Children translated into Norwegian. Results indicated an increase in accurate recall over time with a decline in suggestibility over time. Memory recall and total suggestibility (Yield and Shift scores combined) were moderately correlated over time, the relationship between Yield and Shift alone was not significant.

Meyer, J.R. & Reppucci, N.D. (2007). **Police practices and perceptions regarding juvenile interrogation and interrogative suggestibility.** *Behavioral Sciences and the Law*, 25, 757 – 780. Law enforcement officers ($N = 332$) completed surveys about interrogation tactics and the psychosocial development of children, youth, and adults. Participants reported some accurate beliefs about childhood development, but reported using similar interrogation tactics with suspects of all ages.

Miguelés, M., & García-Bajos. (2007). **Selective Retrieval and**

induced forgetting in eyewitness memory. *Applied Cognitive Psychology*, 21, 1157-1172. Experiment 1 ($N=56$) and Experiment 2 ($N=60$) both used videos to examine retrieval-induced forgetting (RIF) for both short and long-term recall of crime details and offender characteristics. Long-term recall of offender characteristics was affected by RIF, but recall of crime details was not.

Pezdek, K., Sperry, K., & Owens, S. M. (2007). **Interviewing witnesses: The effect of forced confabulation on event memory.** *Law & Human Behavior*, 31, 463-478. In Experiment 1, participants ($N=96$) were more likely to recall the same answer at Times 1 and 2 when voluntarily guessing the answers to unanswerable questions than when forced to guess. When they recalled the same incorrect answer to unanswerable questions, their confidence increased from Time 1 to Time 2. In Experiment 2, participants ($N=79$) were more likely to provide the same answer to unanswerable questions at Time 2 if asked more than once.

Shaw, J. S., Appio, L. M., Zerr, T. K., & Pontoski, K. E. (2007). **Public eyewitness confidence can be influenced by the presence of other witnesses.** *Law & Human Behavior*, 31, 629-652. In four separate experiments, participants' confidence ratings were lower when providing answers privately than in front of other participants exposed to same stimulus materials but with no knowledge of the accurate response. Confidence ratings did not differ between the conditions when providing answers in front of other participants with no exposure to stimulus materials.

Psychology, Public Policy & Law: Editorial Statement

Psychology, Public Policy, and Law focuses on the links between psychology as a science and public policy and law. It publishes articles of modest length that (a) critically evaluate the contributions and potential contributions of psychology and relevant information derived from related behavioral and social sciences to public policy and legal issues; (b) assess the desirability of different public policy and legal alternatives in light of the scientific knowledge base in psychology; and (c) examine public policy and legal issues relating to the science and practice of psychology and related disciplines. Although some of these issues may be addressed in articles currently being submitted to traditional law reviews, this publication uniquely provides peer review, both scientific and legal input, and editorial guidance from psychologists and lawyers. Through publication in a single forum, the journal will also focus the attention of scholarly, public policy, and legal audiences on such work. Original empirical research reports that apply psychological science to questions of policy and/or law are welcome and encouraged. Empirical research must make a significant contribution to public policy and/or the law. Such empirical work is preferably multistudy, multijurisdictional, longitudinal, or in some other way either broad in scope, of major national significance, or both.

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

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.



Nominations, Awards, and Announcements

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

Jennifer L. Beaudry
Queen's University
Detecting Identification Accuracy: The Impact of Viewing the Identification Procedure on Belief of an Eyewitness

Michael J. Brown
Brooklyn College – City University of New York
Prototypes of Sexual Harassment Cases

Stephanie Evans
University of Alabama
Title: Gender Disparity in the Prediction of Recidivism: The Accuracy of the LSI-R Modified

Laura Guy, M.A.
Simon Fraser University
Advancing the field of violence risk assessment: A meta-analytic comparison of risk assessment technologies and procedure

Victoria Jeffries
Department of Psychology - Mental Health, Law, and Policy Institute
Altered Risk Perceptions: Source Credibility of Violence Risk Assessment Measures

Siji Lizza John
Sam Houston State University
Taxometric Analysis of Psychopathy in a Female Incarcerated Population

Evelyn M. Maeder
University of Nebraska-Lincoln
Race and Disability within Employment Discrimination

Kelly A. Maurice
California State University, Northridge
Support Person Use and Mock Jurors' Perceptions of Child Victim Testimony

Sarah Mordell
Simon Fraser University
Psychosocial immaturity as a risk factor for offending in adolescents and young adults

Cynthia J. Najdowski
University of Illinois at Chicago
Jurors' Perceptions of Juvenile Defendants in Adult Criminal Court

Eric S. Neal
California State University, Northridge
A New Look at Eyewitnesses' Verbal and Quantitative Expressions of Confidence and Identification Accuracy

University of Nebraska-Lincoln
Freedom and Equality: Assessing Intent in Symbolic Hate Speech

Elizabeth P. Shulman
Psychology and Social Behavior - University of California, Irvine
The Middle Schooler's Perspective

Julie A. Singer, M.A.
Grant Sawyer Center for Justice Studies - University of Nevada, Reno
Jurors' emotional reactions to juvenile and adult crime: The impact on attributions and sentencing

Martha S. Smith
Indiana State University
Characteristics of State Trial Court Judges and Self-reported Extralegal Factors that Influence Their Sentencing Decisions with Older Offenders

Margaret C. Stevenson
The University of Illinois at Chicago
How Jurors Discuss a Defendant's Childhood Maltreatment and Alcohol Abuse When They are Deliberating on Death

Jennifer Tallon, MA & Tarika Daftary, MA
The Graduate Center, CUNY
Giving Voice of Biasing the Jury? The Role of Victim Impact Statements and Defendant Remorse in Capital Trials

Leanne ten Brinke, BSc (Hons.)
Dalhousie University
Reading Between the Lies: An Examination of Emotional Facial Expressions as Cues to Deception in Emotional Pleas to the Public

Chantal Van Reeuwijk
College of Criminal Justice - Sam Houston State University
Convergent and Discriminant Validity of Self-Report Psychopathy Measures: A multi-trait, multi-method approach

Handbook of Teaching Materials

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

Nominations, Awards, and Announcements

Congratulations to AP-LS Fellow and Honorary Distinguished Members!

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

Fellow Status in the American Psychological Association

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

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

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

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

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

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

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

AP-LS Award for Best Undergraduate Paper

Description:

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

Eligibility:

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

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

- A statement by the student describing their role in initiating, conducting, analyzing and writing the project (150 words or fewer).
- APA style manuscript or thesis detailing the research to be considered for an award in less than 20 pages of text.
- Letter of support from the student's faculty supervisor; this letter must characterize the nature and extent of the student's contribution to the project.

Submissions:

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

Email: Veronica.Stinson@smu.ca

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

Nomination Deadline: June 30 (annually)

Decision Made By: AP-LS Undergraduate Paper Award Committee

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

Awarded:

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



Division News and Information

2008 American Academy of Forensic Psychology Workshops Schedule

**March 5-9, 2008, Hyatt Regency Jacksonville, FL,
\$131 (Concurrent with AP-LS)**

Advanced Topics in Criminal Forensic Assessment (Wed., 3/5/08;
8:30 A.M. – 4:30 P.M.)
Alan Goldstein, Ph.D.

Law School Crash Course: Foundational Information for Forensic
Practice (Thurs., 3/6/08; 8:30 A.M. – 4:30 P.M.)
Craig Lareau, JD, Ph.D.

Assessments in Contested Parenting Time and Access Matters
(Thurs., 3/6/08; 8:45 A.M. – 4:45 P.M.)
Mary Connell, Ed.D.

The Defendant: Impact of Mental Disability in the Criminal Law
Process (Fri., 3/7/08; 8:30 A.M. – 4:30 P.M.)
Michael Perlin, JD

Psychological Independent Medical Examinations in Disability
Matters (Fri., 3/7/08; 8:45 A.M. – 4:45 P.M.)
Lisa Piechowski, Ph.D.

The MMPI-2-RF (Restructured Form): An Introduction for Foren-
sic Psychologists (Sat, 3/8/08; 8:30 A.M. – 4:30 P.M.)
Yosef Ben-Porath, Ph.D.

Psychological Assessment of Parents in Child Protection Matters
(Sat., 3/8/08; 8:45 A.M. – 4:45 P.M.)
Karen Budd, Ph.D.

Preparing for Board Certification in Forensic Psychology (Sun., 3/
9/08; 8:30 A.M. – 4:30 P.M.)
Linda Berberoglu, Ph.D.

**May 14-18, 2008, San Francisco, CA, The Miyako
Hotel, \$149**

Police Psychology (Wed., 5/14/08; 8:30 A.M. – 4:30 P.M.)
Mark Zelig, Ph.D.

Adolescents as Adults in Court (Thurs., 5/15/08; 8:30 A.M. – 4:30
P.M.)
Elizabeth Cauffman, Ph.D.

Conducting Child Custody Evaluations (Thurs., 5/15/08; 8:45 A.M.
– 4:45 P.M.)
Marsha Hedrick, Ph.D.

The Role of the Forensic Psychologist in Death Penalty Litigation
(Fri., 5/16/08; 8:30 A.M. – 4:30 P.M.)
Mark Cunningham, Ph.D.

Psycholegal Assessment of Employment Discrimination & Sexual
Harassment Allegations (Fri., 5/16/08; 8:45 A.M. – 4:45 P.M.)
Herb Weissman, Ph.D.

Stalking: The State of the Science (Sat., 5/17/08; 8:30 A.M. – 4:30
P.M.)

Reid Meloy, Ph.D.

Forensic Report Writing (Sat., 5/17/08; 8:45 A.M. – 4:45 P.M.) LIM-
ITED TO 15 REGISTRANTS

Thomas Grisso, Ph.D.

Malingering and Forensic Practice: Conceptual Issues and Clini-
cal Methods (Sun., 5/18/08; 8:30 A.M. – 4:30 P.M.)

Richard Rogers, Ph.D.

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

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

Donald Bersoff, JD, Ph.D.

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

Steve Sparta, Ph.D.

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

Jennifer Skeem, Ph.D.

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

Jodi Quas, Ph.D.

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

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

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

Roger Greene, Ph.D.

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

Stephen Hart, Ph.D.

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

John Edens, Ph.D.

**Nov. 4 – Nov. 9, 2008, Dearborn, MI.,
Hyatt Regency Dearborn, \$119**

Schedule to be announced

Division News and Information

American Academy of Forensic Psychology Workshop Schedule: 2008

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

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

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

Report from the Forensic Specialty Council

Ira K. Packer, Ph.D., Chair

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

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

AP-LS NEWS, Winter 2008

Call For Papers

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

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

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

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

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The deadline for submission is July 1, 2008



Division News and Information

APLS Book Series

The APLS book series is published by Oxford University Press. The series publishes scholarly work that advances the field of psychology and law by contributing to its theoretical and empirical knowledge base. Craig Haney's book on the death penalty received the Herbert Jacob Book Prize from the Law and Society Association for the "most outstanding book written on law and society in 2005." The latest book in the series, by Larry Wrightsman, is entitled *Oral arguments before the Supreme Court: An empirical approach*. Larry traces the history of oral arguments from John Jay and the beginning of the Supreme Court to the present day Roberts Court. Challenging the notion that oral arguments play an insignificant role in decisions, Wrightsman provides a careful and detailed analysis of the transcripts of oral arguments and shows that oral arguments are central to the decision making process. Larry's book should be published in time for the APLS conference in Jacksonville.

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

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

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

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

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

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

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

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

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

Announcement from APA's Committee on International Relations in Psychology

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

AP-LS Bylaw Revision Voting Results

As you may have seen in the Fall issue of the AP-LS News, the Executive Committee has approved two changes to the by-laws. Those same by-laws require that the revisions be voted on by the membership. In an electronic ballot, the revisions pass if two-thirds of the members voting on the revisions approve them. Both of the revisions passed. The following are the results:

1) The first set of revisions are to Articles 4.7 and 5.4 that would allow for the division to sponsor journals in addition to Law and Human Behavior.

On this revision, there were 13 "no" votes, 1 abstention, and 266 "yes" votes. The revision passed with 95% of people voting in favor.

2) The second set of revisions to Articles 2.1 and 4.3 are necessitated by APA's ruling that only APA members can be referred to as Fellows. We proposed the substitution of the term Distinguished Member for those members who would be eligible for Fellow status but are not APA members.

On this revision, there were 21 "no" votes, 17 abstentions, and 242 "yes" votes. The revision passed with 86% of people voting in favor.

The AP-LS bylaws are available on the AP-LS website at <http://www.ap-ls.org/about/bylawsIndex.html> or by clicking on the "About AP-LS" link on the AP-LS homepage.

Thank you to everyone who participated in the voting process.

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

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

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

Division News and Information

EXECUTIVE COMMITTEE AND COMMITTEE CHAIRS

• President	Margaret Bull Kovera	mkovera@jjay.cuny.edu
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• 2008 APA Program Chairs	Veronica Stinson	Veronica.Stinson@smu.ca
	Roslyn Caldwell	rcaldwell@jjay.cuny.edu
• 2008 APLS Conference Chairs	David DeMatteo	dsd25@drexel.edu
	Kevin O'Neil	oneilk@fiu.edu
	Eve Brank	ebrank@ufl.edu



Fellowships and Positions

UNIVERSITY OF ABERDEEN SCHOOL OF PSYCHOLOGY RESEARCH ASSISTANT/FELLOW (2 POSTS)

Applications are invited for Research Assistant or Research Fellow (for a period of up to 19 months) to work on a research project which aims to develop objective and effective means of assessing the extent to which a particular eyewitness memory report can be relied on as evidence. Applications for Research Fellow position should have a PhD and a background in experimental social or cognitive psychology and an excellent track record of research in the eyewitness or a related area. Applicants for the Research Assistant should have a good bachelors/masters degree in Psychology and have relevant research experience.

The salary will be paid in the range of £23,329 - £26,257 per annum for the Research Assistant post and £27,857 - £33,262 per annum for the Research Fellow post. Informal enquiries may be made to Professor Amina Memon (email amemon@abdn.ac.uk, tel: 01224 272230). For details of the Eyewitness Research Group at Aberdeen please visit: <http://www.abdn.ac.uk/~psy282/dept/eyewitness.htm>. Online application forms and further particulars are available from www.abdn.ac.uk/jobs. Alternatively telephone (01224) 272727 (24-hour answering service) quoting reference number **YPS220R** for an application pack. The closing date for the receipt of applications is **Thursday 31 January 2008**.

Promoting Diversity and Equal Opportunities
throughout the University

Roger Williams University Assistant Professor

The Department of Psychology at Roger Williams University invites applications for a tenure track appointment at the rank of Assistant Professor beginning Fall 2008. The Department has a Masters Program in Forensic Psychology, and welcomes applications from candidates whose expertise complements the Department's areas of research focus. Candidates are required to have a Ph.D. in Clinical or Counseling Psychology, evidence of successful teaching experience, and a publication record commensurate with experience. Candidates must also present evidence of an ongoing program of scholarly activity incorporating undergraduate and/or graduate students upon hire. Area of specialization is open, but the Department is particularly interested in applicants with expertise and training in forensic psychology and substance abuse (research or practice). The successful applicant will be expected to serve on thesis committees and teach courses from among the following: graduate courses in substance abuse, psychopathology, and methods of psychotherapy (individual and group); undergraduate courses in substance abuse, abnormal psychology, quantitative methods, and research methods. Faculty are also encouraged to develop courses in their own area of expertise. In general, all Tenure track RWU faculty must demonstrate effectiveness in the following four categories: 1) teaching;

2) academic advising and program development; 3) scholarly, professional and/or creative activities; and 4) institutional and/or community service.

Please contact the search committee chair, Dr. Matt Zaitchik (mzaitchik@rwu.edu) for further information. Qualified applicants should send: 1) letter of intent including statements of teaching philosophy and research interests; 2) a current vita; 3) names and contact information of at least three references; and 4) selected reprints.

Applications should be submitted to:
Psychology Search Committee
C/O Dean of Arts & Sciences Roger Williams University One Old Ferry Road Bristol, Rhode Island 02809-2921

Review of applications will begin **December 1, 2007** and will continue until the position is filled.

North Texas State Hospital Postdoctoral Fellowship

The Psychology Discipline of North Texas State Hospital (NTSH), the Texas psychiatric hospital system's only maximum security facility) is accepting applications for a one-year forensic post-doctoral psychology position. Supervised forensic psychological experiences include evaluation, treatment and consultation to multidisciplinary service teams. Populations include co-ed adult and adolescent public psychiatric inpatients. Treatment tracks are structured to meet psychosocial needs within a social learning frame, and are uniquely forensic in orientation. Heavy emphasis is placed on conducting evaluations of trial competence, dangerousness risk, psychodiagnosis and malingering. These render recommendations to assist multidisciplinary teams and finders of fact with relevant disposition decision-making. Individual and group psychotherapies assist with treatment objectives such as competence restoration and violence relapse prevention. Broad exposure to Texas District Courts results from the hospital's prominent role with respect to competence restoration and treatment of insanity acquittees across the state. Opportunities exist to testify at court and to the Department of State Health Services Dangerousness Review Board. Didactic and other learning opportunities enhance intensive case supervision, which is structured to surpass state licensure requirements for post-doctoral supervision. Supervisors are licensed psychologists with considerable forensic training and experience. Competitive salary and excellent benefits. Applicants must hold Ph.D. or Psy.D. from an APA-accredited program. Along with a completed application, please submit a Curriculum Vitae, three sanitized work samples, and a copy of education transcript. Electronic applications for all posted psychologists positions may be obtained at <https://accesshr.hhsc.state.tx.us>. For additional information or assistance with the application process, contact: Michael Jumes, Ph.D., Director of Psychology, North Texas State Hospital, P. O. Box 2231, Vernon, Texas 76384, 940-552-4140, michael.jumes@dshs.state.tx.us

Fellowships and Positions

Argosy University

Program Chair, Forensic Psychology Program

Argosy University, Sarasota Campus is pleased to announce the opening for a Program Chair in its Forensic Psychology program. Responsibilities will include: making recommendations to the Campus Vice President of Academic Affairs regarding academic policies and departmental activities, program development, the recruitment, hiring and evaluation of faculty, class scheduling, faculty contracts and their renewal and non-renewal, student evaluations and processes, faculty promotion, preparation for specialty accreditation and the appointment of chairs and faculty members to department committees. Required qualifications include: a Doctoral degree in Forensic Psychology (or equivalent) from an accredited program, teaching/administrative experience in an approved program, at least six years of postdoctoral experience and demonstration of leadership experience in forensic psychology. Candidates should also be licensed or license eligible in Florida. Salary and rank will depend on the candidate's qualifications and experience. We are committed to racial, cultural and gender diversity among our faculty and student body. Minority-group candidates are strongly encouraged to apply. Review of applications will begin immediately and continue until the position is filled. Submit a letter of interest including areas of teaching competence, vita and three professional references by e-mail to:

Sheri Girard, MS, PHR
Area Director of Human Resources – Central Florida
sgirard@argosy.edu

Postdoctoral Fellowship

Liberty Healthcare in coordination with the Illinois Department of Human Services-Treatment & Detention Facility is offering the unique opportunity to complete a one-year Psychology Post Doctoral Fellowship specializing in Sex Offender Treatment. This one-year Forensic Psychology training will offer the 3 selected candidates the opportunity to participate in intensive sex offender-specific group therapy with an experienced co-therapist. During this treatment-intensive, post doctoral training, the Fellow will function as a member of a multidisciplinary team providing psychological testing and report writing; treatment planning; group and individual treatment; as well as supervisory experience. The Fellow will participate in weekly training provided in multiple formats including case conferencing, multidisciplinary treatment plan staffing, staff trainings and didactic seminars.

In 2006, the program moved into a new state-of-the-art treatment facility located in Rushville, Illinois, which is a rural town situated in west central Illinois. The facility is within commuting distance of Macomb (25 mins.) Springfield (1 hr) and Quincy (1 hr). The nearest metropolitan areas are St. Louis, Chicago and the Quad Cities. Individuals interested in one of the three Fellowship position with the Forensic Psychology Training Program must have completed all requirements, for a Doctoral Degree in Clinical Psychology, or a related area, prior to the start of the Fellowship. The ideal candidate will be from an APA/CPA accredited doctoral program however applications from candidates from regionally accredited institution of higher learning will be accepted.

For further information and application requirements for this unique training experience please review our Training Brochure located on the internet at: <http://www.libertyhealthcare.com/upload/53.pdf> or see our posting on the APPIC website. Interviews will be held in February, 2008 and selected candidates may receive financial assistance with interview travel expenses. For immediate consideration, submit resume / CV by email to Ian Castronuovo at Liberty Healthcare: ianc@libertyhealth.com

University of Virginia and Western State Hospital Postdoctoral Fellowship

The University of Virginia's (UVA) Institute of Law, Psychiatry, and Public Policy and Western State Hospital announce an opening for their postdoctoral fellowship in forensic psychology. General details about all of the postdoctoral fellowships offered through the UVA School of Medicine are available through the following link:

<http://www.healthsystem.virginia.edu/internet/psych-training/residencies/psychology/psychology.cfm>

Details about the postdoctoral fellowship in forensic psychology, in particular, is available at the following link:

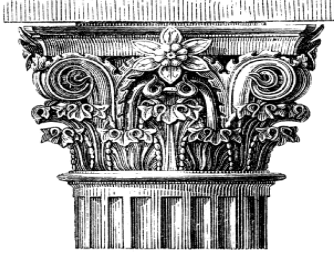
<http://www.healthsystem.virginia.edu/internet/psych-training/residencies/psychology/forensic-psychology.cfm>

Review of applications will begin immediately, and continue until the position is filled. Precise start date is negotiable, but should be around mid-summer of 2008.

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



Notes From The Student Chair



AP-LS

Student Officers E-mail Addresses

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acassens@csopp.edu

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phshore@gmail.com

Chair Elect, Gianni Pirelli
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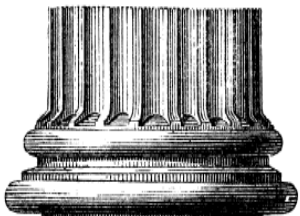
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Jennifer Hurwitz
Jennifer.Hurwitz@valpo.edu

AP-LS Student Homepage
www.aplsstudentsection.com/

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



Dear Fellow Members:

With the beginning of a new year, comes new opportunity for growth, service and leadership. The Student Cabinet remains focused on the development of resources that help to further expand our APLS community. In looking upon the horizon, we see the bright future that lies ahead, but there is still a long way to go. As leaders of the student section, we recognize the vital role our members serve in helping us achieve this bright future. With having said this, the Student Cabinet would like to encourage each of you to become active participants in this journey, and serve as leaders for future generations to follow.

The upcoming conference in beautiful Jacksonville, Florida, will be marked by exciting presentations, increased student involvement and continued collaboration for the future success of APLS. With the unwavering support and guidance from members of the Conference Planning Committee and Executive Cabinet, the student section has been afforded unique opportunities to further enhance the conference experience for our members. We remain very optimistic about this year's conference, and look forward to seeing the strong student presence. If you have not already registered for the conference, please visit the APLS homepage (www.ap-ls.org), or contact any one of the student officers to obtain more information.

With the onset of the new year, we prepare ourselves to begin a new chapter in the annuals of APLS. This is both an exciting and challenging task, and on behalf of the Student Cabinet, it is my hope that you will join us in leaving a lasting mark.

It is critical that students remain up-to-date on their membership dues! The student section membership contact list is sent to us periodically. Only dues-paying members are on that list. If you have any questions regarding your membership status, please contact Lynn Peterson, Division 41, P.O. Box 638, Niwot, CO, 80544 (div41apa@comcast.net). If you are no longer a student, I encourage you to contact Lynn to update your status.

In the spirit of communication, I encourage students to contact me at any time with ideas and comments

In the spirit of communication, I encourage students to contact me at any time with ideas and comments you feel should be addressed in the coming year. For general comments and the posting of announcements to the entire student section, please submit your emails to aplsstudents@gmail.com. This year will prove to be a great one for our division, and I remain confident that our combined efforts will produce many wonderful things in the coming year. It will be an honor to lead our section, and I look forward to working with each you.

Best Wishes,
Andrew Cassens, MA
Chair, American Psychology-Law Society Student Section

Funding Opportunities

AP-LS/Division 41 Stipends for Graduate Research

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

There are two deadlines each year:

September 30 & January 31.

Interested individuals should submit a short proposal (a maximum of 1500 excluding references) in an electronic format (preferably Word or PDF) that includes:

- (a) a cover sheet indicating the title of the project, name, address, phone number, and email 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;
- (e) specific amount requested, including a detailed budget; and
- (f) references.

If the application has previously received funding from the committee, their application must also include an abstract describing their completed research.

Budget items typically funded include (but are not limited to) payment of subjects, photocopying, purchase of testing materials, software not typically provided via universities, and electronic media. The Committee does not typically provide funds for computers (though peripherals may be funded), office supplies and furniture (e.g., file cabinets), mileage, paying research assistants, and software or equipment typically available within universities. Conference and other travel costs are not funded.

Applicants should include a discussion of the feasibility of the research (e.g., if budget is for more than \$750, indicate source of remaining funds). Note that a prior recipient of an AP-LS Grant-in-Aid is only eligible for future funding if the previously funded research has been completed. Applicants should submit proof that IRB approval has been obtained for the project and the appropriate tax form W-9 for US citizens and W-8BEN for international students. If an applicant's institution requires that checks be sent to the institution, the applicant is encouraged to contact the committee chair in advance.

Questions about the process can be sent to the committee chair: BBennett@washjeff.edu

Electronic submissions should be submitted via email to Lynn Peterson (AP-LS Administrative Assistant):
div41apa@comcast.net

Tax forms (see below for links) and proof of IRB approval can be emailed or FAXed to Lynn Peterson:

FAX: 303-652-2723

email: div41apa@comcast.net

W-9 Tax Form: www.ap-ls.org/students/fw9.pdf

W-8BEN Tax Form: www.ap-ls.org/students/fw8ben.pdf

Committee members:

Elizabeth Bennett (Chair), Washington and Jefferson College
Robert Cochrane, U.S. Department of Justice
Frank DiCataldo, Roger Williams University
Judy Platania, Roger Williams University.

Grants-in-Aid

Elizabeth Bennett: (BBennett@washjeff.edu)

The Grants in Aid Committee strives to encourage research across a range of psycholegal research topics. The committee consists of two forensic clinical and two social/experimental psychological professionals. Committee members are employed across both academic and non-academic settings in order to promote research in underdeveloped areas of basic and applied research. This group has been proud of its ability to fund proposals for graduate level research across a range of institutions while maintaining a balance between applied and theory-driven research pertinent to law and psychology. The Grants in Aid Committee has two annual funding cycles with deadlines in January and September. Please submit any inquiries to Elizabeth Bennett at BBennett@washjeff.edu.





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