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Legal Update Judicial Decision Making

Editor and Author: Jeremy Blumenthal, J.D., Ph.D.
Syracuse University College of Law

A prodigious amount of psycholegal work has been conducted over the last century on juror and jury decision-making (for reviews see, e.g., Devine, Clayton, Dunford, Seying, & Price, 2001; Greene et al., 2002), despite the rarity of jury trials (e.g., Galanter, 2004). Far less examined in the legal psychological literature is the decision-making of judges. Such study is important, however, for multiple reasons. First, a significant proportion of cases that do go to trial are heard by judges rather than juries. At the state level, overall, more bench trials than jury trials take place in criminal cases, although that is driven by non-felony cases. For felonies, even so, about a third of state trials are heard by judges. At the federal level, a non-negligible minority of criminal trials are before a judge rather than jury (Galanter, 2004). And the majority of state civil trials are bench trials, as are just under a third of federal civil trials (Galanter, 2004).

Second, of course, a substantial amount of judicial activity—and virtually all judicial law- and policy-making—occurs at the appellate level, where, of course, only judges are involved. Thus, the psychological study of judicial decision-making is essential for understanding a substantial part of how law and policy is interpreted, made, and applied.

Third, and related, those appellate judges almost always function in groups or panels—in the federal system, for instance, the intermediate appellate courts (the Courts of Appeals for the different Circuits) utilize three-judge panels, and the U.S. Supreme Court has nine members. Typically, state courts are organized similarly. Accordingly, insights from social psychology and group decision-making literatures can be of substantial relevance (e.g., Wrightsman, 2006, p.58).

To the extent psychologists have studied judicial decision-making and behavior, it has primarily been by discussing the psychological mechanisms that might be relevant, and noting how those mechanisms might affect such decision-making and behavior. In fact, research on judges has been far more common by political scientists and, to a lesser extent, economists. Such research—and I paint here with the broadest of brushes—has been motivated by at least four theories: the formalist model, the attitudinal model, the strategic model, and the litigant-driven model (e.g., Cross, 2003; Cross & Nelson, 2001).

The formalist model is in one sense the classic Langdellian view of the law as a science—the law consists of particular rules, axioms, and deductive principles that can be applied in a logical, straightforward manner, and as a result, case outcomes can typically be predicted fairly clearly. Adherence to precedent, commitment to the “rule of law,” and a perspective that personal or policy preferences do not and should not play a role in judicial decision-making are hallmarks of this approach (see, e.g., Burbank, 2009).

Few academics subscribe fully to the formalist model, despite empirical evidence suggesting that the law—rather than ideology—is a primary predictor of case outcome (Cross, 2003) (much like evidence showing that juries’ verdicts are primarily driven by the evidence at trial, rather than by personal characteristics). The

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AP-LS News Editorial Staff

Editor-In-Chief
Jennifer Groscup, J.D., Ph.D.
jennifer.groscup@scrippscollege.edu

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

Associate Editors, Research Briefs
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mhartwig@jjay.cuny.edu

Associate Editor, Legal Update
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jblument@law.syr.edu

Associate Editors, Expert Opinion
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mhuss@creighton.edu
Eric Elbogen, Ph.D.
eric.elbogen@duke.edu

Website Editor
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Address changes for APA members should be directed to APA Membership Dept., 750 First St. NE, Washington, DC 20002-4242; for non-APA members, student members, or members-at-large to Kathy Gaskey, AP-LS Administrative Assistant at ap-ls@ec.rr.com.

Presidential Column

An Editorial by Saul Kassin, Div. 41 President

As this is my last Presidential Column, I can't help but reflect on the allure of Division 41 and the impressive work that we do. It's clear to me every time I pick up the morning paper.

In the Winter Newsletter, I marveled at what a difference a day makes—that day being November 4, 2008. President Barack Obama was elected preaching hope, change, the closing of Guantanamo Bay, and a firm opposition to the tortured use of torture in the interrogation of prisoners of war, enemy combatants, and terrorism suspects. Yet now, six months later, law enforcement authorities fear the potential of an ugly backlash. In May, Dr. George Tiller, an abortion provider, was gunned down in his Kansas church. From his jail cell after his arrest, the killer warned that similar violence would erupt elsewhere in the country. Two weeks later, an 88-year-old white supremacist opened fire at the United States Holocaust Memorial Museum in Washington, D.C., killing a security guard. Let's hope that these are isolated incidents, not a Homeland Security crisis on the horizon.

The stories and their aftermath that pique my interest do not stop. Suspected *Craigslist* killer Philip Markoff, a clean-cut 22-year-old medical student, was arrested for robbery and murder and will be tried in Boston. Human beings must have strong implicit prototypes for the homicidal maniac. It seems whenever a suspect doesn't look the part, the news media come knocking on our doors. That must be why I've seen so many forensic psychologists and wannabes quotes in the news.

Then there is narcissist-psychopath Bernie Madoff, who apologized to his victims in open court—an apology that no one thought sincere. On behalf of 14,000 individual and institutional victims who collectively lost an estimated \$50 billion, Madoff was promptly sentenced to the maximum 150 years in prison.

Following the statistically implausible reelection of President Ahmadinejad in Iran, which triggered massive rallies and a forceful government crackdown, Iranian

state-run TV broadcast statements from two Iranian-American scholars who “confessed” that they had unknowingly become tools for Americans and Israelis. In case anyone forgot, these statements serve as an historical reminder that governments throughout the world have a long history of using extreme tactics to extract and then display knowingly false confessions for propaganda purposes.

Speaking of confessions, in a story I am watching closely, 22 year-old Amanda Knox, from Seattle, is on trial for a murder she almost certainly had nothing to do with in Perugia, Italy—a few short miles from where my family and I spend time every summer. Knox had confessed under intense pressure from police and is now facing a prosecutor who sees Satanism wherever he turns and is himself under indictment for obstruction of justice and abuse of power (for excellent coverage of this case, see the *New York Times* and *CBS 48 Hours*).

Perhaps the most important development of recent months, the effects of which may well ripple through our Division, hopefully in the form of research opportunities, is the National Academy of Sciences Report, released in February, *Strengthening Forensic Science in the United States*. The Report bluntly concluded that many forensic labs are poorly funded; that many “experts,” poorly trained, exaggerate the accuracy of their methods in court; and that scientific evidence of reliability or validity does not exist in many forensic areas, particularly those that require expert interpretation (e.g., analyses of bite marks, tool marks, firearms, shoe impressions, tire tracks, blood spatter, handwriting, and even latent fingerprints, which often require subjective judgment). A number of AP-LS members have been writing about these issues for some time. Now thanks to this consciousness-raising document the rest of the world has caught up. The Academy's panel made several suggestions for improvement (e.g., certification of forensic experts, accreditation of independent laboratories, uniform standards for analyzing evidence) and urged that *research is needed* to determine the accu-

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Division 41 - American Psychological Association

Law and Human Behavior Updates:

Nine Myths in the Peer Review Process

Brian L. Cutler, Editor-in-Chief

The Editor's Roundtable at the 2009 AP-LS conference was fascinating. It was very useful to learn about what is happening in Psychology-Law journals. Thanks to Brian Bornstein for leading this effort. For my contribution, I discussed what I believe to be nine myths about the peer review process in the LHB editorial process. Having received some positive feedback about this talk, I thought it would be useful (or at least fun) to share these thoughts in this newsletter column.

Myth #1: Reviewers are biased against innovative research. In my experience, reviewers respond more favorably to innovative research, such as research on novel psychology-law topics or innovative methods, than they do to minor variations on a familiar theme. Reviewers are sometimes more forgiving with respect to innovative research. For example, in response to a manuscript that used innovative methods, one reviewer concluded: "this new paper is not flawless. I can list a variety of concerns, some of which might be fatal if this were a university experiment using college students. But considering the setting and the unique methods, I view these as minor concerns."

Myth #2: Reviewers are biased against publishing clinical/forensic research. This belief probably stems from a mistaken assumption that decisions about clinical/forensic research are being made by non-clinical/forensic researchers. On the contrary, most such manuscripts are handled by Associate Editors Patricia Zapf and Kirk Heilbrun and are reviewed by other clinical/forensic editorial board members and ad hoc reviewers. It seems unlikely that forensic/clinical researchers would be biased against publishing work in their own areas. When I occasionally serve as Action Editor for a clinical/forensic manuscript, I rely upon editorial board members and reviewers with relevant expertise.

Myth #3: LHB no longer publishes jury research. Not true. When I last checked, 7 of the 34 articles published in the Online First section of the journal address jury issues. For jury research to meet our expectations it must focus on interesting questions and use well-justified research methods.

Myth #4: Getting an article published is luck of the (reviewer) draw. It is well-known that peer review is an imperfect method of quality control in science, but to dismiss it as a nearly random process is a gross exaggeration. Further, peer review is a good indication of how a manuscript is likely to be received by the more general readership. Disparaging peer review may also represent a defensive attribution process (particularly when it comes on the heels of a manuscript rejection). I do not want to complain too much about attribution processes, for without them, some of my fellow social psychologists would be out of work.

Myth #5: Manuscripts suffer in quality from the influence of overbearing peer reviewers and editors. In my experience, peer re-

view improves manuscripts. My editorial team has seen many manuscripts improve, sometimes dramatically, from original submission to final form, and I am particularly proud of the good work of reviewers and editors in this respect. At the Editor's Roundtable Patricia Zapf spoke at length about the mentoring aspect of reviewing and editing. Further, we typically do not require authors to make unwanted changes in their manuscript. It is common for reviewers to offer well-reasoned arguments for not making suggested changes and for us to accept their arguments.

Myth #6: Reviewers often have a vested interest in the research findings and cannot be fair and impartial. Few reviewers on whom we rely possess these characteristics. Bias in a review is not difficult to detect, and the editor can weigh the review accordingly. Reviewers who show signs of bias are dropped from our reviewer lists. When manuscripts address potentially contentious issues, we take extra efforts to obtain a balanced set of reviewers. Also, those submitting manuscripts can request that a particular reviewer not be assigned if they perceive that person is on the other side of a contentious debate and could therefore not render a fair review. Such requests are routinely given consideration.

Myth #7: Reviewers favor the work of well-established scholars over newcomers. Sometimes reviewers have a pretty good idea of the identities of the authors ("I just saw her present this paper at the AP-LS conference!"). Other times reviewers do not know the authors' identities. I know this for a fact because occasionally a reviewer will write to me and ask to be contacted by the author because the reviewer wants to learn more about the author's good work. Even if the reviewer knows the authors' identities, it is not clear that they would favor the work of the well-established. Reviewers might hold well-established scholars to higher standards or be more supportive of junior scholars who are trying to build a publication record. Further, it is common for manuscripts to be co-authored by well-established scholars and their less well-established graduate students, post-docs, and junior colleagues, thus reflecting a blend of reputations.

Myth #8: Reviewers are capricious; there is little or no agreement in manuscript reviews. Sometimes there is high agreement in reviews, such as when we use pairs of reviewers with similar areas of expertise and skill sets. Sometimes, however, reviewers are chosen precisely because they have different but relevant skill sets. For example, if we were to receive a manuscript reporting a meta-analysis of the relation between psychopathy and recidivism for violent crime, we might seek a review from one scholar with expertise in psychopathy, one with expertise in risk assessment, and one with expertise in meta-analysis. In such a case it would be unreasonable to expect high levels of agreement because the reviewers would likely focus on different aspects of the manuscript. In short, internal consistency is not always the appropriate measurement model for assessing the quality of peer review.

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racy of forensic methods. On this latter point, it is clear to me that AP-LS researchers—highly trained in the scientific method, methods of assessment, and the study of judgment and decision making—are uniquely positioned for action.

Finally, news with a potential for profound and lasting impact concerns the nomination to the Supreme Court of Judge Sonia Sotomayor and her likely confirmation this summer. There is a lot to be excited about in this nomination. Her intelligence and “empathy” (the word President Obama used to describe her) constitutes a not so coincidental ideal combination. Based on many years of research, social psychologist Susan Fiske and others (2007) recently referred to competence and warmth as the two “universal dimensions of social cognition.” Although formerly an assistant DA, Judge Sotomayor spent time on the board of a public-interest law group and was tough on issues pertaining to police brutality and the death penalty. She also has shown concern for the quality of lawyers assigned to indigent defendants.

I will admit that I am disappointed about the fact that in the actual innocence case of DNA exoneree Jeffrey Deskovic, who spent sixteen years in prison for a rape and murder he did not commit, Second Circuit Judge Sotomayor and a fellow panelist, on April 26, 2000, had flatly rejected his appeal on a habeas corpus petition (the district court had denied his request because the paperwork arrived four days late): “We have considered all of petitioner-appellant’s remaining arguments and find them to be without merit.” Even at the time, Deskovic had a strong case. Today, he is angry. On his behalf, I would have hoped for more. Yet I am mindful of the fact that habeas corpus petitions are seldom granted, that appellate judges seldom reverse lower court decisions that are based on procedural grounds, and that the courts were still eerily ignorant of wrongful conviction risks nine years ago, especially in cases that featured confessions. I offer this perspective to explain, not to excuse, what I see as a lapse in judgment. Still, I remain hopeful that empathy will join intelligence on the U.S. Supreme Court this coming fall.

It has been an honor to serve as President. Last August, I stepped into office after Margaret Kovera, who strengthened the Division and made this year easier for me than it could have been. Now I want to welcome incoming president Edward Mulvey and congratulate president-elect Patty Griffin.

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Myth #9: It takes forever to get a decision on a manuscript submission. In 2008, the median number of weeks between submission and editorial decision was 5.1. For new submissions, the large majority of decision letters were made within 60 days.

If the topic of peer review is of interest to you, I recommend reading the January 2009 issue of *Perspectives on Psychological Science*. My AP-LS talk and this column were inspired in part by this interesting set of articles.

Keep sending us your best work!
Brian Cutler, Editor-in-Chief

Legal Update Column, Continued from p. 1

other three models are reactions to this formalist model. The attitudinal model, originally developed and most thoroughly analyzed by political scientists Jeffrey Segal and Harold Spaeth (1993), gives an important place to judges’ “attitudes and values”—that is, the model presumes that judges’ personal and policy preferences play a much larger role in predicting case outcomes than was previously assumed. The strategic model (also known as the rational choice model) suggests that judges are motivated by a number of strategic interests, including not being reversed on appeal (Cross, 2003), but also (for instance, at the Supreme Court level) responding to other governmental institutions (Cross & Nelson, 2001), and even more prosaic interests such as power, prestige, reputation, and popularity (Posner, 1993). Finally, the litigant-driven model suggests that choices made by the parties, rather than legal rules or choices by judges, are primarily determinative of outcomes (Cross, 2003; Sisk & Heise, 2005).

Almost all of this research, however, has made use of judges’ output to study their decision-making. That is, it primarily looks at the decisions and opinions of judges, typically at the Supreme Court or, to a lesser extent, at the intermediate appellate level (and rarely at the trial level), with scholars inferring judges’ decision processes from their output. Less research of this sort—that is, studying judges by studying their written opinions—has been conducted by psychologists. Several years ago Tetlock and colleagues (Tetlock, Greenzweig, & Gallant, 1985) analyzed Supreme Court opinions, coding them for cognitive style and complexity. They found that Supreme Court Justices who exhibited more conservative voting records tended to write opinions (at least in their first Term) with less integratively complex styles.

But a more direct approach to studying judges would be to use judges themselves—rather than their opinions—as subjects. Clearly this is difficult, as it is rare to obtain access to a large enough group of willing judges to make a reliable study worthwhile. It is not impossible, however, and judges are at times surveyed as to their perspectives on their knowledge, beliefs, and attitudes on different topics (Leander, Christianson, Svedin, & Granhag, 2007; Lindholm, 2008; Magnussen, Wise, Raja, Safer, Pawlenko, & Stridbeck, 2008; Mordell, Viljoen, & Wingrove, 2008; Reid & Durgam, 2007; Stamps, Kunen, & Rock-Faucheux, 1997; Viljoen, Wingrove, & Ryba, 2008). What does tend to be rare, however, is conducting experiments with samples of judges—manipulating particular factors in order to identify aspects of judicial decision-making, or in order to compare decision-making or behavior of judges to, for instance, that of laypeople.

One recent line of research that has done just this involved collaboration between two legal academics and a sitting Magistrate Judge. In a series of experiments they presented various scenarios to judges at different judicial workshops, testing judgment and decision-making heuristics and biases such as the hindsight bias, anchoring and adjustment, framing effects, and use of statistical evidence (e.g., Guthrie, Rachlinski, & Wistrich, 2001, 2002, 2007, 2008; Rachlinski, Guthrie, & Wistrich, 2007; Rachlinski, Johnson, Guthrie, & Wistrich, 2009; Wistrich, Guthrie, & Rachlinski, 2005). For instance, in testing judges’ susceptibility to the anchoring and adjustment bias—in which an individual

makes a numerical estimate that is biased by entirely irrelevant information that *anchors* his judgment—judges were asked to decide the damages for a hypothetical tort case in which liability had been conceded (Guthrie, Rachlinski, & Wistrich, 2001). All judges were asked how much they would award in compensatory damages; but half were first asked to rule on a motion to dismiss for lack of diversity jurisdiction—that is, because the damages in question were less than \$75,000, which under some circumstances is the statutorily defined minimum to get into federal court. Based on the facts, the motion was clearly meritless, but those judges asked to rule on the motion anchored on the \$75,000 number, and gave significantly less in damages than those who were simply asked to provide a damage award. In another study (Rachlinski et al., 2009), judges were asked to complete the race-based Implicit Association Test, which allegedly measures individuals' unconscious bias against certain groups (here, Blacks). They were then asked to make judgments about hypothetical defendants to see whether IAT scores predicted different outcomes. Essentially, although judges reflected unconscious biases similar to others', those IAT scores did not reliably predict judicial decisions—showing that despite exhibiting “unconscious” biases, judges' decisions were unrelated to those biases and, at times, were better predicted simply by a judge's own race. Combining these findings with other results, these researchers have begun to argue for a model of intuition and override—essentially a dual-process model similar to conventional social cognitive models—in which snap, unconscious judgments are made that nevertheless might be reconsidered and overridden by more conscious, deliberative judgment processes (Guthrie et al., 2007).

Such modeling is an important step and, for several reasons, is one to which those conducting legal psychological research can contribute—and one to which we should attend. First, it is another instance of expanding psycholegal research beyond the bounds of jury decision-making, eyewitness testimony, child suggestibility, and other traditional areas. Second, the model is explicitly based on the dual-process models so common in social and cognitive psychology, ones with which many psycholegal scholars will be familiar (e.g., Chaiken & Trope, 1999). Accordingly, researchers in psychology and law are in a good position to evaluate and critique such efforts at describing judicial decision-making. Third, such researchers can help refine the developing models of judicial decision-making in light of existing psychological findings. Finally—and ideally—psycholegal scholars might contribute by conducting similar research, whether at judicial workshops, educational fora, or other settings. More broadly, psycholegal scholars can contribute in similar ways to political scientists' and economists' study of judicial behavior, helping to refine the various models those researchers have developed.

In summary, the study of judicial decision-making is a profoundly important aspect of psycholegal research. Psycholegal scholars can contribute in a variety of ways to such study, whether evaluating and refining existing models in light of psychological research or contributing primary research as well.

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Expert Opinion

Editors: Matthew Huss & Eric Elbogen

Are Residence Restrictions an Effective Way to Reduce the Risk Posed by Sex Offenders?

Cynthia Calkins Mercado, Ph.D., M.L.S.
John Jay College of Criminal Justice, CUNY

When a sex offender moves into an area where there are neighboring schools, daycare facilities, or other places densely populated by children, does this create opportunity for re-offense? Will prohibiting offenders from living within a specified distance of locations where children congregate truly increase community safety?

Residence restrictions, which prohibit sex offenders from living within a specified distance of schools or other locations children frequented by children, are among the newest policy measures designed to manage the risk posed by known sex offenders. These restrictions, which have, to date, been enacted in 29 states and hundreds of local municipalities (Council of State Governments, 2007), vary with regard to:

- the size of the buffer zones (though they typically prohibit offenders from living within 500 to 2,000 feet from child-dense structures),
- the group of offenders to whom they are applied (whether they are applied to all, or only certain high risk, sex offenders),
- the types of places that are off-limits (which may include schools, churches, day care facilities, public parks, bus stops, etc),
- whether they apply only to offender residence or also to offender employment, and,
- what happens when a child-dense community structure moves into an areas where an offender has already established (i.e., whether there are move-to-the-offender exceptions).

Though the constitutionality of these measures has been challenged, courts have generally upheld residence restriction legislation (*Doe v. Miller*, 2005; *Mann v. Department of Georgia Corrections et al*, 2007; *State v. Seering*, 2005). Notably, however, little systematic research has yet been conducted that squarely addresses whether these measures have had the intended effect of enhancing community protection through the reduction of sexual recidivism.

Sex offender perpetration patterns

Because these policy measures are premised on the notion that sex offenders are likely to opportunistically seek out victims in public places, the perpetration patterns of sex offend-

ers warrant attention. Research suggests, however, that most offenders find opportunity for offending through social proximity rather than geographic proximity to victims (Minnesota Department of Corrections (MDC), 2003). Empirical evidence shows that between 79% (MDC, 2007) and 93% (Snyder, 2000) of sexual offenses are committed by someone known to the victim.

With regard to the specific manner through which extrafamilial offenders locate their victims, Smallbone and Wortley (2000) found the most common (40%) place of initial contact between offender and victim to be a friend's home, leading them to conclude that, "extra-familial and mixed-type offenders seek victims close to home - among the children of friends or other children with whom they already have some social relationship." (p. 42). Moreover, the majority of the sex crimes in Smallbone and Wortley's (2000) sample took place in private settings, with 69% of offenses taking place in the offender's home, and a minority of offenses (<10%) taking place in a public park setting.

In terms of sexual re-offending, empirical findings suggest that about 85% of sexual re-offenses take place in private residential locations while 15% take place in public locations such as streets or parks. (Duwe, Donnay, & Tewksbury, 2008; MDC, 2007). Thus, not only are offenders more likely to offend against individuals known to them, but evidence suggests that even extrafamilial offenders are also more likely to find their victims and carry out offenses in private, as opposed to public, locations.

Residential patterns of sex offenders

Chajewski and Mercado (2009), who examined the residential patterns of sex offenders in New Jersey, found that while sex offenders in an urban area were more likely to live closer to schools than randomly selected community members, though offenders in rural and suburban areas were no more likely to live near schools than ordinary community members. Similarly, Zgoba, Levenson, & McKee (2009) did not, however, find that sex offenders in their mostly urban sample lived closer to schools and daycare facilities than nonoffending community members.

With regard to offender subtypes, Walker, Golden, and VanHouten (2001) found that offenders in Arkansas with child victims were more likely (48%) to live near places where children congregate than offenders who did not have child victims (26%), though Zgoba et al. (2009), in contrast, found that offenders who victimized adults lived significantly *closer* to schools and parks than did those who victimized children. Notably, offenders with stranger victims do not appear to live any closer to schools or daycare centers than offenders with family or acquaintance victims (Chajewski and Mercado, 2009; Zgoba, 2009). Overall, research suggests that economic factors, rather than desire to live near potential victims, best predicts offender choice of residence (Tewksbury & Mustaine, 2008).

Spatial functioning of residence restrictions

While the aforementioned survey research reveals that offenders frequently report having to live further from supportive networks and difficulties in finding housing, findings from geospatial analyses corroborate these reports. For example, research in Orange County, Florida revealed more than 95% of residential properties to be within 1,000 feet of child-dense areas, while nearly 100% of residential properties are located within 2,500 feet of off-limits areas (Zandbergen & Hart, 2006). Although Barnes Dukes, Tewksbury, and DeTrove. (2009) did not find that 1,000 foot buffer zones impact offender access to treatment facilities, one mile exclusion zones increased distance to treatment on average by 14%.

Examining four counties in South Carolina, Barnes et al. (2009) found that 1,000 foot buffer zones would prevent 20% of registered sex offenders from maintaining their current residence, while 5,280 foot (i.e., one mile) restriction zones would prevent a much higher 80% from maintaining their current residence. Similarly, Chajewski and Mercado (2008) found that 65% of offenders would have to move were 1,000 residence restrictions to be enacted in Newark, NJ, while 98% of offenders would have to move under a 2,500 foot zoning ordinance.

Barnes et al. (2009) further noted that residence restrictions have the effect of clustering offenders in specific areas, typically areas that are more rural in nature. In line with this finding, Chajewski and Mercado (2009) found housing shortages to most problematic both in more urbanized areas and with larger (e.g., 2500 feet) buffer zones, noting, for example, that only 7% of land space would remain available were residence restrictions to be enacted in a highly urban area, thus relegating offenders to outlying, more rural, areas. Zgoba et al. (2009), who also examined the functioning of residence restrictions in a mostly urban area, found that 80% of the Camden County, NJ lives within 2,500 feet of a school or daycare facility, thus suggesting that housing options would be very limited were such zoning restrictions put in place.

Are residence restrictions effective?

To date, no study has directly measured whether residence restrictions reduce recidivism. The Colorado Department of Public Safety (2004), which examined the patterns of recidivistic sexual offenders, found these crimes occurred throughout the Denver Metropolitan area, leading them to conclude that recidivistic offenders were no more likely to live near schools or daycare facilities than non-recidivistic offenders. The Minnesota Department of Corrections (2003) also found that residential proximity to schools or parks did not appear to be a factor in any of the 13 cases examined where a sex offender, released from prison between the years 1997 and 1999, had been rearrested for a sexual offense. In a later report examining the reoffense patterns of 224 recidivists who might have been affected by were a residence restriction law in place, the Minnesota Department of Corrections concluded, "Not one of the 224 sex offenses would likely have been deterred by a residency restrictions law." (MDC, 2007, p. 2). It is worth noting that both the Colorado and Minnesota legislatures, after consideration of these studies, opted not to enact residence restriction legislation.

In addition, research findings show a number of collateral consequences associated with sex offender residence restrictions, collateral consequences that might de-stabilize offenders and inadvertently increase risk for recidivism (Levenson, 2008; Levenson & Cotter, 2005; Levenson & Hern, 2007, Mercado, Alvarez, & Levenson, 2008). Moreover, it is clear from geospatial analyses that these laws are likely to create housing shortages and may prohibit offenders from living near social supports such as family or treatment services. Research on the offending patterns of offenders shows that relational proximity to be more central to offending than geographic proximity, and these findings are supported by studies in Colorado and Minnesota that concluded that residential proximity to target locations played little role in the offenses committed by recidivistic sexual offenders. That said, systematic large-scale analyses that specifically examine whether these laws impact recidivism over time is needed to address the most central question, to wit, whether residence restrictions have reduced recidivism. Ultimately, it is hoped that policy-makers will use the available empirical data to inform decisions about the modification or enactment of residence restriction statutes.

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Law and Human Behavior: Online First

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

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

AP-LS Teaching Techniques

Developing a Course on the Issue of Child Abuse with a Global Perspective

Beth Schwartz

Professor of Psychology, Assistant Dean of the College, Randolph College

At a small liberal arts college, the issue of identity often arises every decade or so in an attempt to create a distinct academic institution. Given the incredibly diverse student body at Randolph College, with a total of 750 students and students representing approximately 35 countries, it was clear that creating a curriculum that offered a global perspective for our students was an appropriate path to choose. Because I had just recently completed co-editing a text that addressed the social issue of child abuse in 16 different countries, I was thrilled to be able to offer a course with on a global perspective. Using this source (Schwartz-Kenney, McCauley, & Epstein, 2001), in addition to two additional texts (i.e. Bottoms and Goodman, 1996; Bottoms, Kovera, and McAuliff, 2002), I was able to provide students with material that covered the history, definition, and prevalence of abuse in several countries, as well as the many psychology and law issues that are raised in cases of child abuse and neglect. Choosing the readings was just the start to developing a course that would turn out to be very different from most (if not all) of my other courses. Below I have provided details of the topics covered as well as the pedagogical approaches used to teach a class on a topic that can be challenging. In this column, I provide the details of the design of the course, including the topics, how students led discussions, assignment of discussion topics, as well as my invited speakers list.

During the development of the course, it was important to keep in mind that the course was to be offered at the 200 level, which means that students were not required to have research methods or statistics as prerequisites. Of course, this lack of prerequisites significantly impacts the type of reading material assigned and in turn the discussions that take place in the classroom. Given the curricular emphasis on global issues, I wanted to create a classroom discussion that helped students understand how the issue of child abuse compares from one country to the next, particularly the differences that exist between societies that have only recently acknowledged the existence and prevalence of child abuse to those who have long recognized the problem and have established prevention programs. I also wanted to discuss the effectiveness of those programs; and to compare the types of legal accommodations in place for children who are victims of or witnesses to abuse. My goal for the course is to provide students with an understanding that child abuse and neglect is a social problem across cultures and around the globe. By examining child abuse as it exists worldwide, students gain both a basic understand-

ing of the social problem and how the culture in which the social problem exists create both cross-cultural similarities and differences. As a result of our discussions, I would like students to recognize how the cultural context shapes particular behaviors, to develop a greater appreciation for the value of comparative studies, and to see how research findings inform our understanding of the social structures and cultural influences that contributes to or protect children from abuse. Given that the course is taught in the psychology department, throughout the semester students should also see the way in which psychological data and theory can help solve the many practical problems that arise when children enter the legal system. Finally, I hope that my students gain an understanding of how the findings from comparative research are used to create changes in public policy.

To create a discussion based course, on the first day of class students are asked to take a look at the list of countries covered in the texts and in pairs they choose a country in which to be “experts” for all classroom discussions. The lists provided are based on the countries covered in the two texts required for the course and student pairs can choose a different country for the two topics; child abuse and eyewitness testimony. I provide a small amount of time in class on that first day for students to find a partner with whom to work during the semester and to provide for me a list of the countries on which they are interested in focusing for each topic. Based on their interests, I then create a list of experts that is used throughout the semester. For our discussion, students use sources that include the assigned texts for the class as well as related chapters that are assigned. Each class meeting is be focused on a particular topic, including: the history of abuse, defining the issues of abuse/children’s rights, sexual abuse/physical abuse/maltreatment, child labor, child pornography/prostitution/trafficking, reporting abuse, prevention programs, treating victims and perpetrators, the structure of the legal system, investigating child abuse, children’s role in the legal system, internet sex crimes, children’s eyewitness accuracy, interviewing young children, and child witness research/issues. In addition to these discussions, I’ve used a number of videos or transcripts that illustrate some of these topics very vividly. Two sources that are particularly useful is a Dateline program titled “Children for Sale” that illustrates an investigation of sex trafficking in Cambodia, and a transcript from a Frontline program titled “The Child Terror.” Both can be accessed on the web.



In addition to the discussions led by the student experts, I also include a number of invited speakers from the community whose field of work is directly related to the issue of child abuse. From these presentations student gain a greater appreciation of how these many issues child abuse are handled in "the real world." The speakers include an investigator and forensic interviewer from child protective services, a manager from child and family services, a sentencing advocate from the public defender's office, an assistant city attorney, a sergeant from the sheriff's task force on internet crimes against children, a judge from the Juvenile Domestic Relations District Court, a director of CASA, and finally a social worker. Students are given reading assignments related to the visiting speaker to provide background information and interesting jumping off points for discussion.

Grades for this course were based on the students' participation in each discussion (10% of their grade) and written summaries are turned in by each expert group. The written summaries provide an organized review of information and complete citations where information was obtained (30% of their grade). Another component of the semester grade includes two papers focused on a comparative cross-cultural perspective that goes beyond simply listing factual information. For these papers, students choose a topic, use the class discussions and discussion summaries, and provide an international comparative research paper on that topic. Students are told that these papers, with each counting towards 25% of their grade, should be 5 to 7 pages in length, not including the reference list. I encourage students to discuss with me their topic and the approach they would like to take for each paper. Their first paper assignment must focus on a child abuse issue raised in class and the second paper must focus on international issues related to children's eyewitness testimony.

Responses from students on course evaluations (which are qualitative at Randolph College) often included statements to indicate that they found the course both interesting and challenging. For many students, it was a challenge in a 200 level course to be the main focus of the conversations that took place in class as opposed to a more lecture-focused course. At the same time, many students also noted that they enjoyed the seminar-style of the course. The one challenge faced for many discussions was related to the participation component of the course and grade. During each class meeting, I needed to be aware not only of the content covered but also to ensure that all student/countries were represented. Students did talk to me about those in class who dominated the conversation, making it more difficult for others to talk; a concern for students in any class that is discussion based and in which participation is a component of the grade. Of course there are a number of teaching strategies that can assist with this matter (e.g., discussion format rules) In assessing the course overall, I went back to my goals for the semester that focused on a better understanding of child abuse as a social problem and an awareness of the cross-cultural similarities and differences.

Indeed, many students stated that the course opened their eyes to both the prevalence of abuse and the different ways in which the social and political climate of a country can significantly change how the problem is both defined and addressed.

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

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

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

Co-editor: Allison Redlich, University of Albany, aredlich@albany.edu

Co-editor: Beth Schwartz, Randolph College, bschwartz@randolphcollege.edu

Co-editor: Jennifer Groscup, Scripps College, jennifer.groscup@scrippscollege.edu

Division 41/American Psychology-Law Society

Executive Committee (EC) Meeting Minutes

San Antonio, TX March 5, 2009

I. Attending : Natascha Blain, Eve Brank, Keith Cruise, Brian Cutler, Kathy Gaskey, Wendy Heath, Saul Kassin, Margaret Bull Kovera, Lora Levett, Bradley McAuliff, Ed Mulvey, Kevin O'Neil, Randy Otto, Ira Packer, Gianni Pirelli, Alison Redlich, Veronica Stinson, Gina Vincent, Patty Zapf, Nancy Ryba, Jen Groscup, Tara Mitchell, Jodi Viljoen, Mark Costanzo, Ron Roesch, Jeff Neuschatz, Sarah Manchak, and Matt Scullin (with visits from Patty Griffin, Jennifer Skeem, and Sharon Panulla)

II. Meeting called to order: 8:15 am by President Saul Kassin

III. Introductions and meeting procedures

a. Keith Cruise, Gina Vincent, and Jeff Neuschatz were thanked for their work organizing the current APLS conference.

b. Voting rules were reviewed: Voting members for the current meeting are those people who are current officers. Those members are the President, Past-President, President-Elect, Treasurer, Secretary, Members-at-large, Student section president, and APA representatives.

c. A motion by Kovera moved that the Executive Committee meeting minutes from August 2008 be approved, seconded by Brank. Approved unanimously.

IV. Treasurer report

Brad McAuliff reported that we are in excellent financial shape. As of the end of 2008 we had \$1,078,746.20 in our account. We received the royalty payment from Springer for 2008 in the amount of \$360,830. We will receive no less than \$300,000 (or 80% of net journal revenue) for 2009, and no less than \$100,000 for 2010.

a. To note for executive committee members: Per APA rules, must turn in original receipts in order to get reimbursed for the two nights hotel, airfare, and baggage fees. If there is enough money, taxi and parking receipts will also get reimbursed.

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V. Upcoming Meeting Information

a. APA, August 2009- Hotel TBA- Toronto, Canada

b. APLS, March 2010 –Hotel Westin - Vancouver, Canada

c. APA, August 2010 –Hotel TBA – San Diego, CA

d. Joint International and APLS, March 2011 – Hyatt Downtown Miami- (rooms are \$209 a night), Miami, FL

1. Otto suggested that the 2012 conference be scheduled as soon as possible to take advantage of the current lower hotel costs

2. City suggestions for 2012: Las Vegas, New Orleans, Santa Fe, Charleston, Savannah, Puerto Rico, Hawaii, Santa Barbara,

3. Based on the EC vote from August 2008, \$209 is currently the maximum room rate per night. Kathy will get EC approval (or reconsideration of the maximum allowable amount) if room rates are higher for 2012.

VI. Current Issues/New Business

a. Replacement for Continuing Education Committee Chair

Otto reported that we have lost our APA CE accreditation and will need to reapply. Otto has served as the chair, but is stepping down. A new chair will need to be appointed and that committee chair will need to work with Kathy to write the application. Otto suggested that this chair be someone with experience providing and directing CE.

Otto will draft a description for the newsletter as a call for anyone interested in serving as the chair. If the APA allows an application in the fall, then we will be able to have CEs next March, but if not, then we will not be able to have them at next

year's APLS. The application will cost \$150.

b. Discussion and Voting on the White Paper (Police-Induced Confessions: Risk Factors and Recommendations)

Saul Kassin reported that the committee (Saul Kassin, Steven Drizin, Thomas Grisso, Gisli Gudjonsson, Richard Leo, and Allison Redlich) prepared a draft of the White paper and it was reviewed and approved by the Scientific Review Committee (William Thompson, Chair) and also reviewed by the Science Advisory Board (Richard Petty, Dan Schacter, and Lawrence Steinberg). The White paper was posted on the APLS website from June to September, 2008 with an invitation for APLS members to provide comments. Relevant comments received were incorporated into the document. An open hearing was scheduled for the Saturday of APLS and if after the open hearing the EC approves it as a White Paper it will be submitted for publication in LHB as an APLS official White Paper. The EC will need to vote through email on adoption of the White Paper.

c. Psychology, Public Policy, and the Law Publication Policies

Ron Roesch reported that since taking over as the editor of PPP&L all of the issues have been published for 2008 and they are on schedule 2009. The journal has printed less than their allotted pages for both years. Roesch reported that reasons for the low page use were because of the low submission rates that he believes stems largely from a lack of clarity about what articles can and should be submitted to PPP&L. When the journal was proposed, Bruce Sales suggested that the articles could be law reviews, longitudinal, or large theoretical multi-jurisdictional pieces, but the website says that they accept empirical pieces. Discussion was had about the editorial policy and any overlap with Law and Human Behavior. Roesch will write a new editorial policy that clarifies the acceptability of empirical pieces while also not duplicating LHB's purpose. Roesch



will send out a memo to the APLS membership concerning the new editorial policy.

d. Proposal for an Actual Innocence research committee

Allison Redlich proposed that we should do this because 1) it is an important research for APLS members; 2) as a Society we have a great deal of information to offer for this area. Currently she is suggesting a newsletter column about wrongful convictions with the hope of generating research ideas. Discussion was had about the ramifications for creating a committee for these purposes and it was decided that rather than a committee a working group or task force would be a better way to start to consider the topic and make specific recommendations. Newsletter editor, Jen Groscup, noted that a newsletter article would be welcomed from Allison or others interested in the topic.

e. Expert Panel Review process for APLS conference submission

Patty Zapf and Jennifer Skeem reported that at the La Jolla conference there was a meeting of the past co-chairs to discuss how to improve the conference. For the most part, the improvements have been made except for a complete implementation of the expert panels for reviewing submissions. Skeem suggested that an additional level be added to the conference proposal review process so that the expert panels submit a listing of the papers/symposiums/posters that are rank ordered. Discussion from former and current co-chairs noted logistical difficulties of doing this without adding additional reviewer time to the process. Additional discussion was had concerning the APLS general commitment to be a student-friendly organization — in terms of both allowing them to review and allowing them to present their research. Zapf will develop a proposal for the EC for the August 2009 meeting describing how the proposed process will work and which topic areas are to be the specialty areas.

f. Membership Email Policy

The current email policy is one of “opt-in”, which means that when a person becomes a member they must actively decide that they want to receive emails from APLS. This was the policy because at the time of its implementation not everyone

used email as much as they do today. Bull-Kovera motioned that we change the policy to an “opt-out” (meaning that a person will be included in APLS email mailings unless they designate otherwise when they pay their dues). Mulvey seconded. Unanimous approval.

VII. Old Business — Committee Reports

a. APA Council Representative

Bill Foote reported current APA issues. The APA’s income into the association from investments has diminished drastically, and the equity portfolio has lost approximately 44%. The APA Finance Committee expects over a \$3,200,000 deficit for 2009. In response to these changes the Board of Directors has proposed a non-deficit budget, which shows a small (\$309,400) surplus. This is done through eliminating merit increases for APA Executive Management Group staff, eliminating the Board and Council discretionary funds, and changes in other discretionary funding. In addition, the Board has cancelled the Consolidated Board and Committee meetings for the fall of 2009, which saves almost half a million dollars. The downside of this saving is that these consolidated meetings are ones in which much of the business of APA actually takes place. The APA warned that additional cuts may be necessary. APA is losing membership, but membership dues are not a major source of income.

The new APA Mission Statement should be available soon online.

APA Council adopted the Child Custody Evaluation Guidelines with minor revisions. These have been in progress for 4 years, and are a significant update of the 1994 document. The document will be available online soon. Dependency evaluation and parenting coordination guidelines are in the pipeline.

APA is considering ways of changing APA Convention. An issue for discussion is how to allocate hours for the convention. Revamping of the APA Convention is on the table in the APA Strategic Planning process.

The resolution for “Psychologists and Unlawful Detention Settings with a Focus on National Security” came from the membership and was ratified by a majority vote

of the membership according to APA By-laws. The APA Presidential Advisory Group on the Implementation of the resolution was asked to do this review and discuss implementation of the resolution. This has been reviewed by the Board of Directors, and the language was changed to emphasize that the resolution is not intended to be applied broadly to jails, detention centers, and psychiatric hospitals. It also does not apply to psychologists treating individuals in those settings, which includes military soldiers.

APA has filed suit against APA Insurance Trust. The precise nature of the case remains confidential, but the Board of Directors released the following statement for general dissemination: “APA has asked the court to rule on the narrow question of its rights to access financial and other business performance information from APAIT. This action became necessary because the APA and the APAIT Boards have received differing legal opinions concerning their duties vis-a-vis monitoring APAIT performance and the protection of proprietary information.”

Council voted on prioritizing five goals with “promoting excellence in psychology” and “increasing the impact and perceived usefulness of psychology” decided to be the primary goals. “Maximizing organizational effectiveness” was seen as the third most important goal. “Improving member satisfaction” and “Expanding the reach of psychology” were the other final contenders.

b. Book Award

Richard E. Redding submitted a report that the APLS Book Award Committee selected the 2007-08 award winner for the outstanding book in law and psychology: Roger J.R. Levesque, J.D., Ph.D. (Professor and Chair, Dept. of Criminal Justice, Indiana University), for his book, *Adolescents, Media, and the Law* (2007). He will be presenting an award address at the current APLS Conference, where he will be presented with the award plaque. An announcement of the award winner was included in two issues of the APLS Newsletter. The committee will consider nominations for the 2009-10 award in 2010. Except for Anika Melinder, who is a new committee member this year, all of the committee members’ terms expire at the end of

2009 (Richard Redding-chair, Anita Schlank, Jeremy Blumenthal, Elizabeth Brimacombe), and new committee members will be appointed by the APLS President. The committee incurred no expenses.

c. Advancement of Professional Practice (CAPP)

Bruce Frumkin submitted a report detailing the CAPP activities. CAPP, in order to increase the effectiveness of the diverse practice communities, decided to discontinue the CAPP Integration group as a body. Former CAPP Integration group members are now formally designated as CAPP Liaisons from that particular APA Board, Committee, Division, or State, Provincial, Territorial Psychological Association. Rather than CAPP Integration formally meeting prior to CAPP meetings and then sitting in on the CAPP meetings, there will be break-out session, when necessary, with CAPP members and liaisons to discuss issues relevant to the practice community. It was felt that this was a better method to structure and organize discussion within CAPP.

Bruce Frumkin attended the CAPP meeting in Washington, D.C. on February 6 and 7, 2009 and submitted an agenda item requesting assistance from CAPP on "tracking forensic and legislative issues nationwide which impact forensic practitioners." Practice Directorate staff and CAPP are now in the process of reviewing background information and the resources needed to address the issue of a national clearinghouse and these issues will be on the agenda for the May 29 and May 30, 2009 CAPP meetings.

APA has initiated a pilot Parenting Coordination Program in Washington, D.C. This program was a collaboration between the D.C. Superior Court and the American Psychological Association Practice Organization (APAPO). The program enables family law judges to appoint licensed clinical psychologists as special masters who work with Argosy University doctoral students to ameliorate disputes between parents. Psychologists who want to make parenting coordination part of their practice are free to contact Stacy Larson at APA (Tel.#202-336-5886). Please contact

Bruce Frumkin if there are issues he should address at the next CAPP meeting.

d. Conference Advisory Committee (CAC)

Patricia Zapf reported that Pearson has agreed to sponsor the student travel awards. Twenty students were awarded \$250 each for the current conference.

e. 2009 APA Conference and Update

Veronica Stinson reported that the number of submissions for Division 41 programming at APA was lower than normal and the quality was also lower. The co-chairs gave back programming hours because they were unable to fill the time. Discussion was had about inviting special panels and addresses rather than giving back hours to APA. Also, members are encouraged to attend APA and present at APA to showcase to the general APA membership what kind of research APLS members are conducting.

f. Dissertation Awards

David DeMatteo submitted a report detailing that he is the new Dissertation Awards Committee Chair with Tracy Fass, Evan Harrington, Maria Hartwig, Jeff Haun, and Jathy Modecki as new members. Three new committee members will need to be appointed to replace the three members who are rotating off the committee this year (Greg Kramer, Lora Levett, and Chris Meissner). The committee received 27 dissertation submissions. The following winners were notified on January 27, 2009 and presented posters at the current APLS conference: 1st place: Margaret Stevenson (advisor Bette Bottoms); 2nd place: Laura Kirsch (advisor Judith Becker); 3rd place tie: Melanie Farkas (advisor Barry Rosenfeld); 3rd place tie: Lindsay Malloy (advisor Jodi Quas).

g. Early Career Psychologists (ECP)

Lora Levett reported that an ad-hoc committee on early career issues has been formed and includes the following members: Kevin Douglas, Laura Guy, Lisa Hasel, and Margaret Kovera. They expect to present a grants-in-aid program to the EC in August 2009. The ECP annual conference workshop for the current conference has Dr. Louis Schlesinger presenting about starting a private practice in forensic psychology. The ECPs also scheduled a social reception the opening night

of the conference. ECPs within 3 years of their most recent degree had reduced registration for the APLS conference and membership dues have been reduced for this group as well. The ECP committee also has a newsletter column. If anyone has suggestions or ideas for the column please contact Lora Levett.

h. Fellows Committee

Edith Greene reported that during the 2008-2009 cycle, the APLS Fellows Committee (Alan Goldstein, Stan Brodsky, and Edie Greene, chair) reviewed completed applications from three individuals who were not yet APA Fellows, approved all three nominations, and forwarded them to the APA Fellows Committee. The nominations must be approved by APA Council during the August 2009 meeting.

i. Forensic Specialty Council

Ira K. Packer reported that this was his last year as the chair of the council. At the August 2008 meeting, APA's Council of Representatives formally renewed the recognition of Forensic Psychology as a specialty. This recognition is valid for 7 years – a renewal petition will be necessary in 2015. The Commission on Accreditation now has available the Education and Training Guidelines for Forensic Psychology, which had been approved by the Forensic Specialty Council and endorsed by the Council of Specialties. Postdoctoral Fellowship programs in Forensic Psychology are now eligible to apply for accreditation. The Forensic Specialty Council will be discussing whether to try to develop more specific education guidelines for the doctoral level (the current E&T Guidelines are geared towards Postdoctoral training and will be available on the APLS website). If anyone has comments or suggestions regarding this, please contact Jeff Helms. A significant concern for the Forensic Specialty Council is the proliferation of Board-Certifying Organizations in Psychology. For instance, last year the Florida Board of Psychology recognized 6 different Board-Certifying Boards in Psychology. The Council of Specialties has raised concerns with both the Florida Board and APA about this development, which is considered not in the interests of consumers of psychological services or the profession. The Forensic Specialty Council will be considering



the specific impact on our specialty. Any input is welcome.

j. Grants-In-Aid

Robert Cochrane submitted a report detailing that the committee reviewed 24 proposals for the Fall 2008 funding cycle. Out of the 24 proposals, 16 (67%) received funding. Of the 24 applicants, only three were male. Out of the 16 funded submissions, 15 (94%) recipients were female and 1 (6%) was male. A total of \$8725.00 was awarded. The committee received more submissions for projects addressing clinical/forensic issues (15) than non-clinical legal psychology (9). Committee members include Robert Cochrane (chair), Frank DiCataldo, Judith Platania, and Stephen Ross. Stephen Ross was recently appointed as a new member with expertise in social cognitive/legal psychology. The committee's budget for last year was \$15,000. The current maximum award is \$750. The committee indicated that if they were to receive an increased budget, the Executive Committee may want to review the maximum award amount. Approximately 25% of the proposals submitted contain legitimate budgets that exceed that amount.

k. Mentorship Committee

Tara Mitchell reported that the mentorship breakfast at the 2008 APLS conference was generally well-received by the students who attended. At the current conference, the committee is hosting a lunch that will provide the students with interactive sessions aimed to mimic a job interview. In addition, the committee plans update the mentor list and add a website counter to the mentorship page to determine if people are using the page.

l. Minority Affairs Committee (MAC)

Roslyn Caldwell submitted a report detailing that three students (Julia Busso Kennard, David Flores, and Isaiah Pickens) each received \$1000 Diversity in Psychology Research Awards. Five travel awards (ranging from \$250 to \$500) will be awarded to students attending the APLS 2009 conference.

MAC sponsored a Luncheon at the 2009 APLS conference for the MAC award winners. Each winner was asked to generate a short list of influential researchers or clinicians in APLS who they would benefit

from meeting and those APLS members were invited to attend the luncheon.

m. Nominations and Awards Committee

Margaret Kovera (Saul Kassin, Jennifer Wooldard, Naomi Goldstein, and John Monahan) reported that they will award Elizabeth Loftus the Distinguished Contributions to Psychology and Law Award at the 2009 APLS conference.

The committee reported the following two slates for open EC positions:

President-elect: Patricia Griffin and Valerie Hans

Member-at-large: Amy Bradfield Douglas and Chris Meissner

Book Series Editor: The executive committee voted to accept Patricia Zapf as the new APLS Book Series editor.

n. Student Section Report

Gianni Pirelli reported that there are currently 35 programs with APLS student campus representatives across the US and Canada. The student section co-sponsored (with the Teaching, Training, and Careers Committee and Mentoring Committee) a 3-part student and early career professional development series. They also co-sponsored (with Mentoring committee) a symposium designed to help students navigate the conference. The students scheduled a student section social at the APLS 2009 conference and also had a student section booth during the conference.

The student section awarded 3 poster awards for student posters presented during the 2009 APLS poster sessions.

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

Mark Costanzo reported that the 2009 Award for Outstanding Teaching and Mentoring was awarded to Ron Roesch. The TTC scheduled a symposium co-sponsored with the Mentoring committee and the Student Section on the job search. The TTC continues to write teaching articles for the APLS newsletter and encourages EC members and others to submit articles about their teaching. The TTC continues to collect psychology and law syllabi for the APLS website.

p. Web Editor Report

Kevin O'Neil suggested a change to the current email list usage policy. The proposed change is as follows:

The AP-LS e-mail address list will be open to AP-LS members for research purposes only. Research purposes include solicitations for participation in a research project, Calls for Papers, and information about workshops and conferences. This mailing list will not be available for any solely commercial or for-profit venture. Only AP-LS Members and Student Members are eligible to request an electronic mailing. The text of all emails must be prepared by the Member, but will be mailed by the Web Site Editor (to prevent duplication or unauthorized release of the e-mail list).

Solicitations for Participation: All emails must have a subject header indicating "Request for participation in a research project." The text of the email must describe the purpose of the research and an explanation of whom to contact for answers to pertinent questions about the research and research subjects' rights. All proposals for research must be approved by an Institutional Review Board prior to release of the mailing list. A copy of the IRB approval must be submitted to the Web Site Editor before the solicitation will be sent. Student Members must have a Member sponsor who is also approved by an IRB as a co-investigator on the research project.

Members cannot request mailings more than once per year. There is a \$150 fee for usage. Funds generated from this mailing list will be used to supplement student travel awards at the AP-LS conference and/or support activities of the Student Section.

Calls for Papers: Calls for Papers for submissions to academic journals or conferences may be sent to the AP-LS Email List at the request of an AP-LS Member.

Conference Information: Information about workshops and conferences may be sent to the AP-LS Email List at the request of an AP-LS Member, but only if the workshop or conference is sponsored by

AP-LS or affiliated organizations such as AAFP.

Bull Kovera motioned that we adopt this new policy. Brank seconded. Unanimous approval.

VIII. Publications

a. Law and Human Behavior

1. Brian Cutler reported that during the period of January 1 through December 31, 2008, LHB received 184 original manuscript submissions, an increase of nearly 9% (15 manuscripts) over the same period in 2007. In most cases, authors received feedback on their original submissions in two months or less. At the time of this report, there were 46 accepted manuscripts in the publication pipeline, most of which have been published in the Online First section of Springer's web page. There were 20 manuscripts under review, and 22 manuscripts in revise and resubmit or accept with minor revision status. Journal operations continue to run smoothly. All members of the 2008 Editorial Board agreed to serve for 2009, and seven new members were added to the 2009 Editorial Board.

2. Sharon Panulla (Springer representative) visited the meeting and reported that LHB continues to be a strong publication. Sharon suggested people sign up for Springer Alerts. Sharon reported that for the first time this past year Springer saw electronic sales higher than print sales. The buyers of the print are much fewer than the electronic. Sharon also noted that she would like to start a discussion about APLS also doing a book series with Springer.

b. Newsletter

Jennifer Groscup, newsletter editor, reported that because of the expansion of the field of psychology and law, in particular in terms of the amount of psychology and law related publications, she has split the editorial responsibilities for the Research Briefs column into two positions: one editorial team for non-clinical publications and one editorial team for clinical publications. Maria Hartwig joined the Newsletter as a co-editor of the Research

Briefs column with Marc Boccaccini. Maria and her team will be writing the Briefs for the non-clinical topics, and Marc and his team will continue to write the Briefs for the clinical topics. This new approach to the Research Briefs column is working well and should allow for the expansion of the column in the future. At past EC meetings, Groscup has reported the desire to start a regular column devoted to ECP issues and a regular column for corrections issues. Each of these committees submitted columns for the most recent edition of the Newsletter. Please send Jen Groscup any suggestions regarding the development of additional columns, feature articles, or any issue related to improving the Newsletter.

c. Book Series Report

Ronald Roesch, book series editor, reported that 8 books have been published by Oxford University Press since 2005, 2 are in press, and 6 are in preparation. This is Roesch's last year as the editor.

IX. Informational Items - Kassin noted that the EC may want to consider whether financial travel support should be available for those who are committee chairs. The EC will discuss this at the meeting in August.

The next meeting will be held in August 2009 in Toronto, Canada at the APA Convention.

The meeting was adjourned at 11:45 am.

Respectfully submitted,
Eve Brank, J.D., Ph.D., AP-LS Secretary

2008 AP-LS Budget

INCOME	Final 2008 Budget
Dues & Contributions	\$ 185,283.00
LHB Editorial Expenses	\$ 32,500.00
Interest Income	\$ 18,884.46
Royalties	\$ 361,672.62
AP-LS Conference	\$ 113,575.00
Advertising	\$ 2,134.66
Miscellaneous	\$ 0.00
TOTAL INCOME	\$ 713,644.74
EXPENSES	
Meetings & Conferences:	
APA Convention Program	\$ 22,482.85
APA Council Meeting	\$ 4,810.61
APLS EC meeting at APA	\$ 23,949.62
Midwinter EC Meeting	\$ 10,554.73
APLS Conference	\$ 99,352.65
Div. Leadership Conference	\$ 0.00
SUB-TOTAL	\$161,150.46
Publications:	
Newsletter Expenses	\$ 0.00
Subscriptions to LHB	\$ 0.00
Editor Expenses for LHB	\$ 31,090.79
Web Site Expenses	\$ 1,000.00
SUB-TOTAL	\$ 32,090.79
Administrative Costs:	
General Operating Exp.	\$ 48,712.14
Presidential Expenses	\$ 2,983.07
Treasurer Expenses	\$ 58.93
SUB-TOTAL	\$ 51,754.14
Awards and Committees:	
Awards & Dissertations	\$ 9,305.90
Grants-in-Aid	\$ 14,118.70
Interdisciplinary Grant	\$ 0.00
Student Committee	\$ 3,120.15
Teaching, Training, Careers	\$ 0.00
Mentoring Comm.	\$ 839.74
Minority Affairs Comm.	\$ 9,920.65
Biennial Student Award	\$ 4,250.00
Specialty Guidelines	\$ 0.00
Corrections Committee	\$ 3,397.82
SUB-TOTAL	\$ 44,952.96
Other:	
2007 Dvoskin Pres Initiative	\$ 20,000.00
Continuing Education Fees	\$ 240.00
Miscellaneous	\$ 2,304.10
SUB-TOTAL	\$ 22,544.67
TOTAL EXPENSES	\$ 312,492.45
PROJECTED NET	\$ 401,152.29



APA Annual Convention 2009 Division 41 Schedule

Toronto, ON

August 5 - 9, 2009

Co-Chairs: Veronica Stinson & Nancy Ryba
website: www.apa.org/convention09/program.html

WEDNESDAY, August 5th

Executive Committee Meeting

Wednesday, August 5, 2009, 4:00 PM - 7:50 PM
Intercontinental Toronto Centre Hotel, Kingsway Room

THURSDAY, August 6th

Paper Session: Expert Testimony Issues

Thursday, August 6, 2009, 11:00 AM - 11:50 AM
Metro Toronto Convention Centre, Meeting Room 103A
Chair: David DeMatteo, PhD, JD

Papers:

Title: *Psychopathy Evidence in Capital Cases: Probative Value Versus Prejudicial Impact*

Authors: David DeMatteo, Jennifer Moore, Michael Keesler, Linda Nwoga, Jeffrey Burl, Elizabeth Foster, Kyle N. Gamache

Title: *Effects of Risk Testimony on Perceptions of Dangerousness*

Authors: Matt Zaitchik, Judith Platania, Rebecca Nathanson,

Title: *Effects of the Kids' Court School on Juvenile Competency*

Author: Leslie Murdock

Symposium: Innovative Perspectives on Child Custody Evaluation, Research, and Practice

Thursday, August 6, 2009, 1:00 PM - 2:50 PM
Metro Toronto Convention Centre, Meeting Room 205B
Co Chairs: David G. Kamen, Ph.D. & Julie R. Ancis, Ph.D, MS

Papers:

Title: *Family Court Officers and Female Litigant's Psychological and Behavioral Functioning*

Authors: Kiranmayi Neelarambam & Julie R. Ancis

Title: *Empirical Investigation of Mothers' Experiences With Guardian Ad Litem*

Author: Julie R. Ancis

Title: *Innovative Models for Child Custody Evaluation, Practice, and Research*

Author: David G. Kamen

Discussant: Solomon Fulero

Paper Session: Treatment Issues

Thursday, August 6, 2009, 3:00 PM - 3:50 PM
Metro Toronto Convention Centre, Meeting Room 712
Chair: Tracey A. Skilling, Ph.D.

Papers:

Title: *Social Perceptions Among Law Enforcement Personnel and Mental Health Professionals*

Author: Amin Shiva

Title: *Matching Services With Treatment Needs: Predicting Success With Canadian Young Offenders*

Author: Tracey A. Skilling

Title: *Psychosis and Community Violence by Patients Evaluated in Emergency Services*

Author: Dale E. McNiel

Title: *Correlates of Length of Stay in an Inpatient Forensic and Civil Psychiatric Population*

Author: Leigh Noblin

FRIDAY, August 7th

Symposium: International Comparative Practices in Clinical Forensic Psychology (Official Symposium of the American Academy of Forensic Psychology, CE Credit Available)

Friday, August 7, 2009, 9:00 AM - 9:50 AM
Metro Toronto Convention Centre, Meeting Room 709

Chair: Lois O. Condie, Ph.D.

Papers:

Title: *Forensic Psychological Ethics: An International Perspective*

Author: Eric Y. Drogin

Title: *International Forensic Psychology in Civil Matters*

Author: Lisa D. Piechowski

Title: *Comparative Clinical Forensic Practices in Criminal Forensic Assessment*

Author: James R.P. Ogloff

Title: *Concept of Parental Neglect Across International Jurisdictions*

Author: Lois O. Condie

Discussant: Lois O. Condie

Poster Session

Friday, August 7, 2009, 10:00 AM - 11:50 AM
Metro Toronto Convention Centre, Exhibit Halls D and E

Participant/1st Author: Marc T. Swogger

Title: *Psychopathology and Subtypes of Aggression Among Criminal Offenders*

Co Authors: Zach Walsh, Rebecca J. Houston, Kenneth R. Conner, Sarah Cashman Brow, Eric D. Caine

Participant/1st Author: Alicia Spidel

Title: *Comparing Findings From a First Episode Psychosis Community Sample and a Sample of Inpatients With Psychosis*

Co Authors: Tania Lecomte, John Yuille

Participant/1st Author: Steven M. Smith

Title: *Confession Evidence in Canada: Psychological Issues in the Legal Context*

Co Authors: Veronica Stinson, Marc W. Patry

Participant/1stAuthor: W. Michael Nelson III
Title: *Reliability and Response Bias of the MAYSI 2 With Juvenile Offenders*
Co Authors: Rosemary Meyers, Kathleen Hart, Paul Deardorff

Participant/1stAuthor: Donna M. Crossman
Title: *Admission of Guilt in Executed Offenders' Last Statement*
Co Authors: Lindsay Howard, Keran Zmora, Peter J. Donovick

Participant/1stAuthor: Ruhama Hendel
Title: *Re Acculturation Program for Wrongfully Convicted Individuals*
Co Authors: Yenys Castillo, Vincent B. Van Hasselt

Participant/1stAuthor: Meaghan K. Ferguson
Title: *Recidivism Among High Risk Sexual Offenders and a Matched Comparison*
Co Authors: Jeffrey Abracen, Jan Looman

Participant/1stAuthor: Catherine K. Currell
Title: *Effects of Sex Offender Registration for Juveniles: Examining Offender Narratives*

Participant/1stAuthor: Jaime Picanol
Title: *Coping Styles That Have a Negative Influence on Police Marriages*
Co Authors: Nicholas K. Lim, Irene Bravo

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AP-LS NEWS, Summer 2009

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Participant/1stAuthor: Meaghan K. Ferguson
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Co Authors: Jeffrey Abracen, Jan Looman

Participant/1stAuthor: Mireille Cyr
Title: *Effectiveness of the NICHHD Structure Protocol for Child Investigative Interview*

Participant/1stAuthor: Patrick K. Cook
Title: *How Deceptive Are Juvenile Sexual Offenders Regarding Their Offense?*
Co Author: Barry Burkhart

Participant/1stAuthor: Laurel S. Watson
Title: *Litigants' Experiences of Guardian {i}Ad Litem{/i>: Clinical and Advocacy Implications*
Co Author: Julie Ancis

Participant/1stAuthor: Agnes Alonzo
Title: *Investigative Interviews With Alleged Victims of Child Sexual Abuse*
Co Author: Mireille Cyr

Participant/1stAuthor: Roni Mayzer
Title: *Public Perception of Juvenile Culpability and Competency to Stand Trial in Criminal Court*
Co Authors: April R. Bradley, Erin Olufs, Mariah Laver, Brittany Bushaw, Jessica Holm, Jana Azure

Participant/1stAuthor: Roni Mayzer
Title: *Relationship Between Adjudicative Competency and Neuropsychological Functioning in a Juvenile Court Sample*
Co Authors: April R. Bradley, Erin Olufs, Mariah Laver, Troy W. Ertelt, Brittany Bushaw, Kellie Lippert, Casey Norton

Participant/1stAuthor: Brooke Butler
Title: *Don't Execute My Guilty Client! The Impact of Plea Bargaining on Juror Sentencing in Capital Trials*

Participant/1stAuthor: Ryan E. Weipert
Title: *Those People All Look the Same: A Perceptual Expertise Phenomenon*
Co Authors: Otto MacLin, Kyle Gamache, Garrett Berman, Tiffany Grace

Participant/1stAuthor: Ryan E. Weipert
Title: *I'm Even More Confident! Examinations of Eyewitness Confidence Inflation*
Co Authors: Melissa L. Paiva, Garrett L. Berman, Brian Cutler

Participant/1stAuthor: Shannon M. Connors
Title: *Community Views of Police Interrogation Tactics*
Co Author: Wendy P. Heath

Participant/1stAuthor: Nicole A. Klaczany
Title: *How Do People View Cases With Recanting Eyewitnesses?*
Co Author: Wendy P. Heath

Participant/1stAuthor: Tatiana Peak
Title: *Comparative Analysis of Juvenile Risk Assessment Scales*
Co Authors: Raina Lamade, Robert A. Prentky

Participant/1stAuthor: Jillian DeLorme
Title: *Psychologist and Psychiatrist Views of Forensic Evaluation: Differences and Similarities*
Co Authors: Diana Bull, Kelsey Paulson, Sarah DuRoss, Eric Rogers, Constance J. Dalenberg

Participant/1stAuthor: Frank C. DiCataldo
Title: *Clinical Utility of the ERASOR for Juvenile Sex Offenders*
Co Authors: Alejandro Leguizamo, William Helmer, Meghan Kamide, Rachel Perrault, Lindsey Rueschel, Christina Wilder, Barbara Quinones, William Hazelett

Participant/1stAuthor: James B. Shepherd
Title: *Adolescent Recidivism Following Residential Treatment: A Quasi Experimental Evaluation*

Participant/1stAuthor: Jordan S. Maile
Title: *Experiential and Behavioral Indicators: Are They Unique to Sexual Killers?*
Co Author: William H. Gottdiener

Participant/1stAuthor: Judith Platania
Title: *Malingering, Personal Responsibility, and Perceptions of a Traumatic Brain Injury*
Co Author: Brandy Freeland

Participant/1stAuthor: Michelle I. Bertrand
Title: *Survey of American Officers' Lineup Procedures*
Co Authors: Rod C.L. Lindsay, Jennifer L. Beaudry, Jamal K. Mansour, Elisabeth Whaley

Participant/1stAuthor: Sonya Basarke
Title: *Interrogation Rights, Decision Making, and the Availability Heuristic*
Co Author: John Turtle

Participant/1stAuthor: Karine Trotier Sylvain
Title: *Investigative Interviews With Allegedly Abused Children: Adherence to NICHD Protocol*
Co Authors: Jennifer Lewy, Mireille Cyr

Participant/1stAuthor: Kelly M. Babchishin
Title: *Measuring Change in Sex Offender Treatment*
Co Authors: Kevin L. Nunes, Franca Cortoni

Participant/1stAuthor: Valerie M. Gonsalves
Title: *Construct Validity of the Psychopathic Personality Inventory Revised*
Co Authors: Julia McLawsen, Matthew Huss, Mario Scalora

Participant/1stAuthor: Robert D. Morgan
Title: *Criminal Thinking of Offenders With Mental Illness*
Co Authors: Naihua Duan, William Fisher, Christopher Romani, Jon Mandracchia, Danielle Murray

Participant/1stAuthor: Kevin M. Williams
Title: *Psychopathy Checklist: Screening Version (PCL:SV) A Meta Analysis*

Participant/1stAuthor: Tatyana Voinitskaya
Title: *Impact of Complainant Sexual History Evidence on Jurors' Deliberations*
Co Authors: Regina A. Schuller, Mark A. Klippenstine

Participant/1stAuthor: Robin L. Rainwater
Title: *Need for Empirically Guided Public Policy: California Examples*

Participant/1stAuthor: Katrina Rufino
Title: *College Student Victimization: Risk and Protective Factors*
Co Authors: Glen Kercher, Matthew Johnson

Participant/1stAuthor: Melissa L. Paiva
Title: *Effects of Memory and Social Explanations for Eyewitness Confidence Changes*
Co Authors: Ryan E. Weipert, Garrett L. Berman, Brian L. Cutler, Makenzie Tonelli

William Bevan Lecture on Psychology and Public Policy

Friday, August 7, 2009, 1:00 PM – 2:00 PM

Metro Toronto Convention Centre, Meeting Room 809.

Title: *Psychological Science and Legal Policy: Lessons From the Eyewitness Research Area*

Presenter: Gary L. Wells, Ph.D.

Workshop: Actuarial Assessment of Violence Risk: Domestic Violence (CE Credit Available)

Friday, August 7, 2009, 2:00 PM - 3:50 PM

Metro Toronto Convention Centre, Reception Hall 104D

Co Chair: Joel A. Dvoskin, Ph.D.; Marnie E. Rice, Ph.D.

Presentations:

Title: *Application of Actuarial Methods in Psychological Assessment*

Author: Marnie E. Rice

Title: *Empirical Development of the ODARA*

Author: Grant T. Harris

Title: *Detailed Scoring Instructions for the ODARA*

Author: N. Zoe Hilton

Symposium: Death Penalty Court Decisions and Mental Retardation Classification and Research

Friday, August 7, 2009, 2:00 PM - 3:50 PM

Metro Toronto Convention Centre, Meeting Room 202B

Chair: Daniel J. Reschly, Ph.D.

Papers:

Title: *Intellectual Assessment in Atkins Cases and Use of School Diagnoses*

Author: Frank Gresham, Ph.D.

Title: *Authoritative Conceptions of Mental Retardation and Atkins Decisions*

Author: Daniel J. Reschly, Ph.D.

Title: *Skirting the Supreme Court's Prohibition on Executing the Mentally Retarded*

Author: Laurence A. French, Ph.D.

Discussant: Solomon Fulero, Ph.D., J.D.

SATURDAY, August 8th

Paper Session: Civil Forensic Issues

Saturday, August 8, 2009, 10:00 AM - 10:50 AM

Metro Toronto Convention Centre, Meeting Room 709

Chair: Marc W. Patry, Ph.D.

Papers:

Title: *Influence of Animation Evidence on Perceptions of Culpability*

Author: Gareth Norris

Title: *Small Claims Court in Nova Scotia: Litigants' Perceptions*

Author: Marc W. Patry

Title: *Role of the Immigration Evaluation in Professional Practice*

Author: Joseph M. Cervantes

Symposium: Psychopathy and Risky Decisions: Legal and Clinical Implications

Saturday, August 8, 11:00 AM - 12:50 PM

Metro Toronto Convention Centre, Reception Hall 104A

Chair: Adelle E. Forth, Ph.D.

Papers:

Title: *Psychopathy and Deception: Perspectives of Survivors of Psychopaths*

Author: Melissa J.L. Pagliaro

Title: *Youth Psychopathy: Who Persists and Who Desists From Criminal Offending?*

Author: Krista Richard

Title: *Controversy in the Court: Examining Expert Witnesses' Exaggerations of Psychopathy*

Author: Caleb Lloyd

Title: *Beyond the Ivory Tower: The Role of Psychopathy in the Judicial System*

Author: Julie Blais

Paper Session: Criminal Forensic Issues

Saturday, August 8, 1:00 PM - 1:50 PM

Metro Toronto Convention Centre, Meeting Room 203B

Chair: Brooke Butler, Ph.D.

Papers:

Title: *Estimating Error Rates in Forensic Child Sexual Abuse Evaluations*

Author: Steve Herman

Title: *My Client Is Guilty of This, but Not Guilty of That: The Impact of Defense Attorney Concessions on Juror Decisions*

Author: Brooke Butler

Title: *Statistical Analysis of Case Law Involving the Batson Objection*

Author: Isaac Lopez

Title: *Gender and Diversity in University Admissions*

Author: Evelyn M. Maeder

Business Meeting:

Saturday, August 8, 2009, 3:00 PM - 3:50 PM

Intercontinental Toronto Centre Hotel, Ontario Room

Presidential Address:

Saturday, August 8, 2009, 4:00 PM - 4:50 PM

Intercontinental Toronto Centre Hotel, Ontario Room

Title: *On the Doctrine of Harmless Error: Myths and Misconceptions*

President: Saul Kassir, Ph.D.

Social Hour

Saturday, August 8, 5:00 PM - 6:50 PM

Intercontinental Toronto Centre Hotel, Ontario Room

Workshop: Community Forensic Services for Cognitively and Mentally Disabled Sexual Offenders (CE Credit Available)

Sunday, August 9, 9:00 AM - 10:50 AM

Metro Toronto Convention Centre, Meeting Room 205C

Chair: Robert T. Kinscherff, Ph.D., JD

Presentations:

Title: *Introduction: Description of Agency Services and Forensic Population*

Author: Crystal Cookman

Title: *Risk Assessment and Treatment Methods of Disabled Sexual Offenders*

Author: Elizabeth Shepherd

Title: *Composite Case Presentation Demonstrating the Challenges of Service Implementation*

Author: Derek Edge



Presents

The 31st Annual Running Psychologists' APA 5K Ray's Race and 3K Walk

REMEMBERING ART AARONSON

Coronation Park
Toronto, Ontario
Saturday, August 8, 2009 at 7:00 AM

Sponsors: American Psychological Association; APA Insurance Trust; Blackwell Publishing, Pearson Assessments; Worth Books; Psi Chi; Divisions 47, 19, 20, & 50; Running Free

(Please check all that apply)

APA Member Student Guest Exhibitor Psi Chi Division 47 Member

NAME : _____

(Please Print)

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

EMAIL: _____ TELEPHONE: _____

(Please Print)

5k Run 3k Walk Age on Race Day: _____ Date of Birth: _____ M F

Please check age group: Under 20 20-29 30-39 40-49 50-59 60-69 70+

Shirt Size: S M L XL Check here if first-time participant if address has changed

Registration fee includes race entry, bus to and from race; t-shirt, refreshments, awards & raffle entry. **Pre-Registration: Regular entry: \$25; Students or Division 47 members, \$20. Convention site registration: \$30.**

If you are an APA member and wish to apply for Division 47 membership with this entry, check below. Include \$15 for membership fee for Division 47. If you join Division 47, your registration fee will be reduced. I wish to apply for Division 47 membership. **APA Status: Member Fellow**

Assoc **Student Affiliate** **APA Membership #** _____

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Send to: Janet Cain, Ph. D., Treasurer, Running Psychologists; 935 Trancas St., 1-B, Napa, CA, 95476

Questions? Email: Lucinda Seares-Monica, Psy. D., psydmd@optonline.net, or Janet Cain, Ph. D. at drjcain@earthlink.net.

Note: Participants will be able to make a donation to the American Cancer Society or the United States Holocaust Museum in memory of Art Aaronson. Please use a separate check for donations.

Research Briefs

Editors: Marc Boccaccini, Ph.D.
and Maria Hartwig, Ph.D

Beesley, F., & McGuire, J. (2009). **Gender-role identity and hypermasculinity in violent offending.** *Psychology Crime and Law, 15*, 251-268. Psychometric assessments were administered to two groups of male adult prisoners convicted of violent offenses (N=30), or property offenses (N=30), and a community sample (N=30) to test hypotheses concerning differences in gender-role identity, 'hypermasculinity', self-esteem and self-image discrepancy. Results suggested a difference between the offender groups' hypermasculinity scores and those of the control group. No significant between-group differences were found in terms of self-esteem.

Braham, L., Jones, D., & Hollin, C. R. (2008). **The violent offender treatment program (VOTP): Development of a treatment program for violent patients in a high security psychiatric hospital.** *International Journal of Forensic Mental Health, 7*, 157-172. Authors investigated a pilot treatment program developed to meet the needs of violent offenders held in a high security psychiatric hospital. Patients (N = 13) were referred based on their scores on the Violence Risk Scale. Results indicated a reduction in violent behaviors, a decrease from high to medium risk of violence according to scores on the VRS, and an increase in coping and interpersonal skills.

Bulten, E., Nijman, H., & van der Staak, C. (2009). **Psychiatric disorders and personality characteristics of prisoners at regular prison wards.** *International Journal of Psychiatry and the Law, 32*, 115-119.

The AP-LS newsletter research briefs are written by students in the Clinical Psychology Ph.D. Program at Sam Houston State University: Erika Canales, Laadan Gharagozloo, Vivian Lotts, Amanda McGorty, Holly Tabernik, and Amy Wevodau; and by students in the Forensic Psychology Ph.D. Program at John Jay College: Sarah Jordan, Jason Mandelbaum, Joseph Toomey, and Brian Wallace.

Dutch male prisoners (N=191) were assessed with the SCL-90, NEO-PI-R, and MINI as measures of psychopathology. Although 57% of participants had at least one Axis I disorder, about 70% of those with an Axis I diagnosis never sought treatment.

Butler, M., & Maruna, S. (2009). **The impact of disrespect on prisoners' aggression: Outcomes of experimentally inducing violence-supportive cognitions.** *Psychology Crime and Law, 15*, 235-250. 89 prisoners were randomly assigned to one of two conditions (i.e., asked to discuss times they have been disrespected by authority figures or asked neutral questions). Both groups completed measures of cognitive beliefs, distortions, and hostile attribution biases. Results suggest that raising the salience of disrespect may raise the risk that prisoners will engage in violence by providing prisoners with justifications or excuses for actions they might not otherwise endorse.

Crocker, A. G., Hartford, K., & Heslop, L. (2009). **Gender differences in police encounters among persons with and without serious mental illness.** *Psychiatric Services, 60*, 86-93. In a study of all individuals who had been in contact

with the London, Ontario police over a 5-year period, individuals with a severe mental illness (n = 1,491) had more contacts with the police than individuals without a mental illness (n = 353,490). In the non-mentally ill sample, men were more likely to be offenders, to reoffend quicker, and to have a greater number of offenses than women. These gender differences were smaller among participants with a mental illness.

Dalton, R.F., Evans, L.J., Cruise, K.R., Feinstein, R.A. & Kendrick, R.F., (2009). **Race differences in mental health service access in a secure male juvenile justice facility.** *Journal of Offender Rehabilitation, 48*, 194-209. Records for African American (n = 759) and Caucasian (n = 178) juveniles were examined to identify possible race-related differences in access to mental health treatment. Significant differences were found for Caucasians receiving more serious mental illness designations leading to a greater access to mental health treatment.

DeMatteo, D., Marlowe, D. B., Festinger, D. S., & Arabia, P. L. (2009). **Outcome trajectories in drug court: Do all participants have serious drug problems?** *Criminal Justice and*

Behavior, 36, 354-368. A 14-week study of 284 adult drug offenders revealed that approximately 34% of participants in three misdemeanor drug court programs might not have had a clinically significant substance use disorder, based on consistently drug-negative urine specimens. Approximately 19% of the participants appeared to respond as intended to the drug court interventions, in that their urine specimens began as drug positive but became progressively drug negative over time. Results suggest that the Addiction Severity Index (ASI) may have practical utility for identifying low-needs drug offenders who could perhaps be managed in less-intensive programs within the drug court programs.

Garland, B. E., Mccarty, W. P., & Zhao, R. (2009). **Job satisfaction and organizational commitment in prisons: An examination of psychological staff, teachers, and unit management staff.** *Criminal Justice and Behavior, 36*, 163-183. An examination of predictors of job satisfaction, institutional commitment, and commitment to a prison system in psychological staff (n = 247), teachers (n = 263), and unit management personnel (n = 588) using the 2005 Prison Social Climate Survey indicated that supervision and perceived effectiveness with inmates had a significant and positive impact on job satisfaction, institutional commitment, and commitment to the Bureau of Prisons (BOP).

Herzberg, P. Y., & Hoyer, J. (2009). **Personality prototypes in adult offenders.** *Criminal Justice and Behavior, 36*, 259-274. In the first study, a sample of 91 male offenders displayed five personality clusters based on responses on the NEO Five-Factor Inventory (NEO-FFI), Antisocial Personality

Questionnaire, the Borderline Personality Inventory, the White Bear Suppression Inventory, and the Inventory of Interpersonal Problems-64 (IIP). 18.7% of offenders resembled the resilient prototype; 5.5% resembled the overcontrolled prototype; 24.2% resembled the undercontrolled prototype; 41.8% resembled the confident prototype; and 9.9% resembled the reserved prototype. A second study ($n = 102$) identified 9.8% as resilient, 26.5% as overcontrollers, 25.5% as undercontrollers, 32.4% as confident, and 6.9% as reserved.

Jackson, A. L., Lucas, S.L., & Blackburn, A.G., (2009). **Externalization and victim-blaming among a sample of incarcerated females.** *Journal of Offender Rehabilitation*, 48, 228-248. Incarcerated females ($N = 97$) completed a series of questionnaires before and after completing an impact of crime on victims class. Overall results indicated positive cognitive changes for female offenders.

Janku, A. D., & Yan, J. (2009). **Exploring patterns of court-ordered mental health services for juvenile offenders: Is there evidence of systematic bias?** *Criminal Justice and Behavior*, 36, 402-419. Data from a statewide assessment system on African American and Caucasian juveniles revealed that African Americans were overrepresented in the juvenile system and underrepresented in orders for mental health services. Risk and need, not bias, were mostly strongly associated with orders for mental health treatment. Negative attitudes and behavior problems carried strong associations with orders for mental health services.

Löbmann, R., & Verthein, U. (2009). **Explaining the effectiveness of heroin-assisted treatment on crime reduc-**

tions. *Law & Human Behavior*, 33, 83-95. Heroin and methadone maintenance treatment appeared to have a crime-reducing effect in a sample of 1,015 severely dependent opiate users. Both treatments appeared to reduce criminal activity, but heroin maintenance was superior to methadone maintenance in reducing drug offences and property crimes. Findings partially support the theory that crime results from the need to obtain drugs, although avoidance of the drug scene may be an important mediator in reducing acquisitive crime.

Lowenkamp, C. T., Hubbard, D., Makarios, M. D., & Latessa, E. J. (2009). **A quasi-experimental evaluation of thinking for a change: A “real-world” application.** *Criminal Justice and Behavior*, 36, 137-146. Community corrections staff provided cognitive-behavioral treatment, Thinking for a Change (TFAC), for 121 offenders on probation for a felony offense. Recidivism was lower for TFAC participants (23%) than untreated offenders (36%).

Magaletta, P. R., Diamond, P. M., Faust, E., Daggett, D. M., & Camp, S. D. (2009). **Estimating the mental illness component of service need in corrections: Results from the mental health prevalence project.** *Criminal Justice and Behavior*, 36, 229-244. Examination of 2,855 male and female offenders revealed that 15.2% of newly committed offenders at low-, medium-, and high-security facilities may require some level of mental health services to address a need related to mental illness. Overall, female offenders had twice the rate of diagnosis of serious mental illness, inpatient psychiatric care, and psychotropic medication use compared to males.

Malone, D. K. (2009). **Assessing criminal history as a predictor of future housing success for homeless adults with behavioral health disorders.** *Psychiatric Services*, 60, 224-230. In a sample of once homeless adults with behavioral health disorders ($n = 347$), past criminal behavior was not associated with housing success (remained in the same residence for at least two years). Overall, 70% of participants with a criminal history and 74% of participants without a criminal history achieved housing success. Younger age was associated with less housing success.

McCollister, K. E., French, M. T., Sheidow, A. J., Henggeler, S. W., & Halliday-Boykins, C. A. (2009). **Estimating the differential costs of criminal activity for juvenile drug court participants: Challenges and recommendation.** *The Journal of Behavioral Health Services & Research*, 36, 111-126. In a sample of 161 adolescents (ages 12 to 17), those who participated in a Drug Court (DC) program with community-based treatment committed fewer and less costly crimes over a 12-month follow-up period compared to adolescents who participated in Family Court with the same treatment; however the differences in criminal activity costs were not statistically significant. Adolescents who participated in DC plus Multisystemic Therapy were significantly less likely than adolescents participating in DC plus another treatments to commit high-cost crimes.

Perelman, A. M., & Clements, C. B. (2009). **Beliefs about what works in juvenile rehabilitation: The influence of attitudes on support for “get tough” and evidence-based interventions.** *Criminal Justice and Behavior*, 36, 184-197. College students ($N = 130$) re-

sponded to an online survey examining their judgments about the effectiveness of different interventions for juvenile offenders. Participants rated three popular but empirically unsupported (get tough) programs as being equally effective as four empirically supported treatments. However, participants with a punishment orientation and higher levels of internal crime attribution were much more likely to rate get tough programs as being effective. In contrast, participants with a rehabilitative orientation and higher levels of external crime attribution rated empirically supported programs as being more effective.

Reisig, M.D. & Mesko, G. (2009). **Procedural justice, legitimacy, and prisoner misconduct.** *Psychology, Crime & Law*, 15(1), 41-59. Inmates ($n = 103$) in a Slovenian prison answered questions regarding perceived legitimacy and fairness of prison guards' orders. Prisoners who perceived more procedurally just treatment were less likely to report and engage in institutional misconduct. Observation association between procedural justice and legitimacy was indistinguishable from zero.

See, K. E. (2009). **Reactions to decisions with uncertain consequences: Reliance on perceived fairness versus predicted outcome depends on knowledge.** *Journal of Personality and Social Psychology*, 96, 104-118. Three studies (two experimental and one longitudinal field study) assessed support for proposed public policies, revealing that decisions are based on how knowledgeable people feel about the issue, along with two other sources of information: perception of decision-makers fairness and predictions about the personal impact of policies. When individuals

feel very knowledgeable, they rely more on outcome predictions. When less knowledgeable, people rely on their impression of procedural fairness.

Segal, S. P., Preston, N., Kisely, S., Xiao, J. (2009). **Conditional release in western Australia: Effect on hospital length of stay.** *Psychiatric Services, 60*, 94-99. In a study of 129 patients who were given community treatment orders which allow for conditional release (CR) and a matched control group of 117 patients who were not given community treatment orders, CR patients spent fewer days in the hospital after their initial release than controls.

Serin, R.C., Gobeil, R. & Preston, D.L., (2009). **Evaluation of the persistently violent offender treatment program.** *International Journal of Offender Therapy and Comparative Criminology, 53*, 57-73. Groups of violent offenders ($N = 256$) were compared to determine if a Persistently Violent Offender Program (PVO) was more effective than two Anger and Emotion Management groups (AEM) or a group receiving no treatment. Offenders in the PVO group did not differ from other offenders on measures of treatment target measures, institutional misconduct charges, or post-release return to custody after a five year period.

Shinkfield, A.J. & Graffam, J. (2009). **Community reintegration of ex-prisoners: Type and degree of changes in variables influencing successful reintegration.** *International Journal of Offender Therapy and Comparative Criminology, 5*, 29-42. Adult Australian prisoners completed three questionnaires (1 month pre-release, $n = 79$; 1-4 weeks post-release, $n = 36$; and 3-4 months post-release, $n = 19$) about expectations and experiences dur-

ing their reintegration into the community. Drug use increased with time and psychological health ratings decreased from pre- to post-release.

Skeem, J., Louden, J. E., Manchak, S. Vidal, S., & Haddad, E. (2009). **Social networks and social control of probationers with co-occurring mental and substance abuse problems.** *Law & Human Behavior, 33*, 122-135. Among a sample of 82 probationers with co-occurring mental and substance abuse problems (PCPs), social network size and composition were related to treatment adherence but not probation violations at an 8 month follow-up. PCPs who perceived more support and less undermining from their social networks were also more satisfied with their lives. To increase compliance among PCPs, professionals must address potential criminogenic influences in treatment and supervision.

Teasdale, B. (2009). **Mental disorder and violent victimization.** *Criminal Justice and Behavior, 36*, 513-535. Data from the MacArthur Violence Risk Assessment Study revealed that symptoms of psychological disorder, homelessness, and alcohol abuse significantly increased the risk of victimization for persons with major mental disorders ($n = 563$). For men, stress also increased the odds of victimization.

Ullrich, J., Christ, O. & van Dick, R. (2009). **Substitutes of procedural fairness: Prototypical leaders are endorsed whether they are fair or not.** *Journal of Applied Psychology, 94*, 235-244. Procedural fairness in general and voice specifically have been shown to influence endorsement of a leader. The study experimentally (lab study) and correlationally (field study) demonstrated that impact of voice on endorsement of a

leader is reduced when the leader is prototypical and group identification is strong. Leaders attuned to the group identity of their followers may not need to give followers a voice and the influence of procedural fairness on leader endorsement may matter less than expected.

DELIQUENCY/ ANTISOCIAL BEHAVIOR

Balsa, A. I., Homer, J. F., French, M. T., & Weisner, C. M. (2009). **Substance use, education, employment and criminal activity outcomes of adolescents in outpatient chemical dependency programs.** *The Journal of Behavioral Health Services & Research, 36*, 75-95. In a sample of 419 adolescents (ages 12 to 18) enrolled in a chemical dependency recovery program, treatment participation significantly increased the likelihood of attending school and maintaining abstinence, and decreased the probability of employment at a 12-month follow-up. Treatment initiation did not significantly affect participation in criminal activity at the same follow-up.

Conner, B. T., Stein, J. A., & Longshore, D. (2009). **Examining self-control as a multidimensional predictor of crime and drug use in adolescents with criminal histories.** *The Journal of Behavioral Health Services & Research, 36*, 137-149. A multidimensional model of self-control consisting of impulsiveness, preference for physical activities, risk seeking, self-centeredness, preferences for simple tasks, and volatile temper components more accurately predicted violent and property crimes and drug use in a sample of 317 adolescent male offenders than a global self-control model.

Cruise, K. R., Dandreaux, D. M., Marsee, M. A., & DePrato,

D. K. (2008). **Identification of critical items on the Massachusetts Youth Screening Instrument-2 (MAYSI-2) in incarcerated youth.** *International Journal of Forensic Mental Health, 7*, 121-132. Researchers examined responses on the MAYSI-2 among 1,433 incarcerated youth in order to identify critical items that may indicate serious mental health problems. Gender-specific critical items were identified and used to form gender specific critical item scales. The scales produced good internal consistency (Male Critical Item Scale = .81 and Female Critical Item Scale = .82). When compared to the standard MASI-2 scales, the critical item scales were superior in classifying serious mental illness among Caucasians, but performed about the same when classifying African Americans.

Dadds, M.R., et al. (2009). **Learning to 'talk the talk': The relationship of psychopathic traits to deficits in empathy across childhood.** *The Journal of Child Psychology and Psychiatry, 50*, 599-606. Children ages 3 to 13 ($N=2,760$) were evaluated via parent-report measures (The Griffith Empathy Measure and sections of the Antisocial Process Screening Device and Strengths and Difficulties Questionnaire). Males who were highest in psychopathy had the most significant deficits in affective empathy. Both males and females with high levels of psychopathic traits at a young age had deficits in cognitive empathy; however, males high in psychopathic traits were able to overcome cognitive deficits later in life.

Das, J., de Ruiter, C., Doreleijers, T., & Hillege, S. (2009). **Reliability and construct validity of the Dutch Psychopathy Checklist:**



Youth Version: Findings from a sample of male adolescents in a juvenile justice treatment institution. *Assessment, 16*, 88-102. In a sample of 98 adolescent males in a secure juvenile justice treatment institution, the PCL:YV demonstrated “good” reliability for the interpersonal and antisocial facets, “moderate” reliability for the lifestyle facet, and weaker reliability for the affective facets. Lifestyle and antisocial facets demonstrated similar patterns of correlations with external criteria and unique clinical utility as markers of psychopathy. Affective facets showed limited associations with external correlates.

Dinn, W. M., Gansler, D. A., Moczynski, N., & Fulwiler, C. (2009). **Brain dysfunction and community violence in patients with major mental illness.** *Criminal Justice and Behavior, 36*, 117-136. Violent psychiatric inpatients ($n = 34$) did not differ significantly from non-violent psychiatric inpatients ($n = 29$) on tests of executive control, attention, and general intelligence. Patients with a history of violence did not demonstrate significantly higher rates on neurodevelopmental variables, developmental learning disabilities, and childhood hyperactivity, nor did they demonstrate higher rates of neurological abnormalities on CT scans of the head and EEG patterns in comparison to nonviolent patients. Head injury was strongly associated with both substance abuse and violence.

Edens, J. F. (2009). **Interpersonal characteristics of male criminal offenders: Personality, psychopathological, and behavioral correlates.** *Psychological Assessment, 21*, 89-98. In a sample of 1,062 male prison inmates, low warmth, and to a lesser extent, high dominance, as measured by the PAI, were associated with antisocial and

paranoid traits and externalizing-spectrum psychopathology in general. Borderline traits and internalizing-spectrum disorders were uniquely associated with low interpersonal warmth. In a subsample of inmates, high dominance and, to a lesser extent, low warmth predicted general and aggressive institutional misconduct. Dominance also uniquely predicted staff ratings of treatment noncompliance/failure.

Fite, P. J., Greening, L., Stoppelbein, L., & Fabiano, G. A. (2009). **Confirmatory factor analysis of the Antisocial Process Screening Device with a clinical inpatient population.** *Assessment, 16*, 103-114. Confirmatory factor analysis of Antisocial Process Screening Device (APSD) data collected from parents of 328 children admitted to a psychiatric inpatient hospital supported both the two- (impulsivity/narcissism and callous/unemotional) and three- (impulsivity, narcissism and callous/unemotional) factor solutions proposed by the APSD authors. The authors reported that the two-factor solution provided a more parsimonious fit with the data in their sample, but that the three-factor solution may be more applicable to less behaviorally disturbed samples.

Fite, P. J., Stoppelbein, L., & Greening, L. (2009). **Proactive and reactive aggression in a child psychiatric inpatient population: Relations to psychopathic characteristics.** *Criminal Justice and Behavior, 36*, 481-493. In a sample of 105 children admitted to a child psychiatric inpatient facility, caregiver reports of aggression suggested that proactive and reactive aggression were similarly related to callous/unemotional traits and narcissism, but that only reactive aggression was associated with impulsivity. In contrast, child

reports of proactive aggression, but not reactive aggression, were associated with all three psychopathic characteristics.

Fowler, K. A., Lilienfeld, S. O., Patrick, C. J. (2009). **Detecting psychopathy from thin slices of behavior.** *Psychological Assessment, 21*, 68-78. University student ratings of psychopathy based on brief excerpts of interviews with maximum-security inmates were moderately and significantly correlated with psychopathy criterion measures, especially those related to interpersonal features of psychopathy. Results suggest that nonverbal behaviors are especially important in the detection of psychopathy, impressions of psychopathy can be distinguished from other personality disorders based on thin-slice observations, and that first impressions of psychopathy and related constructs can be reasonably reliable and valid.

Glass, S. J., Newman, J. P. (2009). **Emotion processing in the criminal psychopath: The role of attention in emotion-facilitated memory.** *Journal of Abnormal Psychology, 118*, 229-234. Two hundred and thirty-nine offenders were classified as either high on psychopathy or low on psychopathy using the PCL-R. Each participant was further categorized into either a high anxiety or low anxiety group based on their scores on the WAS. Findings suggest that those high in psychopathy are not oblivious to emotions, but that they may process emotions differently than those low in psychopathy. The authors suggest that the contextual information that accompanies emotions may not be processed the same way by psychopaths when compared to controls.

Jones, S., & Lynam, D. R. (2009). **In the eye of the impul-**

sive beholder: The interaction between impulsivity and perceived informal social control on offending. *Criminal Justice and Behavior, 36*, 307-321. The Lexington Longitudinal Study collected data across a 5-year period from sixth to tenth grades. Thrill and adventure seeking (TAS), lack of premeditation (LoP), and perceived supervision (PS) each exerted independent significant effects on offending among men and women. The effects of TAS (among men) and LoP (across genders) were more strongly related to offending among young adults who perceived their neighborhoods as lacking in informal social control (low PS).

Ratchford, M., & Beaver, K. M. (2009). **Neuropsychological deficits, low self-control, and delinquent involvement: Toward a biosocial explanation of delinquency.** *Criminal Justice and Behavior, 36*, 147-162. Data from a longitudinal survey of children and adolescents spanning 10 years ($N = 1,423$) suggest that levels of self-control were significantly affected (either directly or indirectly) by neuropsychological deficits, birth complications, low birth weight, harsh parental punishment, family rules, and neighborhood disadvantage. Children with more neuropsychological deficits, more disadvantaged neighborhoods, harsher parental punishment, and fewer family rules tended to have lower levels of self-control.

Ross, S. R., Benning, S. D., Patrick, C. J., Thompson, A., & Thurston, A. (2009). **Factors of the Psychopathic Personality Inventory: Criterion-related validity and relationship to the BIS/BAS and five-factor models of personality.** *Assessment, 16*, 71-87. In a mixed-gender sample of undergraduates ($n=134$) and prison-

ers ($n=169$), PPI Fearless Dominance scores were inversely related to BIS activity, while PPI Impulsive Antisociality was related to high BAS activity. Both factors were related to psychopathy as assessed with other measures, including FFM prototypic models. Findings suggest that Coldheartedness may capture a component of psychopathy that is phenotypically distinct from Fearless Dominance and Impulsive Antisociality, and may help to provide a more comprehensive assessment of psychopathic personality features than assessments of fearless dominance and impulsive antisociality alone.

Sevecke, K., Pukrop, R., Kosson, D. S., & Krischer, M. K. (2009). **Factor structure of the Hare Psychopathy Checklist: Youth Version in German female and male detainees and community adolescents.** *Psychological Assessment, 21*, 45-56. Confirmatory factor analysis suggests that a two-factor model provided an adequate fit for PCL:YV scores among incarcerated male adolescents ($n = 143$), while a three-factor model provided an adequate fit for both incarcerated and community samples of male adolescents ($n = 99$), ages 14 to 19. Two-, three-, and four-factor models failed to provide a consistently acceptable fit among incarcerated adolescent females ($n = 171$) and community adolescent females ($n = 94$), although the three-factor model fit was near conventional cut-offs for most indices examined.

Spence, C. E., Williams, S. E., & Gannon, T. A. (2009). **'It's your round!' - female aggression in licensed premises.** *Psychology Crime and Law, 15*, 269-284. Fifty-seven females completed drinking habits and aggression questionnaires. Females who had been

involved in licensed premise aggression were heavier drinkers, were more likely to consume male-orientated drinks, and had higher aggression scores than those who reported never having been involved in such aggression. Twelve participants were interviewed. Females reported similar motivations as males for their involvement in licensed premise aggression, and appeared to be motivated by gender-specific concerns.

Van Domburgh, L., Vermeriren, R., Blokland, A. A. J., & Doreleijers, T. A. H. (2009). **Delinquent development in Dutch childhood arrestees: Developmental trajectories, risk factors, and co-morbidity with adverse outcomes during adolescence.** *Journal of Abnormal Child Psychology, 37*, 93-105. Researchers examined the reoffending patterns of male juveniles offenders ($N=287$) below age 12 to identify possible developmental trajectories. A three trajectory model provided the best fit with data; 64.8% of the sample were in a low reoffending trajectory, 30% were in an escalating trajectory, and the remaining 5.2% were in a high trajectory. Those in the escalating and high trajectories were more likely to be from a low SES background and have a younger age at onset of offending. Those in the low trajectory were more likely to have a family member as a co-offender.

Wareham, J., Dembo, R., Poythress, N. G., Childs, K., & Schmeidler, J. (2009). **A latent class factor approach to identifying subtypes of juvenile diversion youths based on psychopathic features.** *Behavioral Sciences and the Law, 27*, 71-95. Latent class analysis of scores from the Youth Psychopathic Traits Inventory and the Comprehensive

Adolescent Severity Inventory ($N = 165$ juveniles) identified four subgroups of adolescents: One group with high psychopathic features, externalizing problems, and low anxiety; A second group with moderately high psychopathic features and externalizing problems, but low anxiety; A third group with moderately high psychopathic features, externalizing problems, and anxiety; and A fourth group with very low psychopathy scores, anxiety, and externalizing problems.

FORENSIC ASSESSMENT

Efendov, A. A., Sellbom, M., & Bagby, R. M. (2008). **The utility and comparative incremental validity of the MMPI-2 and Trauma Symptom Inventory validity scales in the detection of feigned PTSD.** *Psychological Assessment, 20*, 317-326. The MMPI-2 *F*, *F(b)*, *F(p)* scales consistently outperformed the Trauma Symptom Inventory Atypical Response Scale (ATR) and MMPI-2 *FBS* in detecting feigned posttraumatic stress disorder (PTSD) in a sample of 60 trauma victims and 84 workplace injury claimants. ATR and *FBS* were able to distinguish only the noncoached participants instructed to fake from the PTSD claimants. *F*, *F(b)*, *F(p)* scales were able to distinguish both the noncoached and the validity-scale-coached participants from the PTSD claimants.

Hawes, S. W., & Boccaccini, M. T. (2009). **Detection of overreporting of psychopathology on the Personality Assessment Inventory: A meta-analytic review.** *Psychological Assessment, 21*, 112-124. The PAI Negative Impression scale (NIM) and Malingering index (MAL) were strong predictors of coached and uncoached malingering across studies. The Rogers Dis-

criminant Function (RDF) was a strong predictor in simulation studies, but not in known groups studies ($d = .31$). Across studies, NIM produced the largest overall effect ($d = 1.48$) for distinguishing uncoached malingerers from nonmalingerers. MAL and RDF produced moderate to large effect sizes ($d = 1.15$ and $d = 1.13$) for detecting uncoached malingering. A NIM cut score of $e^{*}81T$ and a MAL cut score of $e^{*}3$ yielded highest overall classification rates.

King, J. & Sullivan, K. A. (2009). **Deterring malingered psychopathology: The effects of warning simulating malingerers.** *Behavioral Sciences and the Law, 27*, 35-49. Freshman college students ($N = 67$) were randomly assigned to one of three conditions (unwarned malingerers, warned malingerers, and controls). In the warned condition, participants were told that the tests could detect malingering and that detection would result in the loss of course credit. Warning significantly altered test performances on the Personality Assessment Inventory and revised Symptom Checklist 90. Warned malingerers faked less than unwarned malingerers on the majority of psychopathology scales.

Pabian, Y. L., Welfel, E., Beebe, R. S. (2009). **Psychologists' knowledge of their states' laws pertaining to Tarasoff-type situations.** *Professional Psychology: Research and Practice, 40*, 8-14. Three hundred psychologists from four states completed a survey about their knowledge of duty-to-warn legislation. Many (76.4%) respondents did not understand their legal obligation to warn a third party of potential danger. In general, psychologists believed that they had a legal duty to warn a third party when in fact such a duty did not exist in their states.



Sellbom, M., & Bagby, R. M. (2008). **Validity of the MMPI-2-RF (Restructured Form) L-r and K-r scales in detecting underreporting in clinical and nonclinical samples.** *Psychological Assessment, 20*, 370-376. MMPI-2-RF L-r and K-r scales differentiated patients with schizophrenia ($n=87$) and university student ($n=94$) underreporters from honest respondents. L-r did not add significantly to K-r in differentiating undergraduate underreporters, whereas K-r added to L-r in each comparison. L-r and K-r scales also differentiated between university students ($n=94$) and custody litigants ($n=109$), suggesting that the scales perform as expected in a group where underreporting is prevalent.

Toomey, J. A., Kucharski, L. T., & Duncan, S. (2009). **The utility of the MMPI-2 malingering discriminant function index in the detection of malingering: A study of criminal defendants.** *Assessment, 16*, 115-121. The MMPI-2's malingering discriminant function index (M-DFI) significantly differentiated malingerers from non-malingerers in a sample of 280 male federal criminal defendants. It did not show incremental validity over the MMPI-2 *F* scale, which demonstrated the best predictive utility of the traditional validity scales. Analyses demonstrated acceptable sensitivity and specificity for the MMPI-2 *F* scale, but poor sensitivity for the M-DFI scale.

Vilojen, J. L., Wingrove, T., & Ryba, N. L. (2008). **Adjudicative competence evaluations of juvenile and adult defendants: Judges' views regarding essential components of competence reports.** *International Journal of Forensic Mental Health, 7*, 107-119. Juvenile and criminal court judges ($N=196$) from seven states were surveyed concerning their views about fundamental

components of juvenile and adult competence evaluations. Results indicate that judges: (1) place more importance on clinicians' opinions than on descriptive information; (2) believe forensic and psychological testing is important; (3) seek out similar characteristics among juvenile and adult competence evaluations; and (4) consider opinions concerning maturity to be an important factor in juvenile competence evaluations.

LAW ENFORCEMENT, CONFESSIONS, & DECEPTION

Gershon, R. R. M., Barocas, B., Canton, A. N., Li, X., & Vlahov, D. (2009). **Mental, physical, and behavioral outcomes associated with perceived work stress in police officers.** *Criminal Justice and Behavior, 36*, 275-289. In a sample of 1,072 police officers, officers reporting higher levels of perceived organizational unfairness, discrimination, and a lack of cooperation and trust among coworkers also reported high perceived stress scores. Officers who relied on avoidant coping mechanisms while reporting high work stress were more than 14 times more likely to report anxiety and more than 9 times more likely to report burnout than were officers who did not rely on avoidance as a coping strategy.

Hasel, L. E., & Kassin, S. M. (2009). **On the presumption of evidentiary independence.** *Psychological Science, 20*, 122-126. Tested whether confessions alter eyewitnesses' identification decisions. Two days after witnessing a mock theft and making an identification from a suspect-absent lineup, participants ($N=206$) received feedback on suspect confessions. 61% of participants who made a selection but were told that another lineup member confessed

changed their identifications; 50% of participants who had not made a previous selection identified the confessor.

Häkkinen, H., Ask, K., Keibell, M., Alison, L., & Granhag, P. A. (2009). **Police officers' views of effective interview tactics with suspects: The effects of weight of case evidence and discomfort with ambiguity.** *Applied Cognitive Psychology, 23*, 468-481. Examined how investigators' ($n=30$) discomfort with ambiguity (DA) and case evidence affected perceptions interview strategies. More tactics, both humane and dominant, were rated as important if the evidence was soft rather than technical. When the evidence was soft, high (vs. low) DA investigators rated both humane and dominant tactics as more important.

Lassiter, G. D., Ware, L. J., Ratcliff, J. J., & Irvin, C. R. (2009). **Evidence of the camera perspective bias in authentic videotaped interrogations: Implications for emerging reform in the criminal justice system.** *Legal and Criminological Psychology, 14*, 157-170. Compared judgments of voluntariness when viewing videotaped confessions with listening to audio or reading a transcript (Study 1, $N=103$), and judgments of voluntariness and guilt of a videotaped confession that was edited to produce suspect-focus and interrogator-focus versions (Study 2, $N=26$). Participants judged the videotape to be more voluntary than the audio or transcript versions, but only for the suspect-focus videotape. Participants viewing the suspect-focus confession judged it to be more voluntary and the suspect more likely to be guilty.

Leach, A., Lindsay, R., Koehler, R., Beaudry, J., Bala, N., Lee, K., et al. (2009). **The reliability of lie detection perfor-**

mance. *Law and Human Behavior, 33*, 96-109. Five experiments investigated the reliability of lie-detection, using a one-week delay between sessions. Only when the deceivers were children who were lying (in yes-no format) about resisting temptation was there any lie-detection reliability (at chance accuracy rates). The pattern could not be explained by age or response format alone.

Rogers, R., Correa, A., Hazelwood, L., Shuman, D., Hoersting, R., & Blackwood, H. (2009). **Spanish Translations of Miranda Warnings and the Totality of the Circumstances.** *Law and Human Behavior, 33*, 61-69. Spanish-language Miranda warnings ($N=121$) from 33 states were compared with English-language standards. Spanish-language Miranda warnings did not differ in overall word length or reading comprehension, but some (2.7%) Spanish-language Miranda warnings omitted key components.

Taylor, P. J., Bennell, C., & Snook, B. (2009). **The bounds of cognitive heuristic performance on the geographic profiling task.** *Applied Cognitive Psychology, 23*, 410-430. Participants' ($n=200$) decisions in a geographical profiling task were compared with computer actuarial models. Participants were randomly assigned to receive one or none of multiple heuristics for solving the task and also to profiling based on crime locations varying from three to seven. Results indicated that participants perform more efficiently than the actuarial models in terms of area search size.

Vrij, A., Leal, S., Granhag, P., Mann, S., Fisher, R., Hillman, J., et al. (2009). **Outsmarting the liars: The benefit of asking unanticipated questions.**

Law and Human Behavior, 33, 159-166. Pairs (N=80) of innocent or guilty participants provided an alibi of having had lunch together, and were interviewed individually. Responses to spatial and temporal questions about their alibi, as well as the amount of detail in participants' drawings of the restaurant, produced higher guilty-innocent classification accuracy than did participants' open-ended question responses.

LEGAL DECISION MAKING/JURY RESEARCH

Cramer, R. J., Brodsky, S. L., & DeCoster, J. (2009). **Expert witness confidence and juror personality: Their impact on credibility and persuasion in the courtroom.** *Journal of the American Academy of Psychiatry and the Law*, 37, 63-74. Undergraduates (N=299) were presented with one of three film scenarios which varied in expert witness confidence (low, medium, and high) and completed the Witness Credibility Scale, Goldberg Five Factor Markers, and a sentencing outcome question. Witness confidence had a significant effect on credibility, with moderate confidence yielding highest credibility. Jurors' ratings of experts' credibility predicted their sentencing decisions.

Davis, J.P., & Valentine, T. (2009). **CCTV on trial: Matching video images with the defendant in the dock.** *Applied Cognitive Psychology*, 23, 482-505. Examined participants ability to correctly identify a perpetrator on closed circuit television (CCTV) as the defendant. Experiment one (n = 198) tested this idea with defendant present and absent CCTV videos; experiment two (n = 591) manipulated perceived length of time since the crime and whether the culprit was in

disguise; and experiment three (n = 376) utilized high quality close ups of the culprit CCTV videos. Participants were prone to error in matching the identity of a person in video.

Devine, D., Buddenbaum, J., Houp, S., Studebaker, N., & Stolle, D. (2009). **Strength of evidence, extraevidentiary influence, and the liberation hypothesis: Data from the field.** *Law and Human Behavior*, 33, 136-148. Data from questionnaires given to judges, jurors, and attorneys in criminal cases (N = 195) showed that strength of evidence was highly predictive of verdict, and that even when strength of evidence was controlled for, extraevidentiary measures such as severity of the charges, pretrial publicity, and trial complexity were predictive of verdict.

Green, E.P., & Follingstad, D.R. (2009). **Third-Party information in retrospective assessment of NGRI: Impact of source and supportive versus contradictory content.** *Journal of Forensic Psychology Practice*, 9, 35-56. Mock jurors' (N = 150) opinions in an insanity case were influenced by the presence of third-party information (TPI) and a psychologist's NGRI opinion. Mock jurors were more likely to agree with the psychologist's opinion after the introduction of TPI. Attitudes towards the NGRI defense were somewhat indicative of agreement/disagreement with the psychologist. General authoritarian attitudes and knowledge of NGRI defense issues were not significantly related with opinions.

Pickel, K. L., Karam, T. J., & Warner, T. C. (2009). **Jurors' responses to unusual inadmissible evidence.** *Criminal Justice and Behavior*, 36, 466-480. A mock-jury sample of 166

introductory psychology students heard critical testimony favoring the prosecution. Jurors exposed to unusual (e.g., references to polka dots and Batman) rather than neutral evidence or no evidence saw defendant as more likely to be guilty, but only if the evidence was inadmissible instead of admissible. Additionally, jurors remembered unusual evidence better than neutral evidence.

Quas, J. A., Wallin, A. R., Horwitz, B., Davis, E., & Lyon, T. D. (2009). **Maltreated children's understanding of and emotional reactions to dependency court involvement.** *Behavioral Sciences and the Law*, 27, 97-117. Researchers interviewed 94 maltreated 4 to 15 year olds about their understanding of dependency court, their feelings about their hearings, and their understanding of the court's decisions. Children who were more knowledgeable about the legal system and younger children who had been in the system for longer periods of time were less distressed about their hearings. Overall, most of the children did not fully or accurately understand what happened during their hearings.

Repucci, N. D., Scott, E., & Antonishak, J. (2009). **Political orientation and perceptions of adolescent autonomy and judicial culpability.** *Behavioral Sciences and the Law*, 27, 29-34. Adults (N = 604) provided their opinions concerning the culpability and punishment of adolescent offenders. Participants supported adult punishment for younger adolescent offenders even though they felt that the adolescents should not have autonomy in other decision making contexts (getting a hunting license or drinking alcohol). Politically conservative participants tended to endorse a larger age difference (3 years) than lib-

eral respondents between the age at which adolescent should be assigned adult status and the preferred age to charge adolescents as adults.

Schweitzer, N. J. & Saks, M. J. (2009). **The gatekeeper effect: The impact of judges' admissibility decisions on the persuasiveness of expert testimony.** *Psychology, Public Policy, & Law*, 15, 1-18. Researchers conducted two experiments with mock jurors (Experiment 1 N = 159; Experiment 2 N = 196) to evaluate the importance jurors' placed on evidence admitted by the judge versus evidence excluded by the judge. In both experiments, participants evaluated a written legal case and the abstract of a scientific study that was part of the evidence for the case. Findings from both experiments indicate that the admissibility of the evidence had a significant effect on the perceived quality of the research.

Tenney, E.R., Cleary, H.M., & Spellman, B.A. (2009). **Unpacking doubt in "beyond a reasonable doubt": Plausible alternative stories increase not guilty verdicts.** *Basic and Applied Social Psychology*, 31, 1-8. Mock trial participants (n = 252) were presented with either no, one, two, or three plausible alternative guilty individuals with the defendant. Participants were more likely to vote not guilty when presented with no plausible alternative perpetrators than the defendant. When a plausible alternative perpetrator was presented not guilty verdicts occurred to a significantly higher degree, however the addition of other plausible alternative perpetrators beyond one did not significantly increase the rate of not guilty verdicts.

Wiley, T., & Bottoms, B. (2009). **Effects of defendant sexual orientation on jurors' perceptions of child sexual assault.** *Law and Human Behavior*, Page 27



33, 46-60. Mock jurors (N=203) were given a sexual abuse case involving a gay or straight male teacher and a male or female 10-year-old victim. For male victims, participants were more pro-prosecution for the gay teacher. When the victim was female, there were no differences. Moral outrage mediated this relationship.

RISKASSESSMENT

Barbaree, H. E., Langton, C. M., Blanchard, R., & Cantor, J. M. (2009). **Aging versus stable enduring traits as explanatory constructs in sex offender recidivism: Partitioning actuarial prediction into conceptually meaningful components.** *Criminal Justice and Behavior, 36*, 443-465. In a sample of 468 male sex offenders most risk measure (VRAG, SORAG, RRASOR, STATIC-99, MnSOST-R) items were correlated with the age of offenders at the time of their release from custody. Age at release provided unique and significant predictive ability over and above age-corrected antisocial behavior and age-corrected sexual deviance combined.

Brown, S. L., St. Amand, M. D., & Zamble, E. (2009). **The dynamic prediction of criminal recidivism: A three-wave prospective study.** *Law & Human Behavior, 33*, 25-45. A model incorporating both static and time-dependent dynamic factors outperformed a purely static model of recidivism prediction in a sample of 136 adult male offenders released from Canadian federal prisons. All static measures considered, with the exception of age, significantly predicted general recidivism at the univariate level. Empirical evidence of the ability of various dynamic risk factors to predict recidivism varied.

Coid, J. et al., (2009). **Gender differences in structured risk**

assessment: Comparing the accuracy of five instruments. *Journal of Consulting & Clinical Psychology, 77*, 337-348. Researchers examined the predictive accuracy of the PCL-R, HCR-20, RSM2000, VRAG, OGRS and in a mixed gender sample of prisoners (male $n = 1396$; female $n = 321$). All risk measures predicted reoffending behaviors in men (AUC ranging from .59 to .72), except PCL-R Factor 1. Overall, the measures did a poorer job of predicting reoffending in women (AUC ranging from .48 to .73).

Endrass, J., Rossegger, A., Frischknecht, A., Noll, T., & Urbaniok, F. (2008). **The predictive validity of the PCL:SV among a Swiss prison population.** *International Journal of Forensic Mental Health, 7*, 191-199. The PCL:SV was a significant predictor of institutional verbal aggressive behavior among sexual offenders, but not among violent offenders. PCL:SV scores were not significantly associated with physical violence in either subgroup.

Hanson, R. K., & Morton-Bourgon, K. E. (2009). **The accuracy of recidivism risk assessments for sexual offenders: A meta-analysis of 118 prediction studies.** *Psychological Assessment, 21*, 1-21. Empirically derived actuarial measures were more accurate than structured and unstructured professional judgment in predicting sexual, violent, and any recidivism among sexual offenders. The accuracy of structured professional judgment was higher than unstructured professional judgment, but lower than actuarial prediction. Effect sizes for the actuarial measures were moderate to large (average d values of 0.67-0.97).

Kim, B., & Titterton, V.B. (2009). **Abused south Korean women: A comparison of those who do and those who do**

not resort to lethal violence. *International Journal of Offender Therapy and Comparative Criminology, 5*, 93-112. South Korean women who killed their abusive partners ($n = 95$) were compared with those who sought help in battered women shelters ($n = 43$). Those who murdered reported less abuse, held stronger patriarchal attitudes, had significantly lower educational attainment, and were under-employed compared to those who sought help in abuse shelters.

Levine, S. Z. (2009). **Examining the incidence of and time to recidivism within the risk contingency framework: A 20-year follow up study.** *Law & Human Behavior, 33*, 167-174. In a sample of 413 prisoners followed over 20 years, recidivism data suggested that a contingencies risk framework was more appropriate than a linear model for predicting recidivism. Results support the use of actuarial contingency models, which approached 100% accuracy. Findings suggest that risk assessment is likely best represented by a contingency tree framework.

Lodewijks, H. P. B., De Ruiter, C., & Doreleijers, T. A. H. (2008). **Gender differences in violent outcome and risk assessment in adolescent offenders after residential treatment.** *International Journal of Forensic Mental Health, 7*, 133-146. Authors prospectively studied the Dutch version of the Structured Assessment of Violence Risk in Youth (SAVRY) to examine gender differences in violent recidivism among 82 adolescent offenders over a period of 1.5 years after discharge. Predictive validity was strong for both girls (AUC = .85) and boys (AUC = .82); however, false positives were more common for girls than boys.

Logan, C. & Blackburn, R. (2009). **Mental disorder in violent women in secure settings: Potential relevance to risk for future violence.** *International Journal of Law and Psychiatry, 32*, 31-38. The relationship between psychopathology and prior convictions in violent female inmates ($N=95$) was assessed using the SCID-I, SCID-II, and PCL-R (for Axis I and II diagnoses) and conviction histories. Women convicted of violent offences were four times more likely to have a diagnosis of Borderline Personality Disorder. Women with arson convictions had the highest PCL-R scores. PCL-R Factor 1 scores were highest for women with severely violent convictions.

Manchak, S. M., Skeem, J. L., Douglas, K. S., & Siranosian, M. (2009). **Does gender moderate the predictive utility of the Level of Service Inventory-Revised (LSI-R) for serious violent offenders?** *Criminal Justice and Behavior, 36*, 425-442. In a sample of 70 female and 1,035 male offenders who had been convicted of serious violent offenses, gender did not moderate the utility of the LSI-R in predicting recidivism. However, risk factors that predicted recidivism differed for men and women. The significant predictors for men were Criminal History, Financial, and Alcohol/Drug scale scores. The only significant scale for women was the Financial scale.

McEwan, T. E., Mullen, P. E., & MacKenzie, R. (2009). **A study of the predictors of persistence in stalking situations.** *Law & Human Behavior, 33*, 149-158. In a sample of 200 stalkers, stalking duration could be predicted by the relationship between the stalker and the victim. Age over 30, sending victim unsolicited materials, having an in-

timacy seeking or resentful motivation and psychosis were related to increased persistence. Findings highlight the importance of context in of risk assessment and suggest that predictions can be improved by attending to a stalker's motivation, behavior and mental health status.

Murrie, D. C., Boccaccini, M. T., Turner, D. B., Meeks, M., Woods, C., & Tussey, C. (2009). **Rater (dis)agreement on risk assessment measures in sexually violent predator proceedings: Evidence of adversarial allegiance in forensic evaluation?** *Psychology, Public Policy, & Law*, 15, 19-53. STATIC-99, MnSOST-R, and PCL-R scores from opposing evaluators (petitioner vs. respondent) suggested adversarial allegiance in risk scores. State evaluators' scores were consistently higher than respondent evaluators' scores, with the difference being large for the PCL-R and MnSOST-R ($d > .77$) and small for the STATIC-99 ($d = .34$). Generalizability theory analyses indicated that as much as 25% of the variance in risk scores was attributable to side of retention, while 34% to 64% was attributable to offenders' true standing on the risk measures (i.e., ICC values ranged from .38 to .64).

Nicholls, T. L., Brink, J., Greaves, C., Lussier, P., & Verdun-Jones, S. (2009). **Forensic psychiatric inpatients and aggression: An exploration of incidence, prevalence, severity, and interventions by gender.** *International Journal of Law and Psychiatry*, 32, 23-30. Researchers reviewed records from Canadian forensic psychiatric inpatients ($N=527$) using a patient file review questionnaire, an aggression and violent incident coding form developed by the authors, and the Overt Ag-

gression Scale (OAS). Inpatient aggression was equally likely for both males and females. Females were more likely to be diagnosed with major depression or psychosis, whereas males were more likely to be diagnosed with a substance abuse disorder.

Olver, M. E., Stockdale, K. C., & Wormith, J. S. (2009). **Risk assessment with young offenders: A meta-analysis of three assessment measures.** *Criminal Justice and Behavior*, 36, 329-353. A meta-analysis of 44 studies revealed that the Level of Service Inventory (YLS/CMI, LSI-SK), PCL-YV, and the SAVRY all significantly predicted general, nonviolent, and violent recidivism with comparable degrees of accuracy. Mean weighted correlations ranged from $r = .28$ to $.32$ for general recidivism, $r = .16$ to $.38$ for nonviolent recidivism, and $r = .25$ to $.30$ for violent recidivism, with no single instrument demonstrating superior prediction.

Sacks, S., et al. (2009). **Violent offenses associated with co-occurring substance use and mental health problems: Evidence from CJDATS.** *Behavioral Sciences and the Law*, 27, 51-69. In a sample of offenders ($N = 1,349$) released from prison and referred to substance abuse treatment programs, increased quantity of alcohol consumption and a high frequency of drug use were associated with a greater probability of self-reported violence. Mental health problems were not associated with an increase in violent behavior, except for antisocial personality issues which were linked with violence.

Thomson, L., Davidson, M., Brett, C., Steele, J., & Darjee, R. (2008). **Risk assessment in forensic patients with schizophrenia: The predictive valid-**

ity of actuarial scales and symptom severity for offending and violence over 8-10 years. *International Journal of Forensic Mental Health*, 7, 173-189. Authors evaluated the validity of the VRAG, HCR-20, PCL-R, and psychotic symptom severity for predicting future violence and offending in 169 schizophrenic patients from forensic hospitals. The measures were significant predictors of future nonviolent convictions (HCR-20 AUC = .76; VRAG AUC = .76; PCL-RAUC = .73) and of future violent convictions (HCR-20 AUC = .79; VRAG AUC = .80; PCL-RAUC = .83), but only symptoms of psychosis were able to predict violent, aggressive acts.

Vieira, T. A., Skilling, T. A., & Peterson-Badali, M. (2009). **Matching court-ordered services with treatment needs: Predicting treatment success with young offenders.** *Criminal Justice and Behavior*, 36, 385-401. The Youth Level of Service/Case Management Inventory provided an estimate of risk of reoffending for 122 youths referred for a court-ordered assessment to a mental health agency. Youth for whom a low proportion (i.e. less than 26%) of clinically identified needs were met via therapeutic services reoffended significantly earlier than did youth for whom a greater proportion of criminogenic needs was matched. Higher risk scores were associated with earlier and more frequent recidivism.

SEX OFFENDERS

Beech, A. R., Parrett, N., Ward, T., & Fisher, D. (2009). **Assessing female sexual offenders' motivations and cognitions: An exploratory study.** *Psychology Crime and Law*, 15, 201-216. Interviews eliciting cognitions and motivations were conducted with 15 incarcerated female child sexual abus-

ers. Qualitative analysis identified four of the motivational schemas suggested by Ward (Nature of harm, Dangerous world, Children as sexual objects, and Uncontrollability). Further analysis indicated that there were four main motivational types of offender. Suggestions are made on how the results can inform theoretical developments in the field as well as policy and practice.

Camelleri, J. A., & Quinsey, V. L. (2009). **Individual differences in the propensity for partner sexual coercion.** *Sexual Abuse: A Journal of Research and Treatment*, 21, 111-129. Results of study one indicated that psychopathy, as measured by the Self-Report Psychopathy III scale (SRP-III), was the only significant predictor of self-reported propensity for partner sexual coercion in a sample of 197 men in sexually-active heterosexual relationships. Results of study two revealed that 33% of partner rapists were psychopaths, as determined by PCL-R scores.

Dawson, D. L., Barnes-Holmes, D., Gresswell, D. M., Hart, A. J., & Gore, N. J. (2009). **Assessing the implicit beliefs of sexual offenders using the Implicit Relational Assessment Procedure: A first study.** *Sexual Abuse: A Journal of Research and Treatment*, 21, 57-75. Researchers used the Implicit Relational Assessment Procedure (IRAP) with a group of male participants convicted of at least one contact sexual offense against a child ($n = 16$) and nonoffender male undergraduate controls ($n = 16$). The nonoffender group demonstrated a significant IRAP effect, suggesting a strong response bias toward children as not sexual. However, there was an almost complete absence of the IRAP effect within the group of sexual offenders.



Jespersen, A. F., Lalumière, M. L., & Seto, M. C. (2009). **Sexual abuse history among adult sex offenders and non-sex offenders: A meta-analysis.** *Child Abuse and Neglect*, 33, 179-192. Researchers examined studies ($k=17$) of sex offenders (Total $N=1,037$) and non-sex offenders (Total $N=1,762$) to compare their histories of prior sexual and non-sexual abuse. Those who were sexually abused (OR = 3.36) or physically abused (OR=1.60) were more likely to have been sex offenders. Emotional abuse or neglect was not associated with an increased likelihood of sexual offending (OR=0.63). Among sex offenders, those who were sexually (OR=0.51) or physically (OR=1.43) abused were more likely to offend against children as opposed to adults.

Klaver, J.R., Lee, Z., Spidel, A., & Hart, S.D. (2009). **Psychopathy and detection of deception using indirect measures.** *Legal and Criminological Psychology*, 14, 171-182. Participants ($N=444$) viewed videos male offenders, rated on the PCL-R, telling true and false stories about crimes and rated indirect measures of deception. Accuracy was at chance level and ratings on indirect measures did not distinguish true and false statements in offenders. Psychopathic offenders were less successful at deception than non-psychopathic offenders. Psychopathic traits were associated with lower perceived credibility during deception and ratings of thinking harder while lying.

Levenson, J. S., Macgowan, M. J., Morin, J. W., & Cotter, L. P. (2009). **Perceptions of sex offenders about treatment: Satisfaction and engagement in group therapy.** *Sexual Abuse: A Journal of Research and Treatment*, 21, 35-56. Surveys of 338 male sex offend-

ers in outpatient group therapy revealed 85% of offenders rated their experience in therapy as positive and felt they gained a great deal of understanding about their past patterns and ways to prevent future offending. Offenders in treatment reported valuing the role of group therapy, and finding accountability, victim empathy, relapse prevention, and "good lives" concepts to be most helpful in managing their behavior.

Levenson, J. S., & Prescott, D. S. (2009). **Treatment experiences of civilly committed sex offenders: A consumer satisfaction survey.** *Sexual Abuse: A Journal of Research and Treatment*, 21, 6-20. A sample of 44 civilly-committed adult male sexual offenders expressed fairly positive sentiments about their treatment experiences. Most participants found group therapy useful, although 38% did not agree with their treatment plans. The majority of clients did not believe the expectations for successful completion of the treatment program were fair. Less than half of the participants agreed that they needed to be in treatment.

Olver, M. E., Wong, S. C. P., Olver, M. E. (2009). **Therapeutic responses of psychopathic sexual offenders: Treatment attrition, therapeutic change, and long-term recidivism.** *Journal of Consulting & Clinical Psychology*, 77, 328-336. In a sample of 156 incarcerated sex offenders, researchers classified 28% as psychopaths based on PCL-R scores. Psychopaths were more likely to drop out of treatment and those who dropped out were more likely to reoffend violently. The PCL-R was more accurate for predicting violent recidivism while the VRS-SO was more accurate for predicting sexual recidivism.

Robbers, M.L.P. (2009) **Lifers on the outside: Sex offenders and disintegrative shaming.** *International Journal of Offender Therapy and Comparative Criminology*, 5, 5-28. A survey about the negative effects of labeling on 153 registered sex offenders in Virginia found that almost half reported losing a job, over half reported lying about their status to employers, and 29% reported suicidal thoughts because they were given the label of sex offender.

Tatman, A. W., Swogger, M. T., Love, K., & Cook, M. D. (2009). **Psychometric properties of the Marlowe-Crowne Social Desirability Scale with adult male sexual offenders.** *Sexual Abuse: A Journal of Research and Treatment*, 21, 21-34. In a sample of 247 adult male sexual offenders, the MCSDS demonstrated Cronbach's alpha scores of .85, .76 for the Attribution factor and .78 for the Denial factor. Pearson correlations between MCSDS full-scale scores and MMPI-2 scales L ($r=.53$) and K ($r=.24$) revealed significant, positive relationships in a sample of 91 adult male sexual offenders.

Walters, G. D., Knight, R. A., & Thornton, D. (2009). **The latent structure of sexual violence risk: A taxometric analysis of widely used sex offender actuarial risk measures.** *Criminal Justice and Behavior*, 36, 290-306. The latent structure of sexual violence risk, as defined by six popular actuarial risk measures (MnSOST-R, RM-2000, Static-99, SORAG, SVR-20, SRA self-management), five orthogonal factors of static items, and psychopathic sexuality (PCL-R old Factor 1 and 2 scales and coercive-precocious sexuality), was continuous (dimensional) rather than categorical (taxonic) in nature.

Williams, K. M., Cooper, B. S., Howell, T. M., Yuille, J. C., & Paulhus, D. L. (2009). **Infering sexually deviant behavior from corresponding fantasies: The role of personality and pornography consumption.** *Criminal Justice and Behavior*, 36, 198-222. In the first study of male undergraduates ($n=103$), 95% of respondents reported experiencing at least one sexually deviant fantasy, and 74% reported engaging in at least one sexually deviant behavior. The correlation between overall deviant sexual fantasies and behaviors was $r=.70$. In the second study of male undergraduates ($n=88$), pornography use was associated with deviant sexual behavior scores only for individuals scoring high on the Self Report Psychopathy Scale (SRP-III).

Willis, G. M., & Grace, R. C. (2009). **Assessment of community reintegration planning for sex offenders: Poor planning predicts recidivism.** *Criminal Justice and Behavior*, 36, 494-512. A retrospective measure of the quality of reintegration planning for recidivating ($n=30$) and non-recidivating ($n=30$) sex offenders matched on static risk level using the Automated Sexual Recidivism Scale revealed that poorer reintegration planning predicted an increased rate of recidivism. The recidivating sex offenders had poorer accommodation planning, social support planning, and employment planning scores than nonrecidivists.

WITNESS ISSUES

Aizpurua, A., Garcia-Bajos, E. & Migueles, M. (2009). **False memories for a robbery in young and older adults.** *Applied Cognitive Psychology*, 23, 174-187. Memory performance of older and younger adults was examined through

free recall, recognition and Remember/Know/Guess judgments. Participants were asked to remember actions, people and details of a robbery video. Older adults remembered less information about a robbery than younger adults during free recall, but no differences in errors were found. Participants accepted more false memories for actions than people or details; this difference was more pronounced in older adults.

Bishara, A.J. & Payne, B.K. (2009). **Multinomial process tree models of control and automaticity in weapon misidentification.** *Journal of Experimental Social Psychology*, 45, 524-534. Across four studies investigating weapon misidentification authors compared multinomial models (Stroop models, Process Dissociation models & Quad-Models), which may account for the weapon misidentification data. The Process Dissociation model received converging support. Results show that automatic associations between race and weapons are subordinate to more controlled processing, thereby demonstrating that weapon bias can be reduced without stereotype-directed interventions.

Blunt, M., & McAllister, H. (2009). **Mug Shot Exposure Effects: Does Size Matter?** *Law and Human Behavior*, 33, 175-182. Mock crime eyewitnesses (N = 270) searched a small, large, or no mug book. There were no transference effects, as mug book size did not affect the rate at which a critical foil was chosen from a target-absent lineup. Commitment effects were present: the critical foil was identified in the lineup more often if the participant selected him from the mugbook, and this effect was stronger for the larger mug book.

Bollingmo, G., Wessel, E., Sandvold, Y., Eilertsen, D.E., &

Magnussen, S. (2009). **The effect of biased and non-biased information on judgments of witness credibility.** *Psychology, Crime & Law*, 15(1), 61-71. Participants (n = 334) viewed a video of a rape victim's testimony and assessed credibility. She either portrayed congruent (distress), neutral, or incongruent emotions (smiling) and participants were given biased instructions (emotions are a reliable indicator of credibility) or unbiased instructions (emotions are not linked with credibility). Biased instructions produced a higher likelihood of finding the victim credible when emotions were congruent, and unbiased instructions was associated with equal levels of credibility ratings across congruencies.

Candel, I., Hayne, H., Strange, D., & Prevoe, E. (2009). **The effect of suggestion on children's recognition memory for seen and unseen details.** *Psychology, Crime & Law*, 15, 29-39. The authors examined interviewing questions on producing false memories for details in 7 (n = 38) and 11 (n = 47) year old children. After viewing a presentation children were asked questions which attempted to induce change, commission, or omission errors in later recall. Younger children were more susceptible to memory errors and all children were more likely to make change errors as compared to the other errors.

Chan, J. C. K., Thomas, A. K., & Bulevich, J. B. (2009). **Recalling a witnessed event increases eyewitness suggestibility: The reverse testing effect.** *Psychological Science*, 20, 66-73. Half of the undergraduate participants (N = 36) in experiment 1A and older adults (N = 60) in experiment 1B provided immediate recall after watching a video. All participants then listened to an

audio recap containing true and false information. In experiment 2, a modified-modified free recall (MMFR) design was used. Results suggested that immediate cued recall exacerbated the later misinformation effect for both younger and older adults.

Charman, S. D., Gregory, A. H., & Carlucci, M. (2009). **Exploring the diagnostic utility of facial composites: Beliefs of guilt can bias perceived similarity between composite and suspect.** *Journal of Experimental Psychology: Applied*, 15, 76-90. Investigator-participants (n = 93) who were told that a suspect had been identified by an eyewitness found the suspect's photograph's similarity to a composite to be higher than if the suspect had been nonidentified. Juror-participants' (n=49) likelihood of guilt ratings for a case summary was predictive of their photograph-to-composite similarity ratings.

Clark, S. E., Marshall, T. E., & Rosenthal, R. (2009). **Lineup administrator influences on eyewitness identification decisions.** *Journal of Experimental Psychology: Applied*, 15, 63-75. Participant-eyewitnesses (N = 288) viewed a lineup while the administrator either made no comment, encouraged caution and patience, or encouraged picking someone similar to the perpetrator. Similarity comments produced lower probative value of identifications. Participants who reported less influence from the administrator provided more probative identifications.

Evans, J.R., Marcon, J.L., & Meissner, C.A. (2009). **Cross-racial lineup identification: Assessing the potential benefits of context reinstatement.** *Psychology, Crime & Law*, 15, 19-28. Examined effects of context reinstatement on accuracy in cross-race and same

race identifications in target present and absent lineups. Information was presented at the time of encoding and participants later made identification choices. Some participants were given no information, only the individual's name given, or all of the encoding information was given. Context reinstatement was positively related to same-race identifications, but had no effect on cross-race identifications.

Greathouse, S., & Kovera, M. (2009). **Instruction Bias and Lineup Presentation Moderate the Effects of Administrator Knowledge on Eyewitness Identification.** *Law and Human Behavior*, 33, 70-82. Pairs (N = 234) of lineup administrators and mock eyewitnesses participated in a lineup task. Double-blind procedures produced diagnosticities twice as high as single-blind presentation. Administrators requested eyewitnesses look again after a non-ID, and injected more uncertainty after an incorrect decision when they were not blind to the target.

Hershkowitz, I. (2009). **Socioemotional factors in child sexual abuse investigations.** *Child Maltreatment*, 14, 172-181. Researchers reviewed forensic interviews (N=71) of child sexual abuse victims to examine how rapport building and support provided by interviewers affected the level of detail provided during interview. Results indicated neither rapport nor support explained a significant amount of variance in the level of detail provided. However, when examining level of detail provided following open-ended prompts, length of rapport building and interviewer's support were significant predictors of level of detail.



Horowitz, S. W. (2009). **Direct mixed and open questions in child interviewing: An analog study.** *Legal and Criminological Psychology, 14*, 135-147. Evaluated the relative value of direct questions, open-ended questions, and mixed questions in eliciting accurate statements from young children (N = 50) about a known episode. For younger children, direct questions, not mixed questions, increased the number of errors of commission in subsequent open question sequences. Cued invitations produced fewer errors of omission than mixed questions without adding errors of commission.

Kask, K. & Bull, R. (2009). **The effects of different presentation methods on multiethnic face recognition.** *Psychology, Crime & Law, 15*, 73-89. Effects of cross-race and multiperpetrator identification were examined. Participants (study one $n = 127$; study two $n = 225$) saw four multiethnic target photos and later a target present or absent sequential lineup. In study two, participants were assigned to either seeing four separate mini lineups, seeing all lineup photos in one lineup and making a decision for each photo, or seeing all lineup photos and deciding only for those photos they felt resembled the target. Overall, same-race individuals were more likely to be correctly rejected, and in study two cross-race faces were less likely to be falsely identified in the mini lineups.

Lamb, M.E., Orbach, Y., Sternberg, K.J., Aldridge, J., Pearson, S., Stewart, H.L., Esplin, P.W. & Bowler, L. (2009). **Use of a structured investigative protocol enhances the quality of investigative interviews with alleged victims of child abuse in Britain.** *Ap-*

plied Cognitive Psychology, 23, 449-467. Half of the one hundred alleged victims of child abuse (aged 4-13) sampled were interviewed by police officers using the NICHD structured interview protocol, whereas the other half were interviewed using the Memorandum of Good Practice. Protocol-guided interviews elicited more free response information, but less information when suggestive or more directive questions were asked. The findings show that protocol-structured interviewed, while consisting of viewer utterances ($M = 74.98$ v. $M = 100.28$), provided more central and more accurate information.

Lippert, T., Cross, T. P, Jones, L. & Walsh, W. (2009). **Telling interviewers about sexual abuse: Predictors of child disclosures at forensic interviews.** *Child Maltreatment, 14*, 100-113. In a study of children's disclosures of sexual abuse ($N=987$), full disclosure occurred in 73% of cases. Full disclosure was more likely in cases with female victims, severe abuse, a high level of caregiver support, pre-interview disclosure, and children older at onset of the abuse and at time of interview.

Quinlivan, D., Neuschatz, J., Jimenez, A., Cling, A., Douglass, A., & Goodsell, C. (2009). **Do Prophylactics prevent inflation? Post-identification feedback and the effectiveness of procedures to protect against confidence-inflation in earwitnesses.** *Law and Human Behavior, 33*, 111-121. Two studies (total $N = 418$) provided earwitnesses with post-identification confirming feedback or no feedback, and measured their confidence either immediately after the feedback, or a week later. Confirming feedback boosted retrospective earwitness confi-

dence regardless of interval. Measuring pre-feedback confidence, and asking participants to recall it during retrospective confidence measurements effectively neutralized feedback effects, but only in the immediate condition.

Read, J.D. & Desmarais, S.L. (2009). **Lay knowledge of eyewitness issues: A Canadian evaluation.** *Applied Cognitive Psychology, 23*, 301-326. Three community samples of jury-eligible Canadian adults ($N=201, 200, & 598$) were surveyed regarding eyewitness identification issues. Responses closely resembled those of experts, showing lay knowledge and awareness to be at higher levels than previously obtained. Though participants demonstrated deficiencies in knowledge for 50% of the items, these items were often those in which there is disagreement among experts.

Sauerland, M., & Sporer, S. L. (2009). **Fast and confident: Postdicting eyewitness identification accuracy in a field study.** *Journal of Experimental Psychology: Applied, 15*, 46-62. The post-lineup confidence, lineup decision time, and Remember/Know/Guess responses were used to postdict eyewitnesses' ($N = 720$) lineup performance accuracy. Highly confident, quick choosers were correctly classified as correct 97% of the time; slow, low-confidence choosers were correctly classified as incorrect 68% of the time.

Skagerberg, E.M. & Wright, D.B. (2009). **Susceptibility to postidentification feedback is affected by source credibility.** *Applied Cognitive Psychology, 23*, 506-523. In experiment one ($n = 114$) confirming feedback (no feedback, low or high percentage of agreement) and source credibility (low, children or high, police officers)

were manipulated. There was a significant interaction where feedback affected confidence in decision when it was perceived as being from a high credibility source. These results were replicated for both experiments 2 ($n = 104$) and 3 ($n = 572$) which examined perceptions of source performance on identification and manipulated feedback in the form of identification accuracy respectively.

Valentine, T. & Mesout, J. (2009). **Eyewitness identification under stress in the London dungeon.** *Applied Cognitive Psychology, 23*, 151-161. To approximate the stress involved in real life eyewitnesses, participants were asked to describe and identify an individual encountered in the Horror Labyrinth. High state anxiety (recorded via heart rate monitor) was associated with a reduced amount of correct descriptors, an elevated number of incorrect descriptors, and fewer correct identifications. Trait anxiety had no impact on memory.

Zajac, R. & Karageorge, A. (2009). **The Wildcard: A simple technique for improving children's target-absent lineup performance.** *Applied Cognitive Psychology, 23*, 358-368. Children aged 8-11 years ($N = 159$) exposed to a staged event made identifications from a target-present (TP) or target-absent (TA) photo lineup. Children were either asked if the target was present (control) or exposed to the wildcard condition, in which a silhouetted figure with a question mark was included. Participants were asked to point to this wildcard if the target was absent. The wildcard increased accuracy in TA lineups while maintaining TP lineup accuracy, offering a simple and effective solution to reduce children's errors.
AP-LS NEWS, Summer 2009

Division News and Information

Early Career Psychologists

Lora Levett, Chair, Committee on ECPs

Early Career Psychologists (ECPs) face a number of unique challenges and issues when making the exciting (and sometimes stressful) transition from graduate study to professional life. More than ever, today's ECPs are likely to struggle with juggling multiple roles. Challenges faced by ECPs include financial concerns or strains, meeting licensure requirements, developing a professional identity, obtaining tenure, health and wellness issues, etc (Green & Hawley, 2009). While APA (and AP-LS) have provided guidance and mentorship for graduate students, only recently have efforts focused on improving the experiences of ECPs within our organizations (Green & Hawley, 2009).

The AP-LS Committee on ECPs was formed about a year ago to initiate programs geared toward issues commonly faced by ECPs. Members of the committee are Lora Levett (chair), Kevin Douglas, Laura Guy, Lisa Hasel, and Margaret Bull Kovera. In the past year, we have worked to develop ideas and resources for ECPs within AP-LS. We completed a survey of our membership designed to obtain input from the membership about our ideas. Currently, we have written a proposal to present to the executive committee in August that would create a grant program for ECPs who belong to APLS. We have also successfully led the initiative to reduce membership dues and conference fees for ECPs and have planned conference workshops for ECPs. So far, our conference workshops have included a workshop on grant writing led by Dr. Susan Brodie Haire, Program Director for the Law and Social Sciences Division of the National Science Foundation, and a workshop on building a private practice in forensic psychology, led by Dr. Louis Schlesinger, Professor of Psychology at John Jay College of Criminal Justice, and Diplomate in Forensic Psychology, American Board of Professional Psychology. We are also working on improving the resources for and communication with ECPs in our organization through providing information on commonly faced dilemmas and frequently asked questions on our website and in the newsletter. If you have an idea for a workshop or a newsletter column (or if you would like to present a workshop or write a newsletter column), please contact Lora Levett at llevett@ufl.edu.

This is an exciting time to be an ECP, and we will continue developing ideas and resources for ECPs in AP-LS. If you would like to contribute or if you have a suggestion for how to best support ECPs, please do not hesitate to contact us!

Reference

Green, A.G. & Hawley, G.C. (2009). Early career psychologists: Understanding, engaging, and mentoring tomorrow's leaders. *Professional Psychology: Research & Practice*, 40, 206-212.

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

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

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

Call for Psychology and Law Syllabi

The AP-LS Teaching, Training, and Careers Committee (TTC) is continuing its efforts to collect syllabi for courses in Psychology and Law or closely related topics. There are already a number of syllabi that have been collected over the years on the AP-LS website (<http://ap-ls.org/academics/downloadIndex.html>). However, we would like to routinely post new syllabi. We would appreciate your assistance in providing us with a copy of your syllabi. If you have not already provided one, please do so in the following way:

Send a copy of your syllabi to Matthew Huss (mhuss@creighton.edu). Soft copies may be submitted as e-mail attachments (Word Perfect, Word, or ASCII files are preferred).

Handbook of Teaching Materials

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

Book and Test Reviews

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



Division News and Information

Professional Advancement of Women in Psychology and Law

AP-LS Professional Development Committee

The 2009 AP-LS Conference featured a workshop on “Professional Advancement of Women in Psychology and Law,” hosted by the Professional Development Committee. This is a relatively new committee, formed for the purpose of identifying and addressing obstacles to the advancement of women during early to later career transitions. The workshop focused on identification of issues for the committee to target over the next two years. It included panel presentations, followed by group discussion of potential action plans. Panelists were Mary Alice Conroy (later career), Diane Follingstad (later career), Jennifer Eno Loudon (early career), and Allison Redlich (mid-career).

Jennifer Skeem opened the meeting by presenting data she and Mary Connell had collected in 2006 from AP-LS and AAFP/ABFP regarding the status of women in those organizations. These data indicate that (a) in APLS, most full members are men (gender ratio^H 2:1) whereas most student members are women (gender ratio: 3:1), (b) among academic members in APLS, most full professors are men (75%), while the gender ratio across lower academic ranks is more equally distributed, (c) in AAFP and ABFP, women comprise nearly half of attendees at AAFP workshops but rarely apply for the diplomate exam (although they have the same pass rate as men when they do take the exam), and (d) less than 1 in 5 forensic diplomates are female...and this gender ratio for diplomates remained virtually unchanged from 1997 to 2007. Moreover, women are unlikely to receive the highest honors bestowed by our organization: although over 30 such awards have been bestowed, only three women have received the APLS and/or AAFP Distinguished Contributions awards (Goodman, Loftus, and Reno). These data seem to indicate that women are underrepresented in the upper levels of academia, professional involvement, and recognition in our organizations.

Patty Griffin moderated the panel discussion, which began with brief presentations by the panelists. Allison Redlich spoke on the issue of negotiating professional relationships with relatively senior men. This fostered discussion of two key issues for early career women: how to establish collaborative working relationships with older men while maintaining clear boundaries, and how to manage (sometimes misguided) public perception of those relationships.

Diane Follingstad presented a brief literature review about issues related to balancing work and family obligations, the importance of mentoring for younger professional women, and the qualities of a good mentor. She voiced the difficulty that many young women have with the timing of starting a family, given heavy workloads early in a career, and she mentioned experiences she had as a young academician with “sins of omission,” such as collaboration opportunities that were not as available to her. Finally, she raised the issue of whether forensic psychology practice poses unique challenges for women, such as enhanced schedule disruption for clinicians who testify, and the perception of male attorneys about female experts.

Mary Alice Conroy described some of the changes for the better, over the course of her professional life. She noted that when she began at the Federal Bureau of Prisons, she was the only female in a group of 43 colleagues, and colleagues struggled with how to regard her (as “Mrs. Doctor”). She identified a problem with women becoming more visible professionally, and described the keys to women’s success as having mentors and being willing to put oneself forward. She brought the message, “Be encouraged,” and noted that changes are continuing—for example, in 2008 half of new diplomates were female, and women have begun to occupy many positions on ABFP and other boards and committees.

Jennifer Eno Loudon spoke on the topic of balancing work and family, which she believes is still primarily an issue borne by women, although it increasingly applies to both genders. She described the challenges she has encountered through graduate school, including the sacrifices she has made in both her family and academic lives, such as passing up extracurricular opportunities as well as the intangible benefits of developing richer cohort relationships. Other issues she identified for professional women with families are the issue of traveling and time spent away from family, the issue of geographical restrictions for jobs, and the issue of managing guilt in both areas of life.

The panelist presentations sparked a lively group discussion on a number of topics. Relationships with male colleagues were discussed at length, including establishing appropriate boundaries while still being able to benefit from a male mentor and work collaboratively with male colleagues, as well as bringing male colleagues into the conversation. There was also discussion of various skills in which women may be underdeveloped, such as negotiating contracts and providing effective mentoring. The concerns related to balancing of family and work roles also drew considerable conversation.

In response to the suggestions offered at the workshop, the Committee’s proposed action plan for the next year is as follows:

- Complete committee membership by expanding to include 6-7 members, including men,
- Plan events for next year’s conference to begin addressing identified issues of interest (e.g., negotiating professional relationships with men, balancing work and family, putting oneself forward for career advancement and recognition),
- Establish a listserv for women in psychology and law to foster continued open dialogue and mentoring

We welcome volunteers to implement these initiatives. Please contact any of the committee members (listed below) with your comments and suggestions.

Professional Development Committee:

Jennifer Skeem, Chair
Patty Griffin
Terese Hall
Jennifer Eno Loudon

skeem@uci.edu
pgriffin@navpoint.com
terese.hall@sbcglobal.net
jenoloud@uci.edu

Division News and Information

AP-LS Mentorship Committee Forensic Specialty Council Meeting

March 7, 2009

In 2004, AP-LS formed an ad hoc Mentorship Committee in recognition of the growing need to establish connections between those about to enter the field of psychology and law and those who have become successful members of the field. The current members of the Committee are Ryann Leonard, Tara Mitchell (Chair; tmitchel@lhup.edu), Fadia Narchet, Gianni Pirelli, and V. Anne Tubb.

Mentoring is the process by which those more experienced provide advice, support, and knowledge to those less experienced. Researchers and teachers have found that having a mentor can lead to a variety of benefits such as higher levels of satisfaction with graduate school and career experiences. We know that mentorship provides a great benefit to students. The question, then, is how to help provide more mentorship opportunities to students in psychology and law, in addition to the mentorship that they are provided by their university program mentors. The Mentorship Committee provides those additional opportunities by connecting students to mentors from a variety of places, including academic programs, prisons, and clinical practice. We do this by offering a variety of resources designed to establish relationships between undergraduate/ graduate students and active members of the psychology and law field.

The first service we offer is face to face interactions with established mentors at our annual AP-LS Conference. Since AP-LS 2005, the Mentorship Committee has sponsored a session centering on a topic of interest to graduate students. For the most recent conference, AP-LS 2009, the session involved a discussion of interviewing for jobs. During each session we have held, students are provided with information on the topic of the session. They then break into small groups to discuss that topic further with a mentor or group of mentors. Past conference mentors have included Harmon Hosch, Don Read, Kim MacLin, and Edie Greene. Overall feedback on these sessions has been positive, with students reporting that they enjoyed the opportunity to meet with mentors and that they found the information provided very helpful. We plan to continue these sessions at each conference, and are always looking for topics of current interest to students.

The second service we offer is “year round” virtual mentoring. The Mentorship Committee has established a website at <http://www.ap-ls.org/about/mentorship.html>. This website provides a source for mentoring at any point of the year, not just at the AP-LS Conference. The website contains two important pieces of information: the FAQ and the mentor list. The FAQ provides a wealth of information for students looking for information on the field of psychology and law, including job opportunities and interviewing tips. The mentor list provides a list of people who have agreed to answer specific questions students may have about the field of psychology and law. These people serve as “year round” mentors, available via email.

We are very excited about the opportunities that the Mentorship Committee offers and hope to expand our existing services in the coming years. We are always interested in working with additional mentors. If you would like to serve as a mentor – either year round or at conferences, please contact Tara Mitchell at tmitchel@lhup.edu. Please feel free to email Tara with any ideas you may have.

AP-LS NEWS, Summer 2009

Present: Ira Packer, Ph.D., Chair; Mary Alice Conroy, Ph.D., AAFP representative; Jeffrey Helms, Psy.D., AP-LS representative; Barry Rosenfeld, Ph.D., ABFP representative

1. Issue of Model Licensing Act – informational – no impact noted on Forensic (Note: subsequent to the meeting, Mary Alice Conroy identified an issue with the definition of “client” which could impact Forensic Psychology. The Council is preparing input to APA which has solicited comments on this model act.)

2. Board Certifying Organizations - informational. The Florida Board of Psychology has implemented regulations to recognize Board-Certifying Organizations in Psychology. In 2008, they recognized 6 Boards. CoS has communicated to APA and Florida Board its concerns about this development on two levels: a) concerns about whether all the organizations recognized indeed even met Florida criteria (although CoS did not identify any organizations by name), and b) concerns that recognizing multiple Board-certifying organizations would be confusing for consumers, payors, students, and psychologists.

3. The Council discussed whether we should work on development of guidelines for providing education and training in Forensic Psychology at the doctoral level (the current E&T Guidelines are focused on the postdoctoral level. There was unanimous agreement that this would be a worthwhile project. There was also agreement that the guidelines should be based on the following principles:

- A. Doctoral level training needs to be broad and general.
- B. The training and education in Forensic Psychology at the doctoral level should build upon this broad and general training by providing exposure to, or a concentration/emphasis in, Forensic Psychology. This means that we do not support the concept of a doctoral degree in Forensic Psychology (rather, the degree may be in Clinical/Counseling/School Psychology, with a concentration in Forensic Psychology).
- C. A corollary of these first two points is that graduates should be qualified to practice Psychology, not just Forensic Psychology.
- D. There was also consensus that the guidelines should provide guidance on how to determine whether the training/education offered constitutes adequate orientation to the field.
- E. The Council also discussed whether these guidelines should apply to non-clinical training in Forensic and/or Legal Psychology. We decided on a strategy of beginning by developing guidelines for clinical forensic practice, and then determining whether this can be adapted for training in experimental areas as well.

Action items:

We will disseminate to AAFP, AP-LS, and other interested groups (such as graduate program directors) that we are working on developing guidelines for education and training in Forensic Psychology, and solicit input. (Those interested in providing input should email to ira.packer@umassmed.edu who will forward to the Forensic Specialty Council members.)

Prepared by: Ira K. Packer, Ph.D.



Division News and Information

APLS Book Series

The APLS book series is published by Oxford University Press. The series publishes scholarly work that advances the field of psychology and law by contributing to its theoretical and empirical knowledge base. The latest book in the series, by Larry Wrightsman, is entitled *Oral arguments before the Supreme Court: An empirical approach*. Larry traces the history of oral arguments from John Jay and the beginning of the Supreme Court to the present day Roberts Court. Challenging the notion that oral arguments play an insignificant role in decisions, Wrightsman provides a careful and detailed analysis of the transcripts of oral arguments and shows that oral arguments are central to the decision making process.

Forthcoming are books by:

Brian Cutler (*Eyewitness Identification*)
Brian Bornstein and Monica Miller (*God in the Courtroom*).

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

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

Wrightsmann, L. S. (2008). *Oral arguments before the Supreme Court: An empirical approach*.

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

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

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

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

Haney, C. (2005). *Death by design: Capital punishment as a social psychological system*. (This book received the Herbert Jacob Book Prize from the Law and Society Association for the "most outstanding book written on law and society in 2005").

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

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

American Academy of Forensic Psychology Workshop Schedule: 2009

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

The schedule for 2009-2010 can be found at www.abfp.com, along with a listing of the specific topics covered in each workshop. More information also appears in Conference and Workshop planner on page 47 and detailed information about upcoming workshops appears to the left.

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

Description of Law and Human Behavior

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

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

Membership in EAPL

Join the EUROPEAN ASSOCIATION OF PSYCHOLOGY AND LAW and receive a subscription to Psychology, Crime and Law for about \$50 (45 Euros). Information about EAPL can be obtained at the Association website: www.law.kuleuven.ac.be/eapl/. Information about Psychology, Crime and Law can be found at www.tandf.co.uk/journals/titles/1068316x.html. Membership is available to psychologists and attorneys, as well as criminologists, sociologists, psychiatrists, and educational scientists. Information on how to join EAPL is also available through the Association website. In addition to a scholarly journal (Psychology, Crime, and Law), EAPL holds an annual meeting, including a joint conference with APLS every fourth year (most recently in Edinburgh, Scotland in July, 2003). This year's conference will be a joint conference held July 3-8, 2007, in Adelaide, Australia. Further details are available through the Association website.

EXECUTIVE COMMITTEE AND COMMITTEE CHAIRS

• President	Saul Kassin	skassin@jjay.cuny.edu
• Past-President	Margaret Bull Kovera	mkovera@jjay.cuny.edu
• President-Elect	Ed Mulvey	mulveyep@upmc.edu
• Secretary	Eve Brank	ebrank2@unl.edu
• Treasurer	Brad McAuliff	bdm8475@csun.edu
• Member-at-Large	Natacha Blain	natachablain@yahoo.com
• Member-at-Large	Allison Redlich	aredlich@albany.edu
• Member-at-Large	Wendy Heath	heath@rider.edu
• Council Representative	Randy Otto	otto@fmhi.usf.edu
• Council Representative	William Foote	ForNPscyh@aol.com
• Student Section President	Gianni Pirelli	GPirelli@gc.cuny.edu
• Newsletter Editor	Jennifer Groscup	jennifer.groscup@scrippscollege.edu
• Publications Editor	Ron Roesch	roesch@sfu.ca
• <i>Law & Human Behavior</i> Editor	Brian Cutler	briancutler@mac.com
• <i>Psychology, Public Policy, & Law</i> Editor	Ron Roesch	roesch@sfu.ca
• Web Site Editor	Kevin O'Neil	koneil@fgcu.edu
• Webpage Administrator	Adam Fried	afried@fordham.edu
• Liaison to APA Science Directorate	Kathy Pezdek	Kathy.Pezdek@cgu.edu
• Liaison to APA Public Interest Directorate	Natacha Blain	natacha.blain@atlahg.org
• Liaison to APA Practice Directorate	Michele Galietta	mgalietta@jjay.cuny.edu
• Teaching, Training, and Careers Committee	Mark Costanzo	Mark.Costanzo@claremontmckenna.edu
• Dissertation Awards	David DeMatteo	dsd25@drexel.edu
• Fellows Committee	Edie Greene	egreene@uccs.edu
• Grants-in-Aid	Robert Cochrane	rocochrane@bop.gov
• Book Award Committee	Richard Redding	redding@law.villanova.edu
• Undergraduate Research Award Committee	Daniel Krauss	daniel.krauss@claremontmckenna.edu
• Interdisciplinary Grant Committee	Gail Goodman	ggoodman@ucdavis.edu
• Continuing Education Committee	Randy Otto	otto@fmhi.usf.edu
• Corrections Committee	Jennifer Skeem	skeem@uci.edu
• Scientific Review Paper Committee	William Thompson	wethomps@uci.edu
• Minority Affairs Committee	Roslyn Caldwell	rmc523@gmail.com
• Mentorship Committee	Tara Mitchell	tmitchel@lhup.edu
• Early Career Psychologists Committee	Lora Levett	llevett@ufl.edu
• Division Administrative Secretary	Kathy Gaskey	APLS@ec.rr.com
• Conference Advisory Committee	Patricia Zapf	pzapf@jjay.cuny.edu
• 2009 APA Program Chairs	Veronica Stinson	Veronica.Stinson@smu.ca
	Nancy Ryba	nryba@jjay.cuny.edu
• 2009 APLS Conference Chairs	Keith Cruise	cruise@fordham.edu
	Jeffery Neuschatz	neuchaj@uah.edu
	Gina Vincent	Vincent@umannmed.edu
• 2010 APLS Conference Chairs	Jodi Viljoen	viljoenj@sfu.edu
	Sam Sommers	sam.sommers@tufts.edu
	Matt Scullin	mhscullin@utep.edu
• 2010 APA Program Chairs	Lora Levett	llevett@ufl.edu
	Nancy Ryba	nryba@jjay.cuny.edu

AP-LS Web Site

If you have information you would like to be posted to the AP-LS website, please email the Web Site Editor, Dr. Kevin O'Neil at koneil@fgcu.edu. Content that should be added to, or corrected on, the Web site is especially desired.

2009 AP-LS Election Results

The winners of the APLS (Division 41) elections are:

Patty Griffin, President-Elect
Christian Meissner, Member at Large

Congratulations to all those who were elected!



Nominations, Awards, and Announcements

AP-LS Undergraduate Paper Award

Description:

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

Eligibility:

To be eligible for an award, the student must be the major contributor to a project on a topic relevant to psychology and law (i.e., the student had primary responsibility for initiating and conducting the project even though the project will usually be conducted under the supervision of a mentor). Data collection should be complete. Winners will be encouraged to submit their work for presentation at the 2009 AP-LS Conference (as first authors). Students may submit their work during their first post-undergraduate year as long as the work was conducted during their undergraduate career.

Nominations/Applications:

Send one copy of each of the following:

A statement by the student describing their role in initiating, conducting, analyzing and writing the project (150 words or fewer).

APA style manuscript or thesis detailing the research to be considered for an award in less than 20 pages of text.

Letter of support from the student's faculty supervisor; this letter must characterize the nature and extent of the student's contribution to the project.

Submissions:

Submissions must be received either via email (preferred—in .pdf or .doc formats) or postal mail by the committee chair on or before June 30, 2009.

Email: Daniel.Krauss@ClaremontMcKenna.edu

Mail: Daniel A. Krauss, J.D., Ph.D.
Associate Professor of Psychology
Claremont McKenna College
850 Columbia Ave
Claremont, CA 91711

Nomination Deadline: June 30

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

Awarded: Annually at the AP-LS Annual Meeting. First, second, and third place winners will be determined. Award recipients will be strongly encouraged to attend the conference and to present a poster at the poster session in a "Winner's Circle."

AP-LS Award for

Outstanding Teaching and Mentoring

The American Psychology-Law Society confers an award for Outstanding Teaching and Mentoring in the Field of Psychology and Law to recognize teaching excellence in a variety of contexts.

Note:

In even-numbered years (e.g., 2006, 2008), the award will be given to a teacher/mentor from a program/department that is undergraduate-only or MA-terminus (category 1). In odd-numbered years (e.g., 2007, 2009), the award will be given to a teacher/mentor from a program/department that is doctoral-granting, including law schools (category 2).

Eligibility:

For both award categories, nominees should be persons who have made substantial contributions to student training in the field of psychology and law. To be eligible, an individual must have had a doctoral degree (OR a law degree, whichever comes first, if both have been earned) for at least 7 years, and must have been teaching and/or mentoring students in psychology and law for at least 5 years.

Nominations/Applications:

To apply, send 6 copies of a nomination package consisting of no more than 15 total pages including the following:

- Nominee's statement (1-2 pages) of teaching/mentoring philosophy, goals, and accomplishments, especially as related to the field of psychology and law.
- Abbreviated curriculum vitae (3 pages maximum)
- Summarized student evaluation data
- At least one, but no more than three, supporting letters from peer reviewers or students
- Other relevant documentation such as descriptions of current and past student achievements; mentoring in one-on-one teaching contexts (e.g., advising, clinical supervision); teaching in the community (e.g., workshops that bring psychology and law to applied audiences); teaching-related committee work or scholarship; development of new curricula, courses, course materials, or instructional methods.

Self nominations are encouraged.

Send to: Chair, Teaching, Training, and Careers Committee

Nomination Deadline: December 1

To be Awarded:

Annually (alternating between two award categories), AP-LS Annual Meeting. The recipient will receive \$500 and a plaque.

Nominations, Awards, and Announcements

Get Involved in AP-LS!!!

Self-Nominations Sought for CHAIR of the AP-LS Continuing Education Committee

For the past few years APLS has been an APA-approved provider of continuing education programming and has offered half-day and full-day CE workshop opportunities at its annual spring meeting.

Workshops have focused on clinical and non-clinical topics. The APLS Executive Committee is seeking to fill the position of Continuing Education Committee Chair. The 5 year term for this position will begin in August 2009 immediately after the APA meeting in Toronto and involves:

- Maintaining AP-LS's status as an APA-approved provider of CE programming, and complying with all APA requirements for CE providers,
- Working with the continuing education committee and spring meeting co-chairs to get speakers for CE workshops—which are typically delivered prior to the start of the spring scientific meeting,
- Working with the continuing education committee and spring meeting co-chairs to organize, present, and manage CE workshops.

Self-nominations are required. Some experience either delivering or organizing continuing education workshops is helpful but certainly not required. Interested persons should e-submit a CV and one-page letter detailing their interests, ideas, and relevant experience by July 27, 2009 to:

Saul Kassin
AP-LS President
skassin@jjay.cuny.edu

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

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

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

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

AP-LS NEWS, Summer 2009

Fellow Status in the APA

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

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

Members nominated for Fellow Status through AP-LS must provide evidence of unusual and outstanding contributions in the area of psychology and law. All candidates must be endorsed by at least one current AP-LS Fellow. For further information and application materials, please contact Kathy Gaskey, AP-LS Administrative Officer (APLS@ec.rr.com)

AP-LS Dissertation Award Program

The American Psychology-Law Society confers Dissertation Awards for scientific research and scholarship relevant to the promotion of the interdisciplinary study of psychology and law. Students who complete dissertations involving basic or applied research in psychology and law, including its application to public policy, are encouraged to apply for these awards. To be eligible for these awards, you must be a member of AP-LS and defend your dissertation in 2009. First-, second-, and third-place awards will be conferred, and the winners will be invited to present their research at the 2010 AP-LS Conference in Vancouver.

To apply for the Dissertation Awards, please attach the following items in an e-mail to aplsdissertations@gmail.com by December 31, 2009: (1) the dissertation as it was submitted to the student's university, (2) the dissertation with all author and advisor identifying information removed, and (3) a letter of support from the dissertation advisor. For more information, please contact Dave DeMatteo (dsd25@drexel.edu), Chair of the Dissertation Awards Committee.



Nominations, Awards, and Announcements

Annette Urso Rickel Dissertation Award for Public Policy

The American Psychological Foundation (APF) provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come. The APF Annette Urso Rickel Foundation Dissertation Award for Public Policy supports dissertation research on public policy, which has the potential to improve services for children and families facing psychosocial issues. Examples of eligible topics include but are not limited to issues with at-risk populations, prevention of child abuse, services for youth in the criminal justice system, effectiveness of school programs for children with psychological issues, using psychology in public policy to improve math and science education, and promoting healthy parenting.

Amount:

The scholarship amount is \$1,000.

Eligibility: Applicants must be graduate students in psychology enrolled full time and in good standing in a graduate program in psychology at a regionally-accredited university or college located in the United States or Canada. Applicants must also have: Approval of dissertation proposal by the dissertation committee prior to application and No record of having received either an APA or APF dissertation award. *APF encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.*

To Apply:

Submit a Dissertation summary, including a brief description of the research design and budget (three-page limit, font size no smaller than 11); letter of recommendation from a faculty advisor and current CV online at <http://forms.apa.org/apf/grants/> by **November 1, 2009**. For more information, visit www.apa.org/apf. Questions about this program should be directed to the Foundation at (202) 336-5843 or foundation@apa.org.

Call for Nominations:

Charles Brewer Distinguished Teaching of Psychology Award

The American Psychological Foundation (APF) is pleased to announce the call for nominations for the 2010 APF Charles L. Brewer Distinguished Teaching of Psychology Award. The award recognizes a significant career of contributions of a psychologist who has a proven track record as an exceptional teacher of psychology. We would appreciate your assistance in disseminating this announcement to your constituents or members.

Nominees must demonstrate the following dimensions:

- Demonstrated influence as a teacher whose students became outstanding psychologists: names and careers of nominee's students and evidence of influence as a teacher of them.
- Development of effective teaching methods and/or teaching materials.
- Engagement in significant research or other creative activity on teaching.

- Development of innovative curricula and courses: description and sample of innovation and evidence of its successful utilization.
- Outstanding performance as a teacher in and outside the classroom: student ratings, enrollment figures, evaluative observation by colleagues, teaching awards, other forms of prior recognition.
- An especially effective trainer of teachers of psychology: description of the contributions and evidence of effectiveness.
- Outstanding teaching of advanced research methods and practice in psychology (advanced undergraduate, graduate, or other): description of classroom and mentoring roles.
- Responsible for administrative facilitation of outstanding teaching: description of administrative actions and results on teaching programs; evaluation by others of actions and results.

Amount: The awardee will receive a plaque, \$2,000, and an all-expense paid round trip to the APA annual convention, where the award is presented. Awardees are also invited to give a special address.

The application deadline is December 1, 2009.

For more information, including the nomination procedures, please visit <http://www.apa.org/apf/brewer.html>.

Call for Nominations APFoundation Gold Medal Awards

The American Psychological Foundation (APF) is pleased to announce the call for nominations for the 2010 APF Gold Medal Awards for Life Achievement in Psychology. We would appreciate your assistance in disseminating this announcement to your constituents or members. The Gold Medal Awards for Life Achievement are bestowed in recognition of a distinguished career and enduring contribution to psychology. The Awards are conferred in four categories:

- Gold Medal Award for Life Achievement in the Science of Psychology recognizes a distinguished career and enduring contribution to advancing psychological science.
- Gold Medal for Life Achievement in the Application of Psychology recognizes a distinguished career and enduring contribution to advancing the application of psychology through methods, research, and/or application of psychological techniques to important practical problems.
- Gold Medal Award for Life Achievement in Psychology in the Public Interest recognizes a distinguished career and enduring contribution to the application of psychology in the public interest.
- Gold Medal Award for Life Achievement in the Practice of Psychology recognizes a distinguished career and enduring contribution to advancing the professional practice of psychology through a demonstrable effect on patterns of service delivery in the profession.

Amount: APF Gold Medalists receive a mounted gold medal, and an all-expense paid trip to the APA annual convention, where the award is presented.

Eligibility: Psychologists who are 65 years or older, normally residing in North America.

The application deadline is December 1, 2009.

For more information, including the nomination procedures, please visit <http://www.apa.org/apf/gold.html>.

Calls for Conferences and Papers

APLS 2010 Annual Conference

Vancouver, British Columbia – March 17-20

The 2010 AP-LS Annual Conference will be held March 17-20 at The Westin Bayshore Hotel in Vancouver, British Columbia (<http://www.westinbayshore.com/>). Proposals for symposia, papers, and posters addressing topics in all areas of psychology and law are invited. We especially welcome proposals that are empirically based and those that involve new and emerging topics within psychology and law.

Proposals will be evaluated through a blind review process focused on the following three criteria: 1) the intellectual merit of the proposal, 2) the innovative nature of the proposal, and 3) the proposal's integration of multiple aspects of the field of psychology and law.

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

A symposium proposal is appropriate for a coordinated group of presentations that will focus on one topic. Symposium proposals must include a minimum of four presentations and a discussant. The discussant must be independent of the lab or research projects that are presented in the symposium. Each participant and the topics to be discussed should be outlined in the proposal. The participation of each presenter should be secured before submitting the proposal. (Each symposium session at the conference will be allotted up to 80 minutes.)

Poster presentations will be made at one of two poster sessions held Friday and Saturday evenings. Presentations will be made in a written format on display boards (size TBA).

There will be a limit of **TWO** first-author presentation submissions (either individual papers or papers within a symposium) for each submitter. There is no limit on the number of poster submissions or appearances as a discussant or session chair.

Please be aware of the Society's ongoing effort to increase the rigor of the review process and the quality of the presentations at the conference. As a result, we are likely to accept fewer paper and symposium presentations and to accept more poster presentations. Please be sure to indicate during submission if you would like your paper or symposium papers to be considered for inclusion as posters if they are not accepted as proposed.

The deadline for submissions will be October 5th, 2009.

All proposals should be submitted electronically via the conference website created for APLS by All Academic (<http://convention2.allacademic.com/one/apls/apls10/>). The site is currently scheduled to become active for submissions in late-August. Please check the APLS conference webpage (<http://www.ap-ls.org/conferences/index.html>) for regular updates regarding the submission process.

Paper and poster proposals should consist of an abstract that is no longer than 100 words and a summary that is no longer than 1000 words. Symposium proposals should consist of a 100-word abstract and 1000-word summary for each paper, plus an additional 200-word abstract for the symposium. Empirical research submissions that do not include data are discouraged.

If you have any questions or comments regarding the call for papers, or about the conference, please feel free to contact one of the conference co-chairs:

Matthew Scullin, 101 Psychology Building, Department of Psychology, 500 W. University Ave., University of Texas at El Paso, El Paso, TX 79968; 915-747-5313; mhscullin@utep.edu.

Samuel Sommers, 490 Boston Avenue, Department of Psychology, Tufts University, Medford, MA 02155; 617-627-5293; sam.sommers@tufts.edu

Jodi Viljoen, RCB 5246, 8888 University Drive, Department of Psychology, Simon Fraser University, Burnaby, BC, Canada V5A 1S6; 778-782-8638; jviljoen@sfu.ca



Calls for Conferences and Papers

Fourth Annual Conference on Empirical Legal Studies USC Gould School of Law November 20 & 21, 2009

Call for Papers (Submission Due: 15 July 2009)

The Fourth Annual Conference on Empirical Legal Studies will be held at the USC Gould School of Law in Los Angeles, California on Friday, November 20 and Saturday, November 21, 2009. The meeting is the annual conference of the Society for Empirical Legal Studies (SELS). It will feature original empirical and experimental legal scholarship by leading scholars from diverse fields.

Papers for the conference should be submitted no later than July 15, 2009. Information and instructions on how to submit a paper online are available at: <http://law.usc.edu/cels/submissions.cfm>

Comprehensive information about the conference — including information about registration, paper submission, travel, and hotels — is available at: <http://law.usc.edu/cels/>. The conference's objectives are: (i) to encourage and develop empirical and experimental scholarship on legal issues by providing scholars with an opportunity to present and discuss their work with an interdisciplinary group of people interested in the empirical study of law; and (ii) to stimulate ongoing conversations among scholars in law, economics, political science, demographics, finance, psychology, sociology, and other disciplines. The conference's audience will include paper presenters, commentators, and other attendees, and will include many of the nation's leading empirical legal scholars. The goal is productive discourse on both particular papers and appropriate methodologies. We especially encourage submissions from junior scholars. We welcome submissions of papers in all areas of empirical and experimental legal scholarship. You are welcome to register for and attend the conference whether or not you submit a paper and whether or not your paper is accepted.

This year's conference is organized by USC Gould School of Law. Daniel Klerman and Mathew McCubbins chair this year's Organizing Committee, which includes Gillian Hadfield, Thomas Lyon, Dan Simon, and Matthew Spitzer. The SELS Board of Directors are Jennifer Arlen (NYU), Bernard Black (University of Texas), Shari Seidman Diamond (Northwestern), Theodore Eisenberg (Cornell), Dame Hazel Genn (University College London), Valerie Hans (Cornell), Michael Heise (Cornell), Daniel Klerman (USC), Mathew McCubbins (UC San Diego & USC), Geoffrey Miller (NYU), Jeffrey Rachlinski (Cornell), and Roberta Romano (Yale).

General inquiries concerning the 2009 conference program should be directed to the conference organizers at: cels2009@law.usc.edu. If you have other questions you may contact:

Mira Dalpe or Marie Cleaves
USC Gould School of Law
(213) 821-1239 or (213)740-3841
cels2009@law.usc.edu

Open Access Journal of Forensic Psychology

Mary Alice Conroy will be guest editor of the Open Access Journal of Forensic Psychology (OAJFP) on a forthcoming special issue devoted to violence risk management. Although a plethora of literature has been devoted to risk assessment, and more continues to appear on the issue of threat assessment, much less is available on the next step—managing the identified risk. Manuscripts are welcomed on empirical research, program evaluation, theory and methodological concepts, case studies, and policy analysis. Focus could be on general methodology, specific settings (e.g., community, school, places of employment, correctional environments), specific populations (e.g., adults, juveniles, gang members), or legal policy issues (e.g., probation/parole, conditional discharge from hospitalization, civil outpatient commitment).

A new journal, the Open Access Journal of Forensic Psychology, is launching this summer at <http://www.forensicpsychologyunbound.ws/>. Our mission is to link the science and practice of forensic psychology by making research and applications directly available to all forensic psychologists. We have established funding and set up a structure for publishing online, at no cost to readers or authors. We are continuing to develop a top-notch editorial board that will guide the journal and assist with peer review. We have just begun to receive manuscripts, currently under review.

The present: We have elected to aim for the broad audience of forensic psychologists. Contributions should be of interest to forensic psychologists, and must survive peer review. Within those broad parameters, we welcome empirical research, case studies, review articles, theoretical papers, practical applications, policy recommendations, and articles relevant to the teaching of forensic psychology. When warranted, the editors will solicit other papers such as critical commentaries, debates, exchanges, and replies to published articles.

The near future: All articles are free to everyone with Internet access. CE programs will be available for many of the articles. Readers can earn while they learn, and part of the fee for CE programs will help defray the cost of producing and maintaining the journal.

Calls for Conferences and Papers

Call for Papers Behavioral Sciences and the Law

Behavioral Sciences and the Law announces a forthcoming special issue on the topic "When does sample matter in juror decision-making research? Differences between college student and representative samples of jurors," to be co-edited by Richard Wiener, Ph.D., MLS, Daniel Krauss, J.D., Ph.D., and Joel Lieberman, Ph.D. The focus of this issue is on empirical research that directly compares the decision-making of college student samples to more representative samples of jurors. Research studies investigating this issue in all areas of juror decision-making (criminal as well as civil) are appropriate. In addition, manuscripts that offer theoretical rationales for why differences exist or are important are particularly welcome. Commentaries may be anchored in either social science or in law. Behavioral Sciences and the Law is a peer-reviewed journal that appeals to a wide audience, including researchers, clinicians, lawyers and policy makers. Manuscripts are due by **October 31, 2009**.

Manuscripts should be 20 to 30 double-spaced typewritten pages and should comply with either the editorial or referencing style of the most recent edition of the Publication Manual of the American Psychological Association or the Harvard Law Review's Association's The Bluebook: A Uniform System of Citation.

To expedite processing, submit copies of the manuscript electronically as attachments to all three editors: rwiener2@unl.edu, Daniel.Krauss@claremontmckenna.edu, and jdl@unlv.nevada.edu. The subject line should read, "BS&L JUROR SAMPLES" Manuscripts should be in MS Word format. If using postal mail, submit the manuscript in triplicate with two copies prepared for blind review to each of the following:

Richard L. Wiener, Ph.D. MLS
Charles Bessey Professor of Law and Psychology
Director, Law and Psychology Program
University of Nebraska/Lincoln
338 Burnett Hall
Lincoln, NE 68588
(402) 472-1137
rwiener2@unl.edu

Daniel A. Krauss, J.D., Ph.D.
Department of Psychology
Claremont McKenna College
850 Columbia Ave

Claremont, CA 91711
(909) 607-8504
Daniel.Krauss@claremontmckenna.edu

Joel D. Lieberman, Ph.D.
Department of Criminal Justice
University of Nevada, Las Vegas
4505 Maryland Parkway, Box 455009
Las Vegas, NV 89154-5009
(702) 895-0249
jdl@unlv.nevada.edu

Special Offer from Guilford Press

Through **December 31, 2009**, AP-LS Members are eligible for a 20% discount on all books published by Guilford Press. In order to receive this discount, Members should log in to their account (through the My Account button above), and then click on the "Guilford Discount" link on the left side of the page.

Call for Chapters Handbook of Police Psychology

Dr. Jack Kitaeff is the editor of a new Handbook of Police Psychology which will be put out by Routledge - see www.psypress.com. The Editor seeks about 40 qualified authors who would like to write chapters related to police psychology. These authors could be professors (most are), researchers, and practitioners in criminal justice, psychology, psychiatry, neuropsychology, police science, administration of justice, sociology, etc. Would you have any interest in perhaps writing a chapter for this text? The possible topics are "wide open" as long as they relate to, or can be made to relate to, police psychology. The Editor will be generating a list of possible topics, but just a few examples would be pre-employment psychological screening, working with special police squads, helping officers or their families deal with stress and post-traumatic stress disorder, post-shooting debriefing, critical incident debriefing, short-term psychotherapy, hostage negotiations, working with the mentally ill subject, leadership issues, organizational consultation, gender stereotypes in police work, dealing with the gay community, co-dependency, substance abuse, domestic violence, road rage, cross-cultural psychology, fitness-for duty, trauma psychology, grief, violence, etc.

Interested authors should contact Jack Kitaeff, Ph.D., J.D. at jackkitaeffphdjd@aol.com



Fellowships and Positions

PhD Studentships and Graduate Teaching Assistantship Department of Psychology University of Portsmouth

Applications are invited for 2 fully funded full-time PhD studentships and 1 Graduate Teaching Assistantship (GTA) in Psychology at the University of Portsmouth. The Department's research is organised around three Science Faculty recognised Research Centres: International Centre for Research in Forensic Psychology; Human Ecology, Culture and Communication; Study of Emotion. There are also research groups in Animal Behaviour, Human Factors and Affective and Cognitive Neuroscience. Further information about the Department and potential research topics can be found at: <http://www.port.ac.uk/departments/academic/psychology/> Applicants should contact a potential supervisor before applying.

The studentships will be funded for three years and include tuition fees and a maintenance grant (£13,290 in 2009-2010). Students will also receive £1000 per year for research and conference expenses, as well as office space and personal computing facilities. The GTA will spend 50% of their time working for a PhD on the basis of part-time registration, and 50% on Departmental teaching duties. The GTA is a fixed-term appointment for 5 years (salary £24,152-£26,391).

Applicants will have a Bachelors degree in Psychology or a related discipline (minimum 2.1 or equivalent), and for the full time PhD studentships a Masters (or equivalent) with research training relevant for the applicant's research proposal. Applicants for the studentships must be UK or EU residents. Deadline for applications is 19 June 2009. Interviews will be held in early July 2009. Applicants for both the studentships and GTA should submit an outline research proposal of up to 500 words. Applicants for the studentships should send their research proposal and a CV (including the contact details of two referees) to Kerry Walker, Department of Psychology, King Henry Building, King Henry 1st Street, University of Portsmouth, PO1 2DY (Tel: +44 (0)2392 6314, email: kerry.walker@port.ac.uk). Applicants for the GTA position should follow the instructions at: <http://www.port.ac.uk/vacancies> (include your research proposal in the application). Please quote job reference number **ASCI8033** in all communications.

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

Forensic Psychologist

Correctional Medical Services implements comprehensive medical and mental health systems in over 300 facilities nationwide, with programming that's been proven successful for over 20 years. Although mental health services are being progressively cut in many areas, a position in correctional mental health gives you the opportunity to work with a wide variety of issues in a setting that is seeing an increase in population. Not only will you be able to use your current skills, but you also will be able to develop the specialized skills and knowledge required to work in the growing field of correctional mental health care.

CMS, provider of health services for the Idaho Department of Corrections, has an excellent opportunity for a Licensed Psychologist at Idaho Maximum Security Institution in Boise. This is the ideal opportunity for dedicated professionals looking for a secure, rewarding and intriguing practice opportunity.

Prefer experience in providing services in inpatient psychiatric environment, working with multi-disciplinary treatment team, clinical supervision and consultation, assessments, psychological testing, crisis intervention and providing individual and group counseling.

CMS is dedicated to meeting the needs of the growing number of incarcerated, mentally ill persons and the medical professionals who care for them. We value our employees, and offer excellent compensation, a generous benefit package and relocation assistance as well as the resources to grow both professional and personally. More healthcare professionals are finding the kind of stability and advancement they deserve at CMS.

For information on this opportunity, call Theresa Halsey at (800) 222-8215 ext. 9538 or fax curriculum vitae to (314) 919-8803. Learn more about correctional healthcare at www.cmsstl.com.

Forensic Psychologist

Summit Psychological Associates, Inc. is a large community based outpatient treatment center that is accepting applications for part time or full time licensed psychologists and/or licensed eligible individuals with forensic training and experience.

The position entails provision of a wide variety of forensic psychological evaluations including, but not limited to, Competency to Stand Trial, Not Guilty by Reason of Insanity, Risk Assessments, Parenting Evaluations and Pre-Sentence Evaluations. The position also includes supervision and teaching in the agency's APA accredited psychology internship program and treatment of a wide variety of forensically involved patients. Quality report writing and assessment skills a must.

Salary and benefits are competitive. Forward vitae, references and a writing sample to Rachel Wade, 37 N. Broadway Street, Akron, Ohio, 44308 or email to wade3rch@aol.com.

Funding Opportunities

Congratulations to the AP-LS Grants-in-Aid 2009 Winter Cycle Award Winners

Brian Cahill, Florida International University
Title: *ADHD and Information Processing: Implications for the Judicial System*

Jennifer Beneteau, Simon Frasier University
Title: *Dynamic Risk Factors as Measured by Behavioural Laboratory Measures of Impulsivity*

Cindy Laub, University of Nebraska, Lincoln
Title: *Do Mock Jurors Appreciate the Limitations of Earwitness Testimony? The Role of Expert Testimony*

Yi Shao, Cornell University
Title: *Do Yesterday's Lies Become Tomorrow's Truths in Preschool Children?*

Lindsey Wylie, University of Nebraska, Lincoln
Title: *Locus of Legal Authority in Elder Care Giving: Elder Autonomy versus Caregiver Paternalism*

Charles Goodsell, University of Oklahoma
Title: *Using WITNESS to Explore the Sequential Lineup Advantage*

Jennifer Lucyk, Simon Frasier University
Title: *The Influence of Event Frequency and Age on Children's Retraction Rates of False Beliefs*

Gianni Pirelli, John Jay College of Criminal Justice
Title: *A Meta-Analytic Review of Competency to Stand Trial Research*

Christina Finello, Drexel University
Title: *Testamentary Competence: Defining Functional Capacities*

Andrew Spice, Simon Frasier University
Title: *Psychological Assessment for Juvenile Transfer to Adult Court*

Alexia Cooper, University of California, Irvine
Title: *Big Girls Don't Cry...But Do Big Boys? The Effects of Child Witness Demeanor on Jurors' Perceptions in a Child Sexual Abuse Case*

AP-LS/Division 41 Stipends for Graduate Research

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

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

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

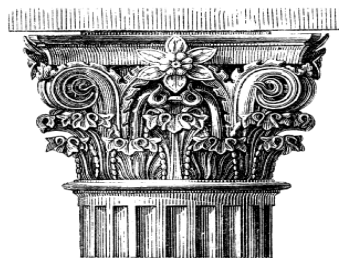
There are two deadlines each year: September 30 and January 31.

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



Notes From The Student Chair

Dear Fellow Student Members,



AP-LS Student Officers E-mail Addresses

Chair, Gianni Pirelli
GPirelli@gc.cuny.edu

Past Chair, Andrew Cassens
acassens@csopp.edu

Chair Elect, Sarah Manchak
smanchak@uci.edu

Secretary/Treasurer, David Duke
wddukejr@gmail.com

Web Editor, Shannon Maney
Shannon.Maney@umassmed.edu

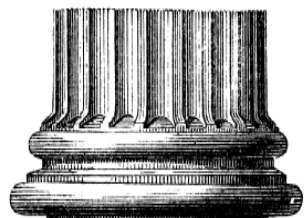
Member-at-Large/Liasons (Clinical)
Tess Neal
tmneal@bama.ua.edu
Julia McLawsen
juliamcc@stanfordalumni.org

Member-at-Large/Liasons (Experimental)
Andre Kehn
akehn@uwyo.edu
Leah Skovran
lskovran@bigred.unl.edu

Member-at-Large/Liason (Law)
Ryan Montes
rmones@nova.edu

AP-LS Student Homepage
www.aplsstudentsection.com/

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



I am happy to report on another exciting annual conference (San Antonio). On behalf of the Student Section, I would like to extend a great deal of gratitude to the conference coordinators, Drs. Keith Cruise, Jeffrey Neuschatz, and Gina Vincent, and to the AP-LS Administrative Assistant, Kathy Gaskey. Their assistance and support throughout the planning stages and the conference itself made all of the following possible. Thank you.

Our 2nd Annual Student Section Social was hosted on Friday night and was a huge hit once again. The numbers were comparable to last year's social with over 150 students in attendance! Light refreshments and desserts were served, and we were happy to raffle off a number of items (i.e., Amazon.com gift cards, books, and t-shirts). The Student Section's co-sponsored events: "How to Get the Most out of the Conference" (with the Mentoring Committee) and the three-part student and early career professional development series (with the Teaching Training and Careers Committee, and Mentoring Committee) were all well-attended and well-received. We look forward to continued collaboration with these committees and continue to seek out new ideas and relationships.

Also, for the first time the Student Section hosted its own awards! This year we presented awards for the most original and best overall conference posters. After every poster was independently judged and ratings were compiled, 11 students were chosen. The three First Place winners were: Jacqueline Austin and Julia Busso Kennard of John Jay College of Criminal Justice, and Katrina Rufino of Sam Houston State University. Each First Place winner received a \$100 Amazon.com gift card. Eight Runner-Ups were chosen and received a \$50 Amazon.com gift card: Nicole Iannone (University of Florida); Wesley English (The Chicago School of Professional Psychology); Erika Rojas (University of Saskatchewan); Erin Swedish (University of Toledo); Andrew Spice (Simon Fraser University); Jennifer O. Kelly (University of Alabama); Alina Bonci (Simon Fraser University); Erin Richter (University of Nebraska-Lincoln).

We would like to thank everyone who purchased an AP-LS Conference t-shirt – our primary fundraiser this year. The t-shirt sale was a success, as we sold approximately \$600 in shirts! Special thanks to Shannon Maney who designed and transported the shirts, and to her and her fiancé, Dan, who worked diligently throughout the conference. Congratulations are also in order to Shannon for designing this year's conference bags and program covers. I would also like to recognize all of your student officers – all of whom worked hard to make the conference a success. Special thanks to Sarah Manchak, Chair-Elect, who worked closely with conference coordinators and other committees to put together such excellent programming.

By the time you are reading this, the Student Satisfaction survey will have been completed and nominations for student officer positions will be advertised. The survey represents our commitment to communication and service to you, and your feedback will be *the* instrumental guiding force behind many of our decisions in the upcoming year. To the second point, please consider running for a student cabinet position. If student government is not your interest, but you would like to be involved, consider serving as a Campus Representative. If neither option is for you, please vote regardless. The number of votes doubled last year and we hope for a similar trajectory in this election. Make your voice heard!

Finally, I would like to say: Thank You. It has been a privilege to serve as your Chair (and Chair-Elect) for the past two years. I hope the revitalization of the Student Section will result in continued enthusiasm and energy among its cabinet, student members, and the professional members of AP-LS. I am fortunate to have had the opportunity to meet and work with many wonderful people over the last couple of years. I am proud of these relationships and look forward my continued involvement with AP-LS. Chair-Elect Sarah Manchak, is one of the most hard-working and conscientious people I know, and I am confident she will be a fantastic Chair. Please give her and the 2009-2010 cabinet the same warmth and support you have given me and the current officers. Thank you, again.

Be Well,
Gianni Pirelli

Student Chair & Doctoral Candidate, The Graduate Center at John Jay College (CUNY)
AP-LS NEWS, Summer 2009

