



August 1996 Executive Summary

The MacArthur Violence Risk Assessment Study

The risk that a person with mental disorder may physically harm others is a critical concern of both civil and criminal mental health law in the United States and in many other countries. On the civil side, involuntary mental hospitalization - and, increasingly, involuntary treatment and intensive supervision in the community -- is often predicated on a clinical judg-

Despite legal mandates that violence risk assessments be routinely performed, a great deal of research suggests that the validity of such assessments is - at best - only modestly greater than chance.

ment of "dangerousness to others." In criminal law, involuntary treatment in a forensic hospital - and, also increasingly, involuntary community treatment and monitoring - for mentally disordered offenders turns on an assessment of undue risk of violence. Tort liability for clinicians who negligently assess risk, or who fail to take professionally appropriate actions to prevent assessed risk from being realized, has been the law in some American jurisdictions for 20 years.

Despite legal mandates that violence risk assessments be routinely performed, a great deal of research conducted over the past 20 years suggests that the validity of such assessments is - at best - only modestly greater than chance. Nor does that research identify ways in which the accuracy of clinical risk assessments could be readily improved. When it reviewed this body of research, however, the Research Network on Mental Health and the Law of the John D. and Catherine T. MacArthur Foundation isolated four problems that

severely limit the ability of existing studies to provide information about risk assessment useful to either clinicians or to policy makers:

- The range of predictor variables studied has been very narrow, often no more than chart diagnosis or simple demographic information.
- The measures of the criterion variable -- violence in the community -- have been very weak, typically arrest or rehospitalization for a new violent crime.
- The patient samples analyzed have been highly restricted, usually to males with a prior history of violence.
- Past research efforts have been fragmented and have lacked coordination.

To surmount these problems to the greatest extent possible, the Network set about planning the MacArthur Violence Risk Assessment Study.

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The MacArthur Violence Risk Assessment Study

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The MacArthur Violence Risk Assessment Study

The MacArthur Violence Risk Assessment Study was designed with three purposes in mind: to improve the validity of clinical risk assessment, to enhance the effectiveness of clinical risk management, and to provide information on mental disorder and violence useful in reforming mental health law and policy.

The problem of poor quality predictor variables was addressed by identifying a richer and more coherent array of risk factors for violence by persons with mental disorder. These risk factors were culled from available "mid-range"

theories of violence and of mental disorder, from our own clinical experience, and from those robust findings that have emerged from existing research by ourselves and others. As can be seen in Table 1, these risk factors -- some stable and some dynamic -- were subsumed in four "domains": dispositional or personal factors, historical or developmental factors, contextual or situational factors, and clinical or symptom factors. Some instruments for measuring these risk factors were designed to be administered by a clinician and some by a highly-trained community interviewer. Table 2 lists the specific instruments, who administered them, and when they were administered.

The problem of weak violence markers was addressed by using multiple measures to estimate the occurrence of violence to others in the community. The measures were patient's self-report, the report of a "collateral" (usually a family member)², arrest records, and mental hospital records. The patient and collateral interviews took place five times over the course of the first year after the patient's hospital release (i.e., approximately every 10 weeks). "Violence" was categorized in two levels of seriousness: a more serious Level 1 Violence and a less serious Level 2 Violence. See Table 3.

The problem of studying a narrowly selected group of patients was confronted by studying a sample broadly representative of acute psychiatric admissions, including: both males and females; with and without prior violence; admitted on a voluntary or an involuntary legal basis; of all diagnoses (except mental retardation); and of Caucasian, African American, or Hispanic ethnicity. Subjects were between 18 and 40 years of age, and all spoke English.

The problem of uncoordinated research projects was met by synchronizing research methods and instruments over three acute inpatient sites: the Western Psychiatric Institute and Clinic in Pittsburgh, Pennsylvania (a university-based facility), the Worcester State Hospital and the University of Massachusetts Medical Center, in

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Table 1
Risk Factors In The MacArthur Violence Risk Assessment Study

I. Personal Factors A. Demographic B. Personality 1. Impulsiveness 2. Anger 3. Personality Style 4. Psychopathy C. Cognitive 1. Neurological Impairment 2. I.Q.	III. Contextual Factors A. Perceived Stress B. Social Support 1. Living Arrangements 2. Perceived Support 3. Social Networks C. Means of Violence (e.g., guns)
II. Historical Factors A. Social History 1. Family History 2. Work and Educational History 3. Physical and Sexual Abuse History B. Psychiatric Hospitalization History C. History of Crime and Violence 1. Arrests and Incarcerations 2. Self-reported Violence 3. Violence Toward Self	IV. Clinical Factors A. Symptoms 1. Delusions 2. Hallucinations 3. Symptom Severity 4. Violent Fantasies B. Diagnosis C. Functioning 1. Activities of Daily Living 2. Global Assessment of Functioning D. Substance Use 1. Alcohol 2. Other Drugs E. Treatment 1. Type 2. Coercion 3. Compliance

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Worcester, Massachusetts (a state hospital and a university-based facility), and the Western Missouri Mental Health Center, in Kansas City, Missouri (a public-sector mental health facility). The average patient length-of-stay in these facilities was approximately 2 weeks. For reasons of statistical power, a total sample size of approximately 1,000 patients was set.

MacArthur Community Violence Risk Study

The Network realized that while the MacArthur Risk Violence Assessment Study might provide much new information about the risk of violence among released mental patients, as designed it would not be able to address two questions of great relevance to mental health law and policy:

- How does the rate of violence by former mental patients com-

pare with the rate of violence by other members of the community?

- Are the risk factors for violence any different among former mental patients than among other community members?

To address these two questions, the Network designed the MacArthur Community Violence Risk Study as a supplement to its ongoing work.

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Table 2 MacArthur Violence Risk Assessment Instruments

I. Baseline Interview - Research

- Prior Hospital Admissions
- Current Hospital Admission
- Admission Experience Survey Short Form
- Social Support - Part I (Residence, Marital Status)
- Perceived Stress/Personal Reaction Inventory
- Work Experience
- Family History
- Suicidal Thoughts and Actions
- Violent Fantasies
- Self-reported Violence in past 2 months
- Activities of Daily Living
- Social Support - Part 2 (Affective and Instrumental Support)
- Barratt Impulsiveness Scale
- Novaco Anger Scale
- Interviewer Questionnaire and Locator Sheet

II. Baseline Interview - Clinical

- DSM-III-R Checklist for Selected Diagnoses
- Alcohol/Drug
- Mini-Mental State
- Delusions/Hallucinations Screening Questions
- Mac-Mads Instrument (if currently delusional)
- Hallucinations Instrument
- Neurology Screening
- Sexual Abuse Screening
- Brief Psychiatric Rating Scale - Anchored Version
- Global Assessment of Functioning
- Interviewer Questionnaire and Locator Sheet

III. Additional Baseline Information

- Admission Profile (from chart)
- Community Prediction Form - At Discharge (from Clinician)
- Discharge Data Sheet - (from chart)

IV. Follow-Up Interview - Subject

- Residence
- Perceived Stress
- Activities of Daily Living
- Suicidal Thoughts and Actions
- Violent Fantasies
- Delusions/Hallucinations Screening
- Mac-Mads Instrument (if currently delusional)
- Hallucinations Instrument
- Self-reported Violence during past 10 weeks
- Work Experience
- Treatment/Medications and Compliance
- Alcohol/Drugs
- Police Contact/Institutions
- Brief Psychiatry Rating Scale and Global Assessment of Functioning
- Collateral Nomination and Interviewer Questionnaire

V. Follow-Up Interview - Collateral

- Collateral Descriptive Information
- Residence
- Work/Social
- Collateral Brief Psychiatric Rating Scale

V. Follow-Up Interview - Collateral (continued)

- Violence during past 10 weeks
- Treatment
- Alcohol/Drugs
- Police Contact/Institutions
- Interviewer Questionnaire - Collateral

VI. Additional Follow-Up Information

- Consent to contact collateral at every Follow-up
- Structured Interview for DSM III-R Personality Disorders (Follow-up #2)
- Psychopathy Checklist - Screening Version (Follow-up #2 or Follow-up #3)
- Personal Reactional Inventory (Follow-up #2)
- Barratt Impulsivity Scale (Follow-up #1 and Follow-up #3)
- Novaco Anger Scale (Follow-up #1 and Follow-up #3)
- WAIS - IQ (Follow-up #1)
- NEO - Five Factor Personality Inventory - S (Follow-up #4)
- Barratt Impulsivity Scale - Collateral Questions (Follow-up #3)
- Rehospitalization Data Sheets at each Readmission (from file)



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In this research, approximately 500 adults from one of the three sites of the Violence Risk Assessment Study (Pittsburgh) were recruited as subjects. A stratified random sample of persons - between the ages of 18 and 40, and of either white or African American ethnicity - living in the same neighborhoods in which the former patients resided was obtained. Persons in the Community Violence Risk Study were interviewed once. The principal assessment instruments given to the patients were also administered to this general population sample, and the same questions about violence in the past 10 weeks asked of the patients were also asked here. Interviews with collaterals, usually family members, were obtained, and police record checks were made. The research designs of the two studies are compared in Table 4.

Time Line

In its initial phase, beginning in 1988, the project reviewed existing instruments for measuring factors related to violence risk and conducted or commissioned research to develop new instruments where available measures of theoretically important concepts were inadequate or nonexistent. We then conducted a pilot study in 1990-1991 to test the feasibility of various options for research design. In the project's third phase, from mid-1992 until early-1996, data collection for the full-scale MacArthur Violence Risk Assessment Study and the MacArthur Community Violence Risk Study took place. The project's final phase, 1996-1997, involves analyzing and interpreting the data from both studies, and communicating our findings widely.

Publications

Monahan, J., and Steadman, H. (eds). *Violence and Mental Disorder: Developments in Risk Assessment*. Chicago: University of Chicago Press, 1994.

Monahan, J., Appelbaum, P., Mulvey, E., Robbins, P., and Lidz, C. Ethical and legal duties in conducting research on violence: Lessons from the MacArthur Risk Assessment Study. *Violence and Victims* 8: 380-390.

Steadman, H., Monahan, J., Robbins, P., Appelbaum, P., Grisso, T., Klassen, D., Mulvey, E., and Roth, L. From dangerousness to risk assessment: Implications for appropriate research strategies. In S. Hodgins (Ed.), *Crime and Mental Disorder*. Newbury Park, CA: Sage (pp. 39-62).

Endnotes

¹ The Working Group responsible for conducting this research consists of Henry J. Steadman, Pamela Clark Robbins, John Monahan, Paul Appelbaum, Thomas Grisso, Edward P. Mulvey, and Loren Roth. Requests for further information should be sent to John Monahan, School of Law, University of Virginia, 580 Massie Road, Charlottesville, Virginia 22903-1789 USA or via the Internet at:

Table 3 Categorization of Seriousness of Violence

- Level 1: More Serious**
- Used Weapon
 - Threatened with a weapon in hand
 - Sexually assaulted
 - Any other violence with injury*

- Level 2: Less Serious**
- Threw object
 - Pushed, grabbed, shoved
 - Slapped
 - Kicked, bitten, choked
 - Hit with fist or object

- Any Violence:**
- Level 1 and/or Level 2

All level 2 violence is without injury. Neither level includes spanking, violence in self-defense or institutional violence.

* Injury includes bruises, cuts, broken bones/teeth, stab/gunshot and/or death.

jtm9p@virginia.edu. Updated copies of this Executive Summary, and copies of many of the instruments used in the research, are available on the Network's website: <http://ness.sys.virginia.edu/macarthur>.

² Support for including collaterals as independent sources of information was provided by a grant from the National Institute of Mental Health. □

Table 4 MacArthur Research Designs

	Longitudinal Study		Community Study	
	Patients	Collaterals	Residents	Collaterals
Subjects	Acute psychiatric inpatients	Family/friends of subject	Residents in same neighborhoods as subjects	Family/friends of resident
Number	1,136	881	521	487
Baseline Data	Dispositional, historical, contextual and clinical risk factors, administered during first week after admission	X	Dispositional, historical, contextual and clinical risk factors, plus information on behavior in prior 10 weeks.	Within two weeks of resident interview
Follow-Up Data	Five times during first year after community release	Within two weeks of subject interviews	X	X



When is an “Expert” an Expert?

The Question

As a newly-licensed doctoral-level clinical psychologist, you have recently begun working at a forensic hospital which evaluates and treats individuals committed by the courts as Incompetent to Stand Trial and Not Guilty by Reason of Insanity. As part of the orientation for new clinical staff, you have received information about the relevant applicable law for assessing trial competence and criminal responsibility, but you have not yet had the opportunity to perform any evaluations (under supervision or otherwise). You receive a request from an attorney to evaluate her client on these two issues as part of your private practice.

- *Do you accept the referral?*
- *More generally, how do you decide when you are “sufficiently expert” to provide such evaluations?*

The Response

The response is from Kirk Heilbrun, Professor, Law Psychology Program, Allegheny University-Villanova University.

There are two levels on which these questions can be addressed: legal and ethical. Although the two may overlap at times, I find it helpful to treat them as conceptually distinct. On the first level, the main question posed in this vignette involves how the law defines expertise in mental health for the purpose of providing forensic evaluation or testimony in litigation. We might begin with the definition of expertise provided by the *Federal Rules of Evidence*: a witness qualified “by knowledge, skill, experience, training, or education” may testify as an expert (Rule 702). Further elaboration is provided in the *Criminal Justice Mental Health Standards* published by the American Bar Association. Under Standard 7-3.10, qualifications for appointment by the court to perform a forensic evaluation should include:

1. sufficient professional education and sufficient clinical training and experience to establish the clinical knowledge required for the specific type(s) of evaluation(s) being conducted; and
2. sufficient forensic knowledge, gained through specialized training

or an acceptable substitute therefore, necessary for understanding the relevant legal matter(s) and for satisfying the specific purpose(s) for which the evaluation is being ordered (1989, p. 130).

Relevant state statutes, administrative code, and case law may provide further elaboration of these criteria.

For ethical guidance, one can look to APA’s *Ethical Principles and Code of Conduct* (1992) and to the *Specialty Guidelines for Forensic Psychologists* (1991). The *Ethical Principles* indicate that “Psychologists...recognize the boundaries of the particular competencies and the limitations of their expertise. They provide only those services...for which they are qualified by education, training, or experience” (1992, p. 1599). The *Specialty Guidelines* also emphasize the role of “specialized knowledge, skill, experience, and education” (1991, p. 658), the obligation to present to the court “the factual bases (knowledge, skill, experience, training, and education) for their qualifications as an expert, and the relevance...on the specific matters at issue” (1991, p. 658). Finally, the *Specialty Guidelines* note the responsibility for “a fundamental and reasonable level of knowledge and understanding of the legal and professional standards that govern their participa-

tion as experts in legal proceedings” (1991, p. 658).

In this case, there is fairly close agreement between relevant law and ethical standards regarding the basis for expertise (for a more detailed discussion of this relationship, see, e.g., Bersoff, 1995; Golding, 1990). The issue then becomes how we operationalize “knowledge, skill, experience, training, and education” in the context of the present example. One useful framework was discussed at the 1995 “Villanova Conference” on training in law and psychology, in which one working group considered the distinction between “informed,” “proficient,” and “specialized” in the forensic context. The informed clinician would be sufficiently aware of relevant law in important areas (e.g., informed consent, duty to protect) to practice in a legally sensitive way; such information could be obtained through a course at the graduate or internship level, or ongoing CE. However, this level of expertise was not envisioned as sufficient to provide forensic evaluation services. Elsewhere (Heilbrun, 1995), I have offered a two-part test to determine whether a given clinician has sufficient expertise to perform such evaluations: (1) whether the clinician has *substance expertise* with a given population, and (2)

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whether this expertise has been *applied in forensic contexts*. This test could be applied to the present question, if we assume that a psychologist should be at least *proficient* in a given area to provide forensic assessment services. Proficiency would require a substantive expertise with mentally disordered offenders, obtained through relevant training and experience with individuals with severe mental disorders and other kinds of psychopathology that are seen in correctional and forensic populations. Proficiency would also require that this substantive expertise had been applied in forensic contexts, particularly to the kind of issues (trial competence and criminal responsibility) that were to be decided as part of the present referral.

How might we decide whether a psychologist is sufficiently "proficient" in both substantive and applied forensic areas to reasonably accept this case? For the first part, we might ask whether the psychologist has obtained didactic training and supervised experience in clinical work with mentally disordered offenders. For the second (typically the part that is more likely to be overlooked), we might ask whether the psychologist has an awareness of law, ethics, and behavioral science research that is relevant to the forensic context. We might also look to determine whether the psychologist had received supervised experience in at least 5-10 similar cases during practicum, internship, postdoctoral, or CE training, had attended "forensic evaluator training" if it is available (in states such as Virginia and Florida), and had been certified as a forensic evaluator if available (in states such as Massachusetts).

Finally, there is a certain amount of judgment that should be exercised, depending on the nature of the referral. Cases of a certain kind (complex or highly visible, with a good deal of

media exposure, or involving very serious offenses) require experience and competence beyond the proficient level. It would be preferable for a mental health professional, faced with a referral involving this kind of case, to refrain from accepting it until it seems clear that they can comfortably deal with the basics and the complexities presented by such forensic evaluations.

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The "Expert Opinion" is edited by Barry Rosenfeld. Direct inquiries or suggestions for topics to Dr. Rosenfeld at: 212/225-1566 or via Email at: rosenf@biost.mskcc.org

Golden Anniversary of APA Divisions

Margaret Coggins

The APA has designated the 1996-1997 year to celebrate the 50th anniversary of the founding of its divisions. The kick-off of the Golden Anniversary of Divisions took place at the Toronto convention and will continue through 1996-97, culminating at the 1997 APA Convention in Chicago. All divisions are encouraged to play an active role in the celebration. To that end, I have been asked to coordinate Division 41's planning and activities.

At our Executive Committee meeting in Toronto, Marisa Pynchon reported on the status of APA's plans for 1997 celebration-related events. Among the activities under consideration is a Division Day to include a "division fair" or poster session highlighting the history and contributions of each division. There may also be a number of receptions or social hours devoted to the theme of division history within APA. In addition, a Volume of Division Histories is being compiled for review and publication by APA Books. Division 41 has already committed to contribute to this effort.

At this point, we are soliciting ideas and suggestions for Division 41 events. Examples include: symposia, panels, paper, or poster sessions at the 1997 convention; invited addresses; special issues in our newsletter or *Law and Human Behavior*; a social hour around an awards reception honoring past Division leaders; etc.

Everyone's help is needed to make our celebration a success. Please contact me with your thoughts regarding how we might best participate. I may be contacted at:

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AAFS Seeks Award Candidates

The Psychiatry and Behavioral Science Section of the American Academy of Forensic Sciences announces its annual award for the best paper submitted by a Fellow in Forensic Psychiatry or Forensic Psychology. The paper should have been completed: 1) as part of the work of the Forensic Fellowship year, 2) in the course of that year, or 3) within one year of completion of the Forensic Fellowship year and based upon work or research that took place during that year.

How to Apply

1. Five copies of the paper should be sent to the American Academy of Forensic Sciences, P.O. Box 669, Colorado Springs, CO 80901-0669. Attn: Psychiatry & Behavioral Sciences Section Awards Committee.
2. A letter from the Director of the Forensic Fellowship Program affirming that the author was a Forensic Fellow and the year of the author's fellowship should accompany the paper.
3. A copy of the author's CV should accompany the paper.
4. **Deadline** for submission is December 31, 1996

The AAFS Award consists of the following:

1. Free membership for one year in the Psychiatry & Behavioral Sciences Section of AAFS, provided the author meets the basic membership criteria.
2. Free registration for the annual scientific program of the Psychiatry & Behavioral Science Section of AAFS.
3. Guaranteed acceptance of the paper for presentation at the annual scientific program of the Psychiatry & Behavioral Science Section program of AAFS.
4. Free subscription for one year to the *Journal of Forensic Sciences*, the official publication of AAFS.
5. Recommendation to the Editorial Board of the *Journal of Forensic Sciences* that the paper be published.
6. A cash award of \$350 to the author.

For further information regarding this award, contact Barry Rosenfeld at 212/225-1566 or via the Internet at: ROSENF@biost.mskcc.org □

Call for Nominations Editor of *Developmental Psychology*

The Publications and Communications Board has opened nominations for the editorship of *Developmental Psychology* for the years 1999-2004. Carolyn Zahn-Waxler is the incumbent editor. Candidates should be members of APA and available to start receiving manuscripts in early 1998 to prepare for issues published in 1999. Please note that the P&C Board encourages participation by members of underrepresented groups in the publication process and would particularly welcome such nominees. Self nominations are also encouraged.

To nominate candidates, prepare a one page or less statement in support of each candidate and send to: Janey Shibley Hyde, c/o Lee Cron, P&C Board Search Liaison, Rm. 204, American Psychological Assn., 750 First Street, NE, Washington, DC 20002-4242.

Search committee members are Bennett Bertenthal, Susan Crockenberg, Margaret Spencer, and Esther Thelan. First review of nominations will begin Dec. 9, 1996. □

AP-LS Committee Chairs & Others

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Calls for Papers and Manuscripts

New England Journal on Criminal and Civil Confinement **Symposium on Recent Developments in the Treatment of Sexual Offenders**

In March, 1997, the *New England Journal on Criminal and Civil Confinement* (a publication of the New England School of Law) will host a symposium on recent developments in the treatment of sexual offenders. The symposium will bring together leading scholars, judges, attorneys, and mental health and corrections officials to address the recent nationwide proliferation of sexual offender legislation and its impact. Panel discussions and papers will provide practical and theoretical justifications and shortcomings related to such statutes.

The journal is interested in presenting a wide variety of topics for the panel discussions and/or for publication. The following is illustrative of the likely subject matter:

1. Alternatives to, and effectiveness of, treatment of sexually dangerous persons;
2. Constitutional issues raised by particular state and national sexual offender registration and community notification laws;
3. *Hendricks v. Kansas*, set for argument before the US Supreme Court this term. At issue is the validity of the Kansas Sexually Violent Predator Act, which authorizes long-term, indefinite civil commitment for sexually dangerous persons. Among the questions presented are double jeopardy, the constitutional prohibition against ex post facto laws, equal protection, and the distinction, in the context of similar statutes, between civil and criminal punishments. Articles prepared in conjunction with this event will be published in a special issue of the *New England Journal on Criminal and Civil Confinement* in May of 1997.

Submit articles or letters of interest to: *New England Journal on Criminal and Civil Confinement*, New England School of Law, 154 Stuart St., Boston, MA 02116. For questions or comments, contact: Michael Connolly, Managing Business Editor, 617/422-7238, Email: mpconnol@nesl.edu

24th International Congress for Applied Psychology

The Scientific Program committee for the 24th International Congress of Psychology, taking place Aug. 9-14, 1998 in San Francisco, has issued the call for papers. Hosted by the APA on behalf of the International Association of Applied Psychology, the Congress will feature an array of individual and group presentations on: organizational psychology; psychological evaluation and assessment; psychology and national development; educational, instructional, and school psychology; clinical and community psychology; applied gerontology, health psychology; economic psychology; psychology and law; political psychology; sport psychology; traffic and transportation psychology; and other areas such as applied social, applied developmental, human factors and ergonomics, and social issues. For a copy of the call, contact: Congress Secretariat, APA Office of International Affairs, 750 First Street, NE, Washington, DC 20002-4242; FAX 202/336-5956 or via Email at: icap@apa.org □

Perspectives in Law and Psychology **Book Series**

AP-LS sponsors a book series, *Perspectives in Law and Psychology*, published by Plenum Press. The series publishes scholarly work that advances the field of psychology and law by contributing to its theoretical and empirical knowledge base. Inquiries and proposals from potential authors should be sent to:

Ronald Roesch, Series Editor
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Phone 604/291-3370, FAX 604/
291-3427, or via the Internet at:
roesch@sfu.ca □

Behavioral Sciences and the Law **Special Issue**

Behavioral Sciences and the Law will devote a special issue to Mental Health Issues in Correctional Settings. The initial deadline for receipt of manuscripts is March 1, 1997, but there may be some flexibility if needed. Manuscripts should be 20-30 double-spaced pages. Failure to conform to the style requirements of the newest *Publication Manual of the American Psychological Association* or the 15th edition of a *Uniform System of Citation* may lead to rejection of the manuscript. Submissions must contain a 150 word abstract.

Send three copies (2 prepared to be "blind-reviewed") to Alan Felthous, Dept. of Psychiatry, Univ. of Texas Medical Branch, Galveston, TX 77555-9350. Phone 409/772-3984, FAX 409/772-6771, or via Email at: afeltou@psypo.med.utmb.edu □



Funding Opportunities

American Academy of Forensic Psychology Dissertation Grants in Applied Law & Psychology

The American Academy of Forensic Psychology (AAFP) has made available up to \$6,000 (maximum award is \$1,500 per applicant) for grants to graduate students conducting dissertations in applied areas of law and psychology, with preference shown for dissertations addressing clinical-forensic issues. Awards can be used to cover dissertation costs such as photocopying and mailing expenses, participant compensation, travel reimbursement, etc. Awards can not be used to cover tuition or related academic fees.

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

- potential contribution of the dissertation to applied law-psychology
- methodological soundness/experimental design
- budgetary needs

Students in the process of developing a dissertation proposal and those collecting dissertation data as of January 15, 1996 are eligible. To apply, students must submit 4 copies of the following no later than January 15, 1996 (incomplete applications will not be considered):

1. a letter from the applicant detailing:
 - his/her interest and career goals in the area of law and psychology
 - the proposed dissertation and its time line
 - the dissertation budget, the award amount requested, and how the award will be used
2. a current CV
3. a letter from the applicant's dissertation chair/supervisor noting that the dissertation has been or is expected to be approved, and will be conducted as detailed in the applicant's letter

Submit four copies of the above (postmarked no later than January 15, 1996) to:

Randy Otto, Department of Mental Health Law & Policy
Florida Mental Health Institute
University of South Florida
13301 Bruce B. Downs Blvd.
Tampa, FL 33612-3899

Questions or inquiries regarding the award competition can be directed to Randy Otto in writing at the above address or via Email at otto@hal.fmhi.usf.edu □

If you would like to include your announcement for continuing education activities, calls for papers, fellowship or position vacancies in the next AP-LS Newsletter, contact Randy Otto at 813/974-9296 or via the Internet at: otto@hal.fmhi.usf.edu □

Radcliffe College Award Programs

The **Radcliffe Research Support Program** offers small grants of up to \$5,000 to postdoctoral investigators for research drawing on the center's data resources. Funds are provided for travel to the center, duplicating, computer time, and other research expenses. The next deadline is April 15, 1997.

The **Jeanne Humphrey Block Dissertation Award Program** * offers a grant of \$2,500 to a woman doctoral student. Proposals should focus on sex and gender differences or some developmental issue of particular concern to American girls or women. The application deadline is April 1, 1997.

The **Henry A. Murray Dissertation Award Program** * offers grants of \$2,500 to doctoral students. Projects should focus on some aspect of "the study of lives," concentrating on issues in human development or personality. The application deadline is April 1, 1997.

The **Visiting Scholars Program** offers office space and access to the facilities of Radcliffe College and Harvard University to scholars who wish to investigate some aspect of women and social change or the study of lives over time. (Does not include a stipend.) Applicants planning to use center data may apply to the Radcliffe Research Support Program. The application deadline is March 1, 1997.

* Priority will be given to projects drawing on center data.

For more information, contact the Murray Research Center, Radcliffe College, 10 Garden St., Cambridge, MA 02138 or call the center at 617/495-8140. □



A Survey of Graduate Education and Training Experiences in Psychology and Law

Michael Baldwin and
Barbara Watts

The American Psychology-Law Society, Division 41 of the American Psychological Association, has been a consistent ground breaker and aggressive leader in the pursuit of psycholegal knowledge of major consequence to society. Within Division 41, the student section is an officially recognized and funded organization. The mission of the student section is

Thirty-one percent ... planned ... a career in clinical psychology, 21% were aiming for a non-academic/applied career, 22.5% wanted an academic position, and 5.6% ... to practice law or conduct policy re-

to increase the participation of students in AP-LS activities in order to increase the benefits to students and to the society as a whole.

In keeping with the mission, one of our goals is to disseminate more information to student members. We decided to survey the students and members of AP-LS on education and training opportunities. Two surveys were developed to better understand and explore the training experiences that are, and will be, shaping the next generation of psycholegal professionals. In the spring of 1994, surveys were distributed by mail to members and student members of AP-LS.

Student Survey on Graduate Training

This survey was developed to ascertain students' views of the education and training experiences offered by psychology and law programs. The areas explored in the survey included

type of graduate program, research, applied research and clinical opportunities, and the student's evaluation of psychology and law programs.

Surveys were mailed to approximately 250 student members. Seventy one (23 men, 48 women) responded. The mean age of respondents was 30.9 years (SD= 6.1). Forty-eight percent of the students were in clinical programs, 18% were in social psychology programs, 10% were in joint J.D./Ph.D. or J.D./Psy.D. programs, 8% were in applied programs, and the rest were in a variety of psychology disciplines. As undergraduates, 78.9% of the students majored in psychology. The non-psychology undergraduate degrees included history, sociology, social ecology, biology, urban studies, speech communication, and nursing.

Of the students responding, 31% reported that their university had a formal psychology and law program. When asked if their primary advisor, or thesis/dissertation chair primarily conducted psycholegal research, 54.9% indicated affirmatively. Forty-eight percent of the students reported their master's thesis examined a psychology and law related topic, while 61% of students reported their dissertation addressed psycholegal areas. In conjunction with these required research activities, students indicated active participation in conference presentations and publishing. The majority of presentations were primarily at psychology or psychology and law conferences. Approximately 34% of the students presented an average of 1.92 posters and 2.17 papers, and 13% participated in law and psychology related symposia. Thirty-nine percent of the students indicated authorship, in some form, on an impressive 45 journal articles, book chapters, or books.

Students reported holding a wide variety of clinical or research positions. Despite the variety, less than half, 43.7%, reported applied research op-

portunities offered by their program. The positions held were largely research assistantships offered in a student's department, or internship type placements in the community (e.g., the courts, schools, corrections, mental health centers). A majority of the students indicated that programs offered clinical/applied opportunities in psychology, but not law, 65% and 70% respectively.

Students were asked to indicate on a seven point scale how satisfied (1= "not very satisfied", 7= "very satisfied") they were with the psychology education, law education, psychology research, legal research, clinical opportunities in psychology or law. Mean satisfaction ratings for education and research training in psychology (5.1, SD=1.6 and 5.0, SD=1.5 respectively) were higher than for education and research training in law (3.3, SD=2.3 and 3.0, SD=1.9 respectively). The mean satisfaction ratings for clinical opportunities in psychology were also higher than the mean satisfaction ratings for clinical opportunities in law (4.9, SD=2.0 vs. 2.9, SD=1.9).

Thirty-one percent of the students planned on pursuing a career in clinical psychology, 21% were aiming for a non-academic/applied career, 22.5% wanted an academic position, and 5.6% were hoping to practice law or conduct policy research. Approximately 18% of the students were interested in pursuing a career that combined two or more of the above areas (e.g., practicing clinical and academic psychology, practicing clinical psychology and practicing law, etc.).

Seventy-seven percent of the students thought their program's curriculum in psychology would adequately prepare them for their desired careers, while only 32% indicated the curriculum in law would prepare them. A large majority of students felt that graduate programs in psychology and law should have a core curriculum in psychology

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A Survey of Graduate Education and Training Experiences in Psychology and Law

Continued from page 10

and law, 85.9% and 77.5% respectively. When asked if they anticipated returning to school or having to seek additional training in order to be qualified for the ideal job, 47.9% indicated they did.

When asked what additional training they thought would improve their education, several themes emerged. First, 26% of the students mentioned that they wanted more courses on psychology and law combined. Eighteen percent wanted more legal courses, as well as more opportunities to work with faculty. Lastly, approximately 20% of the students wanted more pre- and postdoctoral opportunities for involvement in psycholegal research.

Professional Member Survey on Training

The member survey on training was developed to identify available advising and training information for graduate students interested in psychology and law. The survey addressed willingness to advise graduate students, pre- and postdoctoral training, and continuing education opportunities.

Ninety-eight members of AP-LS responded to the survey on training opportunities. Of these, 81% indicated that they or some of their colleagues were willing to advise graduate students in some area of psychology and law. Advising issues ranged from general forensic issues to the more specific forensic assessment topics (e.g., criminal responsibility, child custody). A majority, 52%, indicated clinical forensic work or training opportunities at the predoctoral level, while only 29% indicated experimental/non-clinical opportunities.

In terms of postdoctoral training, 14.3% reported there were experimental positions with their organization, while 22.4% reported clinical positions. Thirty-five percent of the respondents reported offering continuing education programs.

Conclusion

Students pursuing graduate training in psychology and law came from a wide variety of programs which provided a diverse set of experiences. Overall, students appeared to be moderately satisfied with the education, research training, and clinical opportunities in psychology offered by their program. They were less satisfied with their program's educational, research training, and clinical opportunities in law. To improve their education, students suggested more integrated psychology and law courses, more legal training, and more contact with faculty mentors. While over a third of the students indicated active involvement in conference presentations and publishing, they clearly indicated that they would like more psycholegal research opportunities.

The professional member survey highlighted similar issues raised in the student survey, specifically, the discrepancy between the number of available clinical and experimental/research opportunities in psychology and law. It appears that while there are professionals willing to advise graduate students in psychology and law, there is a low number of formal psychology and law training programs at the pre- and postdoctoral level. This is especially so for non-clinical research opportunities.

These survey results should be seen as a starting place. Additional work is needed in order to explore the education and training experiences necessary to ensure competent law and psychology professionals. The recent Villanova conference on education and training in psychology and law is reported to have made major efforts towards the shaping of the next generation of psycholegal professionals.

Barbara Watts can be reached at St. Louis Univ. via Email : 76101.3614@compuserve.com. Michael Baldwin can be reached via the Internet/Email at: afmrb1@uaa.alaska.edu. □

Monahan Receives ABPP Award

On behalf of the American Board of Forensic Psychology and the American Academy of Forensic Psychology, I'm delighted to extend congratulations to John Monahan on his recently-announced Distinguished Contributions award from ABPP. I'm particularly pleased that this award has been given to a "forensic" recipient, which is (to my knowledge) the first time this has occurred. Dr. Monahan has been an outstanding role model for all of us interested in law and psychology over the years.

*Kirk Heilbrun, President
American Board of Forensic Psychology*

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Committee on Law & Psychology in Corrections

Melissa Warren

The Corrections Committee was gratified to hear from many AP-LS colleagues who work or have worked on correctional matters. We would like to hear from more. The Committee sponsored a social hour at the 1996 APA Convention attended by about 20 people working in corrections in Canada and the U.S. Several students also attended.

Resolution on Offenders with Mental Disorders

The APA Resolution on offenders with mental disorders continues to wind its way through the approval process. The resolutions's purpose is to encourage psychologists to contribute their expertise to all aspects of corrections including policy formulation, program design, personnel selection, service delivery, violence prevention, rehabilitation, and jail diversion. It stalled when one governance group erroneously concluded it would have enormous financial implications for APA. The resolution is now back on track and expected to become an official APA statement in 1997.

What Three Psychologists are Doing

Tom Fagan and colleagues at the Federal Bureau of Prisons (BOP) are looking 20 years into the future to anticipate how mental health service delivery in society at large will develop, and integrating that with trends in corrections. The goal is to design a role for psychology in the federal correctional system that maximizes its utility to the BOP and allows psychology to shape its development as a discipline.

Pam Diamond of Texas Tech Health Sciences Center is the program evaluation researcher for prison services in west Texas. The Univ. of Texas Medical Branch in Galveston covers the eastern part of the state. Texas was divided in half and the contracts to provide medical and mental health services in state prisons were awarded to two providers. The universities are in their first year of program development and service delivery and built an evaluation component into their medical and mental health services.

Stan Brodsky received the American Academy of Forensic Psychology's Distinguished Contribution award and used the occasion to deliver an award address about his experiences as an expert witness in a class action suit brought by inmates with mental illness in Alabama's prisons. His remarks indicated that he is not encouraged by the progress of the case or the defendants' response to it.

Conventions and Corrections

Corrections was on the program in August 1996 at the APA Convention and at the International Congress of Psychology (ICP), held in Montreal immediately following APA. One of the APA symposia on corrections featured four participants each representing a jail housing at least 10,000 inmates. The panel served to allow comparisons between the physical plants and mental health services in jails in Houston, Los Angeles, New York and Washington, D.C. Participant reactions indicated they thought New York had the best and Los Angeles the worst of what jails have to offer.

An ICP symposium featured psychologists from Canada, New Zealand, and Great Britain. A rehabilitation program in New Zealand was recently redesigned to improve its compatibility with Maori culture. A Swedish psychologist who works with incarcerated women is interested in comparing and contrasting Sweden's women's correctional facilities with those abroad. A Canadian psychologist who works for the Solicitor General distributed a monograph of his study of treatment outcomes for over 28,000 sex offenders. Anyone interested in contacting these panelists can reach them through Melissa Warren.

Submit APA Proposals by December 2, 1996

Prepare your proposals featuring papers on corrections for the APA convention and submit by December 2nd for next year's APA meeting. Proposals that contain papers about racism, ethnicity, or ethnic minority matters relevant to psychologists in corrections are particularly encouraged. The Society is participating in APA's Miniconvention on Racism, so such proposals will be considered part of the miniconvention and be publicized by other divisions and APA's Office of Ethnic Minority Affairs. Psychologists interested in corrections are encouraged to contact us to share your work and agendas.

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Andrea Weisman: 202/673-8418 □



Student Column

Trudi Kirk

Student Section Elections

The results of this year's student section election were announced at the APA convention in Toronto. All three newly elected officers are students of the J.D./Ph.D. program at Villanova University School of Law & Allegheny University of the Health Sciences (formerly known as Medical College of Pennsylvania-Hahnemann University). The new officers are: Lori Butts, Chair Elect; Lori Thomas, Secretary-Treasurer; Trudi Kirk, Student Newsletter Editor.

The current chair is Eileen Mello and the past chair is Barbara Watts. The officers welcome any comments or suggestions from student section members, our Email addresses are listed on this page.

APA Convention, Toronto

The student section sponsored its first APA Convention symposium this year. Barbara Watts organized a very successful symposium that featured

recent law and psychology graduates discussing the strategies they used to find post graduation jobs. The symposium was very well attended (40 - 50 people) and many of the attendees commented on how interesting and helpful the presentations were.

The student section poster section was also quite successful. The session generated a great deal of interest and it allowed one of our law student members the opportunity to present at a psychology conference.

The executive committee approved this year's student section budget of \$2,680 and the executive committee agreed to allocate \$500 for the 1997 ethnic minority committee activities.

The executive committee recommended that the student section sponsor a symposium at the 1997 APA convention in Chicago that includes student papers addressing issues relating to psychology, law, and racism. The \$500 allocation would be used to support travel expenses for student presenters.

The American Academy of Forensic Psychology announced that it will provide funding for dissertation research this year. See page 9 for more information on these dissertation awards.

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American Psychology - Law Society News

The American Psychology-Law Society News is a publication devoted to dissemination of information, news, and commentary about psychology, mental health, and the law. The newsletter is published spring/summer, fall, and winter. Please submit materials in both written format and on either an IBM-PC compatible or Macintosh disk. Files may be written with any major word processing application and saved in both that format and in ASCII (DOS) or Text (Macintosh) formats. Indicate the application and version used on the disk.

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Scientific Review Paper: Guidelines for Police Lineups & Photospreads

Rich Wiener

The Scientific Review Paper Committee is assembling a sub-committee to draft a proposal to develop a white paper on guidelines for police lineups and photospreads. The principal foci will be the selection of fillers for lineups, instructions to eyewitnesses prior to viewing a lineup, and the need to control for social influence variables in the lineup setting. Gary Wells (Iowa State Univ.) will head the proposal drafting committee. The sub-committee will follow the procedure for writing the paper approved by the AP-LS Executive Committee. An outline of the proposal will be published in the next newsletter and will be sent out on electronic mailing lists as soon as it is available. A brief description of the review paper will be submitted for publication in the adversary forum in *Law and Human Behavior (LHB)*. The full committee will solicit feedback on the concept and will ask for input for the writing process.

The sub-committee will draft the review paper and the full committee will circulate it among the Society's members for comments, additions, and corrections regarding the scientific content and any policy related inferences drawn from knowledge base. If scientific disputes concerning substantive issues and conclusions cannot be resolved, a minority addendum will be attached to the final paper. The full Committee will decide whether to include a minority addendum to the final paper. The final draft of the will be submitted to *LHB* and undergo the customary review process. The Commit-

Public Interest Directorate Announcement

1997 Miniconvention and National Conversation on "Psychology and Racism"

The Public Interest Directorate is pleased to announce its 1997 Miniconvention and National Conversation Project on "Psychology and Racism." By involving the nation's leading theorists, scientists and change agents of racism and anti-racism, the Psychology and Racism Project will distill, build and broadly disseminate information about the dynamics and costs of racism and anti-racism, their effects upon science and society, and the mechanisms for their perpetuation. The project seeks to highlight the contributions of psychologists and others, and showcase a diversity of voices.

The Psychology and Racism Project will involve two major types of activities. The Miniconvention will take place at the Annual APA Meeting in August, 1997 in Chicago. The National Conversation will occur throughout 1997 in a variety of forums (e.g., academic departments and research centers, meetings of state and regional psychological associations, lecture series, professional/civic association conferences, etc.). These forums, while reflecting the purposes and three major themes of the overall project, will be independently planned by their sponsors to ensure they are responsive to local and regional issues and audiences. The Project's three major themes and associated major topics are as follow:

1. Psychology of Racism What is Racism? How is racism manifested and what are its impacts? How is racism perpetuated?
2. Racism in Psychology What is scientific racism and how does it shape our scientific knowledge? How does racism impact theory and research in psychology? How does racism impact professional practice in psychology? How does racism affect socialization and education in psychology?
3. Psychology of Anti-Racism What is anti-racism? What do we know about anti-racism interventions and their effectiveness? What do we know about empowerment and power-sharing strategies? What major skills, technology and knowledge can psychology contribute?

AP-LS members and interested others are encouraged to submit papers that treat issues of race, ethnicity, or racism to Ira Packer, AP-LS program chair for the 1997 convention.

For more information or to volunteer to participate in the National Conversation, contact Bertha G. Holliday, Director, APA Office of Ethnic Minority Affairs by phone 202/336-6029, FAX 202/336-6040, or via Email at: bgh.apa@email.apa.org. Updated information on the Project is available on the World Wide Web at: <http://www.apa.org/pi/racism.html>. □

tee requests anyone interested in serving on this sub-committee to contact either: Richard Wiener at: wienerrl@sluvcu.slu.edu or Gary Wells at 515/294-6033 or via Email at: glwells@iastate.edu

The Committee is especially interested in scholars with expertise in legal evidence, trial advocacy, and psychological jurisprudence. □



The Relationship Between Law & the Behavioral Sciences: International Perspectives

David Carson and Alan Tomkins

A Call for Increased Research and Writing

Recent years have witnessed a dramatic growth of interest in law and the behavioral sciences. The number of national and international organizations, conferences, and journals has rapidly increased. But most American mainstream activities in psychology and law ignore an international perspective. Too often U.S. scholars focus on problems using a narrow lens. There is no attention given to the possibility that things might seem different if an additional, socio-cultural viewpoint were integrated into the endeavor.

There is a long tradition in social psychology of thinking about issues from the viewpoint of the "Martian" who just landed in our midst. But we don't have to rely on the Martian. Internationalization also offers the possibility of allowing researchers and commentators to consider alternative perspectives in dealing with problems.

In the previous newsletter, we have issued a call for papers on psycholegal issues in which the researcher/commentator has adopted an international perspective. But we also call on AP-LS members to embark on projects that utilize an international perspective. One might consider the following types of issues:

- To what extent have developments in the law/behavioral sciences interface been affected by the quality of relationships between lawyers and behavioral scientists (academics and practitioners), their professional associations, and their education and training programs?
- Is it fair to say that developments in North America have been driven by a legal agenda; that behavioral scientists have been re-

sponding, perhaps too uncritically, to legal definitions of problems or to lawyers' pragmatic needs for assistance in trials?

Opportunities

Different jurisdictions with their contrasting legal systems provide valuable opportunities for comparative research. Examples include the use of investigatory rather than adversarial approaches, judges as fact-finders, and different legal tests such as "capacity" tests, across jurisdictions. However, there will be many problems in conducting such research. For example, differences in cross-examination styles between the UK and US (though both involve adversarial systems) may result in a researcher's detection of differences that might be attributed to jurisprudential differences but actually are a result of practical or functional differences between the two systems.

Each of us should ask ourselves what can be done to ensure the proper development of research protocols and interpretation of research data.

- Should there be an international "agenda" for the development of research priorities?
- Is the research informing international agencies responsible for declarations of basic rights where, for example, it might add weight on such issues as the competence of people with mental disorders to make legal decisions?
- Are national law reform commissions utilizing behavioral science research and, if not, why not?

Throughout the world, interest in behavioral sciences and law appears to be greater amongst behavioral scientists than lawyers. However degrees of legal skepticism

appear to differ; expert evidence based on statement validity analysis has long been allowed in Germany, for example. Is skepticism valid? Is the potential for inter-disciplinary co-operation, whether at national or international level, overstated? Should there be more contact at practitioner level, for example demonstrating to lawyers the advantages of cognitive interview techniques, than at the more ideological level of debates in journals or in appeal courts about the admissibility of expert evidence?

In conclusion, it is probably not overstating the case to accuse US scholars of being myopic when it comes to adopting an international perspective. Americans, of course, cover so much geography and have such international importance when it comes to science. However, the trend toward globalization is being reflected in science as well as in industry, politics, culture, and so on. AP-LS members have the potential for making important contributions, both to the narrower professions and to the larger behavioral science and law communities, if we increase the internationalization of perspectives in relevant research and writing. We urge the membership to keep international perspectives in mind when doing research and writing. We encourage interested individuals to contribute manuscripts to the upcoming special issue of *Behavioral Sciences and the Law* on "International Perspectives on the Relationship between Law and the Behavioral Sciences." □

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AP-LS Executive Committee Meeting

**AP-LS/Division 41 of the APA
August 1996**

Submitted by
Richard L. Wiener, Secretary

Attending Members and Committee Chairs: Jack Brigham, Pam Casey, Diane Follingstad, Sol Fulero, Gail Goodman, Jane Goodman-Delahunty, Kirk Heilbrun, Marsha Liss, Jim Ogloff, Randy Otto, Ron Roesch, Barbara Watts, Rich Wiener, Beth Wiggins

Approval of Minutes

The minutes from the February meeting (Biennial Conference, Hilton Head, S.C.) were approved by a unanimous vote of the Executive Committee (EC).

Election Results

Kirk Heilbrun announced the results of the 1996 elections: President Elect - Jack Brigham; Secretary - Diane Follingstad; Member at Large - Patty Griffin; Council Representative - Tom Grisso

Treasurer's Report

Jim Ogloff handed out a balance sheet that summarized the Division accounts through June 30, 1996. As of that date the Society's income for 1996 was equal to \$131,490 and our total expenditures for the year to date were \$54,641. This leaves a net income of \$76,849. However, the total projected expenditures for 1996 are \$114,100. The remainder of the Society's expenditures including subscription costs and a portion of the editorial expenses for *Law and Human Behavior (LHB)* will be deducted from this balance. In 1995 the expenses for the journal were \$59,827. On the income side for the first half of 1996, 71% of the funds came from dues, 14% from registration fees for the Biennial AP-LS Conference, 5% from royalties, 6% from Plenum for editing *LHB*, 3% from interest to date on the Society's accounts,

and the remaining 1% from miscellaneous contributions. It is noteworthy that the Society has earned \$3416 in interest during the first 6 months of 1996 (over \$600 per month) and that the 5% royalties will double in 1998 because of the new contract with Plenum for *LHB*. On the expenditure side for the first half of 1996, 62% of the Society's expenses were paid out for meetings and conferences, 23% for publications, 14% for committee budgets and awards, and the remaining 1% for administrative costs, professional organizational dues, and other miscellaneous functions. The 1996 Biennial Conference income was \$31,745 and the total expenses were \$31,659. Therefore, the Biennial Conference produced a net income of \$86. The treasurers' projected budget for 1996 anticipates a net income of \$19,000. In short, the current financial status of the treasury is sound and is likely to remain that way at least in the near future. It was noted that there are Biennial Attendees who have not yet paid their registration fees.

Motion: Sol Fulero moved that AP-LS not register anyone at any Biennial Conferences with outstanding registration fees from a previous Biennial Conference. Jim Ogloff seconded the motion. The motion was passed.

It was noted that one way in which the Society may raise funds might be to offer workshops at the APA conferences. Sol Fulero volunteered to attend the meeting of Continuing Education Chairs at the Toronto APA Meeting (1996) which featured ways to make workshops profitable. Sol will report what he learns at the next Executive Committee (EC) meeting. It was suggested that obtaining more institutional subscriptions to *LHB* will increase the Society's income. It was decided that we should start an initiative to increase institutional subscriptions. Rich Wiener, Sol Fulero, and Jim Ogloff will put together a flyer announcing this initiative to the membership to be mailed along with an

upcoming newsletter. Beth Wiggins will mail the flyer to law schools.

Report of the Conference Committees

APA '96 Program Committee

Diane Follingstad and Ira Packer presented a written and oral report for the 1996 Division 41 program at the APA Convention in Toronto. Information about the number and type of submissions, acceptances, and invited presentations was reviewed (See the minutes of the Hilton Head Executive Committee meeting for a full presentation of these data). The Executive Committee thanked Diane and Ira for doing a great job of organizing the meeting and putting together an excellent program. Ira Packer and Edie Greene will be the program chairs for the 1997 Div. 41 program at the APA meeting in Chicago.

1998 Biennial Conference

Kirk Heilbrun reported on the efforts of finding a location and hotel for the 1998 Biennial Conference. Early investigations into a hotel in New Orleans resulted in prices no lower than \$145 per night with the expectation that prices may increase by 1998. As a result the committee also investigated San Antonio and Tucson. San Antonio also resulted in high room rates (\$150 per night). Although the committee located a hotel in downtown Tucson with a quoted price of \$126 each night (which would likely increase by 5% in 1998), Rich Wiener reported that the results of the survey done at the 1996 Biennial suggested that the top 3 cities that attendees of that conference favored for future conferences (i.e., New Orleans, San Francisco, and San Antonio) did not include Tucson. Rich Wiener reported briefly on the results of the survey conducted at the Biennial Conference in Hilton Head. The data collected by Ogloff and Wiener were analyzed by Linda Hurt (graduate student at Saint Louis Univ.) and Rich Wiener. Findings of the survey will be presented in the next issue of the newsletter.



Minutes from...

AP-LS Executive Committee Meeting

Continued from page 16

Motion: Marsha Liss moved that AP-LS should select a hotel with a price ceiling up to but not to exceed \$150 night, provided that a secondary hotel can be found nearby with a price of no more than \$110 per night. The motion was passed. Kirk agreed to continue the search using the new price limits as guidelines. In addition to the cities that are being investigated the committee will look into Las Vegas as a possible site.

Consideration of Special Issues

The Executive Committee discussed each of the following special issues before proceeding with the Standing Committee Reports in order to assure that decisions would be reached on some timely matters.

Proposal: Teachers of Psychology in Secondary Schools (TOPSS). The Member at Large of TOPSS (Alan Feldman) wrote to Kirk Heilbrun requesting that members of that organization be allowed to be affiliates of Division 41 of APA.

Motion: Randy Otto moved that members of TOPSS be allowed to join in a status consistent with AP-LS by-laws. Marsh Liss seconded it, the motion was passed.

VA Practice Guidelines

The VA Hospital System is in the process of developing practice guidelines for competency assessment in older adults. Rodney R. Baker of the South Texas Veterans Health System requested that Division 41 review the guidelines that the VA is proposing. Tom Grisso has agreed to serve as the Division 41 reviewer for this project. Members interested in commenting on these guidelines should contact Tom.

Public Interest Directorate Initiative - Psychology and Racism

The Public Interest Directorate of APA will sponsor the Miniconvention and National Conversation on "Psychology and Racism" at the 1997 meeting in Chicago. Division 41 is invited to participate in the miniconvention. In the discussions that followed the EC supported the theme but raised some issues about exactly what role Division 41 was being asked to play as a participant in the Public Interest Miniconvention.

Motion: Rich Wiener moved that the theme for the 1997 Division 41 Program at the APA Convention be Racism and Psychology and Law. Jim Ogloff seconded the motion, the EC passed this motion.

Motion: Sol Fulero moved that the Executive Committee direct Ira Packer and Edie Greene to contact the Public Interest Directorate and express the possible interest of Division 41 to participate in the Directorate Miniconvention. Ira and Edie are directed to report back to the Executive Committee through Email on the options that are available to the Division if it chooses to participate. The Committee will then make a final decision regarding the Division's level of involvement. Jim Ogloff seconded the motion. The Executive Committee passed this motion.

Golden Anniversary Update

This year is the Golden Anniversary for APA Divisions. The APA meeting in Toronto included a number of specific programs to kick off the Golden Anniversary Year. There was some suggestion that APA will be writing a history of its specialization and may invite members of divisions to write chapters describing the history of their Divisions. Invited to be liaisons between Division 41 and APA to pursue this purpose were Margaret Coggins,

Mark Small, Tom Grisso, and Bruce Sales, all whom have knowledge of and/or some special interest in the history of AP-LS.

Basic Information About Forensic Psychology

Kirk Heilbrun reported that Cathy Oslzly (the Society's Administrator) is sometimes overwhelmed with telephone and Email messages from students and others who are interested in learning more about forensic psychology. Kirk wrote out a draft of some answers to the most common questions that Cathy is asked (e.g., "Where do forensic psychologists work when they finish training"). The EC examined the answers and charged the existing Committee on Training and Careers to develop a short description of Psychology and Law as a discipline and field. Cathy can use the description to answer basic questions and can send out requested mailings that describe the discipline.

Petition for Recognition of a Specialty in Forensic Psychology

Kirk Heilbrun presented a draft of a Petition to APA for the recognition of a specialty in forensic psychology jointly developed by a Committee of Division 41 and the American Board of Forensic Psychologists. The EC reviewed the partially completed document and raised some questions about whether the Society should be involved in this process. Sol Fulero, Marsha Liss, Rich Wiener, and others were concerned with the broad definition of Forensic Psychology endorsed by the Committee. It includes all of psychology and law: clinical, organizational, social, developmental, cognitive, and other research areas. The committee was concerned that the membership of the Joint Committee was not broad enough to represent the interests of all these types of psychologists.

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Minutes from...

AP-LS Executive Committee Meeting

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The Executive Committee asked the Joint Committee to clarify some specific issues with APA.

1. What is the perceived need for a specialization in Forensic Psychology? Are there any data available documenting the need?
2. How will the information collected on the Petition be used by APA?
3. Will specialty status be used to credential individual psychologists or will it be used to accredit specific programs?
4. How broad will the specialty be? Will it be "more or less" clinical or will it be defined broadly enough to draw into doubt the appropriateness of others to act as professionals when they are not credentialed as forensic psychologists?

The Div. 41 committee was charged to explore these issues and report back. Several members of the EC suggested that the Forensic Specialty Committee be broadened to include some traditional experimental psychologists.

Report of the Standing Committees

Awards and Nominations Committee

Jane Goodman-Delahanty suggested that the Society should once again consider making a Psychology and Law lifetime contribution award. It has been a long time since the award has been given and it was suggested that we begin to solicit nominations.

Careers and Training Committee

Edie Greene reported that the committee is proceeding with two videotaped lecture/discussions for use in undergraduate law and psychology courses. Ed Mulvey and Caton Roberts have agreed to film the first two presenta-

tions on risk assessment and competency to stand trial, respectively. Taping will occur in Colorado in early fall, 1996. A videographer has been retained. The committee is also preparing a proposal that will go to the Education Directorate at APA requesting additional funding to complete the project. The graduate training brochure has been revised and is being disseminated. At the present, 250 copies have been mailed out. The Handbook of Teaching Materials for Undergraduate Legal Psychology Courses has been completed and is also being disseminated to those who have requested (approximately 150) and to all faculty who have adopted one of several undergraduate psychology and law texts.

Motion: Marsha Liss moved and Jim Ogloff seconded that the Career and Training Committee update the Psychology and Law Course Syllabus materials. The EC passed this motion and charged the Career and Training Committee to work closely with the student section to help select graduate student workshops for the next Biennial Conference.

Educational Outreach

Sol Fulero announced that the Educational Outreach Committee is looking into the possibility of presenting research results to local Bar Associations to fulfill the Bar's requirements for Continuing Legal Education. Sol has forwarded the names of people willing to travel to Wyoming to make some presentations at the University of Wyoming. The Committee will be updating the current speakers list.

Women in Law Committee

During the Biennial meeting of AP-LS, the Committee held a breakfast meeting during which attendees broke into working groups to address three topical Areas: Proof of Damages in Sexual Harassment Cases, Children and the Law, and Feminism and Psy-

From the Editor

Randy Otto

AP-LS Newsletter submissions for the use of computers in psychology and law are invited. Articles on a variety of issues including Email lists of interest to AP-LS members, statistics programs, record keeping and data base management, tests with computer-based scoring or administration.

Send submissions to Randy Otto, Editor, Department of Mental Health Law & Policy, FMHI/USF, 13301 Bruce B. Downs Blvd., Tampa, FL 33612-3899 or send via Email to; otto@hal.fmhi.usf.edu □

chology and the Law. The groups will continue to dialogue in the hospitality suite at APA in Toronto. There will be a breakfast meeting for the Committee in the Hospitality Suite at APA in Toronto. As the membership of the Committee continues to grow (from 85 at the Biennial to 103 at the Toronto APA meeting) the Committee is planning to continue to focus on substantive issues.

Grants-in-Aid Committee

Regina Schuller is resigning and Larry Heuer is taking over as the chair of the committee.

Scientific Review Paper Committee

Rich Wiener reported that the Valid Identification Line-ups sub-committee chaired by Gary Wells is going ahead with its work. Sitting on the sub-committee are eyewitness identification researchers Roy Malpass, Steve Penrod, and Elizabeth Brimacombe. Mark Small is also on the committee and will act as a public policy voice. As soon as an outline of the Committee's Review Paper is completed, it will be distributed to AP-LS



Minutes from...

AP-LS Executive Committee Meeting

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members. Details of this project were recorded in the minutes from the Biennial Meeting in Hilton Head. Also going ahead is the Arizona Jury Reform sub-committee. Serving on this committee are Richard Wiener, Peter Wales, and Ronald Dillehay. Details of this project were recorded in the minutes from the Biennial Meeting.

Publications Committee

Ron Roesch announced that he and Rich Wiener were working toward a smooth transition in December, at which time Rich Wiener will take over as editor of *LHB*. The EC thanked Ron for 10 years of outstanding service as editor. New manuscripts will be sent to Rich in December, but Ron will continue to work with those which were previously resubmitted with revisions. Rich reported that the special edition of *LHB* on the topic of Gender and the Law was moving along well. A number of papers had already been submitted well before the deadline. Interested parties should contact Pat Frazier at the University of Minnesota for more details. Returning to an earlier issue, why *LHB* was not in full-text reproduction in Westlaw, Ron explained that Plenum has reservations about full-text production because it would reduce the journal's institutional subscription base and this would cost both Plenum and AP-LS. Westlaw is not likely to be interested in publishing abstracts and key words only.

Randy Otto reported that the Newsletter was being published regularly without any particular problems. The Committee thanked Randy for his hard work on the Newsletter. Randy announced that he plans to include more substantive articles (e.g., book reviews, instrument reviews, etc.).

Ron Roesch announced that there are currently two books in progress in the AP-LS book series. One book by Kirk Heilbrun is due to be submitted in December and the other by Ron

Roesch and Steve Hart will be due in the fall, 1996. Ron proposed that the Society change its royalty structure for the book series. Currently, AP-LS retains 15% of the gross receipts on the first 2000 books sold and 18% on those thereafter. Currently, the Society retains all royalties received on the first 1500 copies and then the author(s) get the royalties for anything sold after 1500 copies. The problem is that only three of the nine books in the series have sold over 1500 copies. Therefore, more often than not the authors of books get no royalties for their work. Further, there is currently no budget provided by Plenum to the Editor of the Book Series. The Publication Committee noted that this system of disincentives did little to stimulate the book series and suggested that the contract between AP-LS and the author(s) be altered to create more encouragement for the authors and the editor of the series.

Motion: Jim Ogloff moved that the contract be revised for the AP-LS book series so that the author(s) receives 10% of the gross sales, the Division receives 2%, and the Series Editor receives 3% for the first 2000 books sold. Jane Delahunty-Goodman seconded the motion. The EC passed this motion.

Student Section Report

Barbara Watts, student section chair, reported that since the Biennial Conference, the Student Section has elected new officers, distributed its survey results and directory, planned activities for APA, and developed a 1997 budget proposal. The three newly elected officers are from the Hahneman-Villanova program: Lori Butts: Chair-Elect, Lori Thomas: Secretary-Treasurer, and Trudi Kirk: Student Newsletter Editor. The Student Section distributed copies of its survey results, internship database, and student directory. APA events in Toronto included a symposium in which recent graduates discussed

their job market strategies. Barbara presented the 1997 Budget of \$2680 which was approved by the EC.

Motion: Rich Wiener moved that the Society allocate \$500 to develop a student presented symposium at APA in 1997 on Racism and Psychology and Law. Jim Ogloff seconded the motion; the EC passed this motion.

APA Council

Representative Report

Jack Brigham reported that APA Council considered at length taxonomies for education and training beyond the doctoral degree and the "bill of rights" for patients (which has been referred to the APA Board of Directors). Council decided to raise dues for students next year but to leave members dues unchanged. The task force on retention of science members issued a four page report with ideas for offering more support to scientists and service to academic departments.

As of August 12, 1996, Diane Follingstad took over as AP-LS Secretary. These minutes will be the last that I write for the Newsletter. I have enjoyed the opportunity to serve the Society as a member of its EC and I look forward to serving AP-LS in the future. □

AP-LS Deadlines

Mark Your Calendar

Please note the following important deadlines for various AP-LS/Division 41 activities.

- APA Convention Proposal Deadline: Dec. 2, 1996
- Next AP-LS Newsletter: Feb. 14, 1997
- AAFS Award: Dec. 31, 1996 (see page 7)
- AAFP Dissertation Grant: Jan. 15, 1997 (see page 9)



Fellowship and Position Announcements

Center for Forensic Psychiatry Postdoctoral Fellowship in Forensic Psychology

The Center for Forensic Psychiatry in Michigan expects to have a position available in its one-year forensic psychology postdoctoral program which offers supervised experience in forensic psychological evaluation, consultation, research in both inpatient and evaluation clinic settings, and expert witness training. The stipend is \$30,000 plus fringe benefits. The **start date is September 1, 1997**

Requirements include a Ph.D. or Psy.D. in clinical psychology from an APA accredited program and completion of an APA accredited predoctoral internship.

To Apply: Send a vitae, statement of purpose, and three letters of recommendation to Steven Bank, Director, CFP Postdoctoral Fellowship Program, PO Box 2060, Ann Arbor, MI 48104. For additional information, contact Dr. Bank at 313/429-2531, ext. 319 or via the Internet at: banks2@state.mi.us. CFP is an Equal Opportunity Employer. □

DecisionQuest

DecisionQuest, a trial consulting firm, has senior level openings at its offices in Atlanta, Chicago, Los Angeles, and New York. The Director position requires previous experience as a trial consultant with proven record of revenue generation. This position begins at the earliest availability. Applications must be received by January 20, 1997. Submit a letter of application specifying your qualifications, vitae, and three references to David Davis, DecisionQuest, 1320 Centre St., # 204, Newton Center, MA 02159. No phone calls or faxes. □

University of Massachusetts Postdoctoral Fellowship in Forensic Psychology

The Law-Psychiatry Program, University of Massachusetts Medical Center, expects two positions for a one-year postdoctoral forensic psychology fellowship, administered in collaboration with the Division of Forensic Mental Health/DMH of Massachusetts and Worcester State Hospital. The Program offers supervised forensic clinical evaluation and consultation experience in inpatient forensic units, court clinics, and other forensic settings; seminars and guided study; and supervised research on issues in mental health law.

Qualifications: Applicants must have a Ph.D. or Psy.D. in psychology with APA-approved predoctoral clinical internship. The position would **begin September 1, 1997** with a \$24,000 stipend, fringe benefits, and \$2000 support for educational/research expenses. For inquiries, contact Thomas Grisso, Director, Forensic Training and Research at 508/856-3625.

To Apply. Send a curriculum vita, statement of purpose, and three letters of recommendation **by February 15, 1997**, to:

Carole Puleo
Forensic Administrative Assistant
Department of Psychiatry
University of Massachusetts
Medical Center
55 Lake Avenue North
Worcester, MA 01655

The University of Massachusetts is an Equal Opportunity/Affirmative Action Employer. □

University of Nebraska Assistant Professor

The University of Nebraska is seeking applications for Assistant Professor, Clinical with Forensic Expertise. The duties of this tenure track position include teaching graduate and undergraduate courses, clinical and research supervision of graduate students, maintaining an active program of research on forensic topics, and participation in the clinical and law-psychology programs.

Qualifications required include a Ph.D. in clinical psychology, clinical and research experience with forensic issues, a record of achievement in scholarship and teaching and license eligibility. Experience with quantitative methods preferred.

To Apply: Send letter of application, vita, reprints, and three letters of recommendation to:

Chair
Clinical Search Committee
Department of Psychology
University of Nebraska-Lincoln
Lincoln, NE. 68588-0308

Application review will begin November 18, 1996 and continue until the position is filled. The University of Nebraska is committed to a pluralistic campus community through Affirmative Action and Equal Opportunity and is responsive to the needs of dual career couples. We assure reasonable accommodation under the Americans with Disabilities Act; contact Claudia Price-Decker at 402/472-3721 for assistance. □



Assessment Review

The Trauma Symptom Inventory: Assessing the Spectrum of Symptoms Associated with Traumatic Stress

Lori Ebert and John A. Fairbank
Review of *Trauma Symptom Inventory*, by John Briere, Ph.D. [Psychological Assessment Resources, Inc., P.O. Box 998, Odessa, FL 33556, 1-800-331-TEST. \$110.00. 1995, 61 page Professional Manual, Item Booklet, Answer Sheet, Profile Forms (male and female)].

The Trauma Symptom Inventory (TSI; Briere, 1995) is a 100-item self-report instrument designed to evaluate the psychological consequences of exposure to potentially traumatic events. The instrument is of particular interest because of its wide scope: it aims to measure "not only the symptoms typically associated with Posttraumatic Stress Disorder (PTSD) and Acute Stress Disorder (ASD), but also those intra- and interpersonal difficulties often associated with more chronic psychological trauma" (Briere, 1995, p. 1). Further, it is intended to assess the effects of exposure to a variety of stressors, including physical and sexual violence, combat, motor vehicle accidents, and natural disasters.

PTSD has been extensively treated in the epidemiologic and clinical literatures, and a number of instruments—both clinical interviews and self-report scales—have been developed to assess that disorder. (ASD is a more recently defined disorder, and therefore evaluation efforts are, so far, very limited.) Research, however, does suggest that, particularly in situations where there is prolonged and repeated exposure to extreme stressors, the effects of exposure are not limited solely to symptoms associated with PTSD. There is, therefore, a clear need for a more comprehensive instrument designed to measure these broader effects. Although a few such instruments are available (e.g., the SCID DESNOS module), this more broadly-based evaluative work is just beginning, and the TSI is a welcome addition.

The TSI, moreover, is of particular interest in a forensic context. PTSD has been increasingly used as evidence in both criminal and civil litigation. In criminal cases, defendants may seek acquittal or claim diminished capacity because of the alleged effects of the disorder. PTSD has also been used to arrange pre-trial agreements and in pre-sentencing and sentencing procedures. In civil litigation, plaintiffs may claim PTSD symptoms as evidence of psychological harm and a diagnosis of PTSD often forms a basis for establishing damages in personal injury cases. While assessment of PTSD symptoms has an important place in forensics, an instrument designed to measure broader effects of exposure to traumatic stress could provide a valuable empirical basis for expert testimony. To the extent that such an instrument is proven valid and reliable at distinguishing major alterations in functioning that fall outside the PTSD diagnostic category, it could help to ensure that all victims of traumatic stress are fairly treated by the legal system.

Test Format

The TSI materials, which are available from Psychological Assessment Resources, include a professional manual, a reusable item booklet, hand scorable answer sheets, and profile forms. Computer applications are also available. The five chapters and two appendices of the *TSI Professional Manual* (Briere, 1995) are arranged to make the information provided accessible and easy to use, both as a training tool and as a continuing resource document. Descriptions of the aims and test materials as well as instructions on administration, scoring, and interpretation all appear in the first three chapters. The more detailed technical information on the establishment of norms and the validation of the TSI appear in the last two chapters and in the appendices.

The TSI is a clinical instrument standardized on a community population of men and women ages 18 and older. Analyses on the normative data sample indicated that both age and sex were important variables upon which to standardize TSI scales. Therefore, separate profile forms are provided for men and women and for individuals above and below age 55.

... an instrument designed to measure broader effects of exposure to traumatic stress could provide a valuable empirical basis for expert testimony.

The 100 TSI items consist of relatively brief descriptions of thoughts, feelings, or behaviors (e.g., "Stopping yourself from thinking about the past", "Feeling empty inside", "Having sex with someone you hardly knew"). Overall, the items are clearly written and, very importantly, each item presents a single cognitive, affective, or behavioral symptom. Respondents are asked to rate the frequency with which each item occurred during the past six months using a 4-point scale ranging from "Never" to "Often." The manual states that most individuals can complete the TSI in 20 minutes. According to readability analyses, a fifth- to seventh- grade reading ability is required to complete the TSI.

The TSI is comprised of three validity scales and 10 clinical scales. The validity scales of the TSI (Response Level, Atypical Response, and Inconsistent Response) evaluate "the respondents's tendency to deny symptoms that others commonly endorse, to overendorse unusual symptoms that others rarely endorse to any significant extent, and to respond to the TSI items in an inconsistent and random man-

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The Trauma Symptom Inventory: Assessing the Spectrum of Symptoms Associated with Traumatic Stress

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ner" (Briere, 1995, p. 11). The clinical scales of the TSI, representing 10 "posttraumatic domains", are: Anxious Arousal, Depression, Anger/Irritability, Intrusive Experiences, Defensive Avoidance, Dissociation, Sexual Concerns, Dysfunctional Sexual Behavior, Impaired Self-Reference, and Tension Reduction Behavior. The clinical scales are intended to assess four broad areas of trauma-related distress: dysphoric mood, posttraumatic stress, sexual difficulties, and self-dysfunction.¹ Although a four factor model was initially proposed, a confirmatory factor analysis indicated a three factor solution.

After the TSI answer sheet has been hand scored by the examiner, raw scale scores are transferred to profile forms and converted to standard scores (T-scores). The format of the profile forms should be familiar to most clinical evaluators because they are comparable to those used in some of the most frequently administered psychological measures, such as the MMPI-2. The graphical representations of symptomatology provided by the profile forms may prove useful in forensic contexts, by enhancing the presentation of findings in a clear and understandable format.

Scale Development and Validation

The professional manual accompanying the TSI provides an overview of the development and validation of the instrument. It contains thorough documentation on the empirical aspects of this process including scale standardization and validation studies. Unfortunately, the conceptual underpinnings of the TSI and its construction are less clearly explained.

For example, the manual states that the 10 "posttraumatic domains" guiding

item selection were chosen "based upon the existing literature and clinical experience with posttraumatic states" (Briere, 1995, p. 33). While the conceptualization of these specific domains is not inconsistent with the empirical literature, other authors have suggested alternative conceptualizations (e.g., Herman, 1993; McCann & Pearlman, 1990), and no rationale for the conceptual model underlying the TSI domains is offered. Moreover, two of the clinical scales, Sexual Concerns and Dysfunctional Sexual Behavior, may raise questions about face validity when evaluating certain types of exposure (e.g., motor vehicle accidents, combat). Given these concerns, further information about the conceptual basis for scale construction would make it easier for users to draw conclusions about the external validity of the TSI for a particular forensic application.

There is a similar lack of specific information about the selection of items used in the scales. According to the manual, in order "to develop a pool of potential items for the TSI, 182 statements were written to tap each of the 10 posttraumatic domains" (Briere, 1995, p. 33). The manual also suggests that the TSI is based, at least in part, on the Trauma Symptom Checklist (TSC-33/40; Briere & Runtz, 1989). The TSC-33/40 was developed specifically to assess the long-term sequelae of childhood sexual abuse, while the TSI is intended to assess the effects of exposure to a wider variety of traumatic stressors. Unfortunately, no detailed information is provided on the rationale and approach by which items in the TSC-33/40 were retained or revised and then integrated with newly generated items. Without such documentation, questions could arise regarding the sensitivity and utility of the TSI for different types of traumatic exposure (physical or sexual violence vs noninterpersonal traumas).

One strength of the TSI is that considerable attention has been paid to identifying aspects of its psychometric properties in one probability and several volunteer samples. The normative sample for the TSI was a national probability sample generally comparable to the 1990 census data with respect to a number of characteristics including gender and geographic location. While, the 855 respondents in the normative sample do "overrepresent, to some extent, Caucasian, married, and more educated individuals" (p. 29), the characteristics of this sample are described in sufficient detail to permit user to evaluate the appropriateness of the instrument to a specific forensic context. The overall response rate for the mail survey from which the TSI normative sample was obtained was 59.3%.

Additional samples in studies designed to determine the reliability and validity of the TSI include a clinical sample (n=370), a college student sample (n=279), and a sample of Navy recruits (n=3,659). The methods and findings from the tests of internal consistency of the 10 TSI clinical scales (mean = .86; range=.74 to .91) and from analyses of construct validity, convergent and discriminant validity, incremental validity, and criterion validity are clearly described in Chapter 5 of the TSI professional manual. The findings from these psychometric analyses provide encouraging preliminary evidence, and they point to the need for further examination of the utility of the TSI in forensic contexts. Specifically, studies are needed that (a) examine criterion validity using diagnostic interviews rather than questionnaire assessments of PTSD as a clinical "gold standard", and (b) include study samples more representative of populations likely to be involved with the civil and criminal justice systems.

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The Trauma Symptom Inventory: Assessing the Spectrum of Symptoms Associated with Traumatic Stress

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Conclusions

The TSI fills a gap in the battery of assessment instruments available to clinical evaluators in assessing the effects of traumatic stress exposure. A key feature is that it assesses not only the symptoms associated with PTSD but a whole range of intra- and interpersonal difficulties often seen in individuals exposed to prolonged and

The TSI fills a gap in the battery of assessment instruments available to clinical evaluators in assessing the effects of traumatic stress exposure.

repeated trauma. The TSI's conceptualization of such difficulties, including certain characterological and self-regulation problems (e.g., "Being easily influenced by others," "Intentionally hurting yourself," "Flirting or 'coming on' to someone to get attention"), as resulting from a history of trauma is consistent with a growing body of empirical work. By presenting such behaviors as part of the spectrum of problems associated with exposure to traumatic stress, the instrument recognizes that the effects of such exposure are not necessarily limited to a single diagnostic category. The forensic implications go even further. For example, behaviors that might otherwise be seen as diminishing the credibility of the victim in certain personal injury cases may be more properly categorized by the TSI as a consequence of prolonged or repeated exposure to noxious stimuli.

Although the TSI has the potential to make a significant contribution to the field, it is important to recognize the limitations of using any single instrument to determine the effects of a

trauma history. As recognized by the TSI's developer, state-of-the-science assessment of traumatic stress reactions is currently defined by the use of a multi-axial, multimodal approach (Fairbank, Schlenger, Caddell, & Woods, 1993). The term multi-axial suggests that multiple sources of information are used in the assessment process (e.g., clinical interviews, collateral reports, medical records, psychophysiological measures, self-report inventories). Generally, such a multi-axial, multimodal assessment approach is used to gather converging data to indicate the presence or absence of clinically or forensically significant effects from exposure to trauma. Used in combination with other data sources such as structured clinical interviews, the TSI could be a helpful tool for gathering data on the breadth of an individual's impairment.

A few cautionary notes: The TSI does not evaluate traumatic stress exposure nor does it link symptoms and functional impairments to a specific event or events. Consequently, it should be used in conjunction with an assessment of exposure to different types of potentially traumatic stressors. In many forensic contexts, the clinical evaluator must strive to determine that TSI symptoms are the result of experiencing a traumatic event and that the current level of functioning represents a change from the level of functioning prior to the trauma. Additionally, the TSI is designed to capture current symptomatology. The TSI's six-month time frame for current symptomatology seems well chosen given that symptoms associated with posttraumatic stress often wax and wane. However, the emphasis on current functioning may make the TSI less useful in some forensic contexts. For example, it might not be appropriate in situations where a retrospective evaluation of a perpetrator's mental capacity at the time of a crime is critical.

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¹ Factor analytic work presented in the TSI manual suggest that the actual number of latent factors underlying the TSI scores is likely to be smaller.

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The AP-LS Newsletter publishes reviews of books, tests, and measures in the broad area of psychology and law. Those wishing to have their publication reviewed should contact Randy Otto prior to sending materials at 813/974-9296 or via the Internet/Email at: otto@hal.fmhi.usf.edu.



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American Psychology-Law Society • MEMBERSHIP APPLICATION

Division 41 of the American Psychological Association

The American Psychology-Law Society is a division of the American Psychological Association and is comprised of individuals interested in psychology and law issues. AP-LS encourages APA members, graduate and undergraduate students, and persons in related fields to consider membership in the Division. APA membership is not required for membership in the American Psychology-Law Society. **Student memberships are encouraged.** To join, complete the form below and send with dues to: Cathleen Oslzly, Dept. of Psychology, 209 Burnett Hall, Univ. of Nebraska-Lincoln, Lincoln, NE 68588-0308, (Email: coslzly@unlinfo.unl.edu).

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**For back issues of *LHB* contact:
Cathleen Oslzly**

Address changes

- APA members: send changes to APA Membership Dept., 750 First St. NE, Washington, DC 20002-4242
- AP-LS members, members at large or students: send changes to Ms. Oslzly at the address above or via Email

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**IN THIS ISSUE:
MacArthur Project Summary**

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