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American Psychology- Law Society

Division 41, American Psychological Association
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Newsletter

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**The AP-LS Social Media Committee
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the organization. Please “like” us at
the URL
<http://www.facebook.com/APLS41>**

Legal Update

Editor: Dennis P. Stolle

Ethics in Legal Decision Making

**By Jennifer K. Robbennolt
University of Illinois**

**& Jean R. Sternlight
University of Nevada Las Vegas**

Attorneys, consciously or not, face questions touching on ethics every day—conflicts of interest, issues of confidentiality, decisions about whether to disclose information, considerations of when and how to “bluff,” choices about how to bill for services, determinations regarding how to allocate time among clients and between work and leisure, and many more. When these decisions go awry, public scandal is sometimes the result. At other times, such decisions go unnoticed. Ethical rules that cover many of these areas are contained in lawyers’ Rules of Professional Conduct, in a variety of field specific statutes (such as the Sarbanes-Oxley Act), and in a range of court rules. But the formal rules do not cover all decisions that potentially implicate ethics, and even when the rules do cover an area, they can be ambiguous (what is a “material” misrepresentation?) and even conflicting. In addition, many of the rules articulate a minimum standard of conduct to which attorneys must add their own ethical principles.

Psychologists have made great strides in recent years in exploring how people make moral and ethical decisions. In particular, research has focused attention on “bounded ethicality”— the “psychological processes that lead even good people to engage in ethically questionable behavior that contradicts their own preferred ethics” (Bazerman & Tenbrunsel, 2011, p. 5). For example, people tend to have more positive views of their own ethics and objectivity than they do of others’, to underestimate the pull of pressures to act unethically, and, ultimately, to make erroneous predictions about their own future behavior. In addition, people find it difficult to detect incremental changes in behavior—difficulties that make it difficult to perceive a particular moment when things are about to go (or have already gone) astray. The ethical dimensions of a decision can be obscured when our relevant scripts de-emphasize or ignore any ethical complications, when our euphemisms mask the ethics of the decision, or when there is not an obvious harm or identifiable victim. Even the frame (gain versus loss) in which the decision maker approaches a decision has implications for ethical decision making.

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And we tend to rationalize our unsavory behavior so that it doesn't seem quite so unethical. (See reviews in Bazerman & Tenbrunsel, 2011; De Cremer & Tenbrunsel, 2012; Robbenolt & Sternlight, 2012).

Yet how *attorneys* make decisions that implicate ethics is an area that has been understudied by psychologists. It is likely that attorneys, like other human beings, are subject to many of these same difficulties and influences. But the contexts in which attorneys work create a particular environment in which it would be instructive to study ethical decision making. In our new book, we offer an analysis of the ways that the psychology of ethics may impact attorneys. (see review in Robbenolt & Sternlight, 2012, Chapter 14). For example, the agency relationship between attorney and client creates the potential for the interests of attorney and client to diverge. These and other conflicts of interest are not easily remedied. In non-legal contexts, psychologists have found that the common remedy of disclosing the conflict can actually have deleterious effects. Agency relationships also raise the possibility that attorney or client will be more disposed to engage in unethical conduct as they act indirectly through each other and are called upon to endorse (rather than initiate) each other's proposals. At the same time, however, attorney and client may act as ethical checks on each other's behavior. Similarly, the adversarial norms of the legal environment can complicate ethical decision making as legal actors justify behavior as an appropriate response to another's behavior and use their analytical skills to closely construe ethical rules.

The time and economic pressures that are endemic to much modern legal practice can exacerbate the difficulties of making good ethical decisions. Social factors, too, permeate the ethical decision making environments of attorneys—junior lawyers might defer to the authority of more senior attorneys, the social norms within firms or other communities of practice have the power to influence ethics as attorneys look to others for cues to appropriate behavior, diffusion of responsibility can blur the ethics of a decision, and pluralistic ignorance can make it seem that no one else is concerned when lines are crossed.

In addition to being accountable for their own behavior, attorneys are responsible for reporting unethical behavior by other attorneys (Model Rules of Professional Conduct, Rule 8.3). This responsibility, too, is fraught with psychological difficulties. Inattention blindness means that we can miss things when our attention is focused elsewhere. We tend to identify with others—such as colleagues—with whom our interests are aligned, making it hard to objectively evaluate their conduct. Because it can be hard to detect incremental changes in behavior, it can be difficult to discern when a colleague has crossed the line. Outcome bias can lead one to ignore others'

unethical decisions unless and until there are negative consequences. And the illusion of courage may lead attorneys to overestimate the likelihood that they will call out the unethical behavior of another.

Research, therefore, is needed into how attorneys make ethical decisions, how the ethical decision making of attorneys resembles and differs from the decision making of other types of actors in different contexts (e.g., business decision making), and how the context of legal practice (and the area of practice) influences ethical decision making. In particular, such research could inform individual attorneys about how to improve their own decision making, help firms and other employers assist their attorneys in being more ethical, guide rulemakers to better ways of regulating ethics, and animate discussion within law schools about how best to teach professional responsibility to future attorneys. Common prescriptions for improving legal ethics involve enacting more rules, engaging in more enforcement of the existing rules, and requiring more education about what the rules require. But psychological research suggests that an approach focused on knowledge of the rules and cost-benefit analysis is too limited. Many ethical failures are not due to a lack of knowledge of the rules or of a conscious cost-benefit analysis, but are instead the product of a complex mix of situational and psychological factors that we are only beginning to understand.

Our exploration of the interface of behavioral ethics and legal practice is part of a larger endeavor to apply psychological research to the wealth of interactions and decisions that take place within a legal representation (Robbennolt & Sternlight, 2012). The daily tasks of lawyering—including ethics, but also tasks such as interviewing and counseling clients, conducting discovery and due diligence, negotiating, being productive and happy, and more—provide rich arenas for psychologists to explore. The contexts of legal practice provide opportunities to use psychology to help attorneys be more effective across the range of tasks that they do, to develop psychological theory, and to use the unique aspects of these contexts to explore the boundaries of the conditions under which psychological phenomena operate.



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Bazerman, M. H. & Tenbrunsel, A. E. (2011). *Blind spots: Why we fail to do what's right and what to do about it*. Princeton, NJ: Princeton University Press.

De Cremer, D. & Tenbrunsel, A. E. (Eds.), (2012). *Behavioral business ethics: Shaping an emerging field*. New York, NY: Routledge.

Model Rules of Professional Conduct.

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Law and Human Behavior

Margaret Bull Kovera, Editor-in-Chief

As the stewards of *Law and Human Behavior*, the Associate Editors (Dave DeMatteo, Amy Bradfield Douglass, Brad McAuliff, and Patty Zapf) and I are gratified by the fine submissions that we are privileged to evaluate. But over time, we have noticed that submissions that we might wish to publish need similar improvements before they are ready for prime time. In the interest of expediting the peer review and revision process so that your research can reach our readership even more quickly, I want to bring your attention to issues that you will have to remedy before receiving that desirable “Accept as Is” decision. These issues fall under the general categories of compliance with the APA Publication Manual (6th edition), statistical reporting, and production issues.

Compliance with APA Publication Manual, 6th edition

1. Your abstract

It must be around 150-250 words but no longer. Generally, most of what you need to say can be said in 150 words.

It must contain a description of what you did, who participated, and what you found.

It must describe the theoretical, policy, and/or practical implications of your study. It is NOT enough to write, “implications will be discussed.” You have to state what the implications are.

2. Headings

The sixth edition of the manual changed the format of the headings that demarcate different sections of your paper. The new headings are:

Centered, Boldface, Uppercase and Lowercase Words

Flush Left, Boldface, Uppercase and Lowercase Words

Indented, boldface, lowercase (except for the first word), starting a paragraph, ending with a period.

Indented, boldface, italicized, lowercase (except for the first word), starting a paragraph, ending with a period.

Indented, italicized, lowercase (except for the first word), starting a paragraph, ending with a period.

Do not trust that the copy editors will take care of the changes for you. Please submit the paper with the proper style headings.

3. Footnotes

We almost always ask that footnotes be incorporated into the text. If they can be incorporated into the text, do so in the original version of the manuscript.

4. References

The newest edition of the APA Publication Manual requires that Digital Object Identifiers, or DOIs, accompany each reference whenever available. Most article databases provide DOIs. The following website also provides a free method of locating DOIs: <http://www.crossref.org/guestquery/>.

In addition, the new version of the manual states that authors should limit the number of citations to 2-3 per point and avoid long lists of citations.

Statistical Reporting

1. Effect Sizes

Since 2006, LHB has required that articles report effect sizes for all major inferential tests yet manuscripts continue to arrive without them. Providing effect sizes helps readers to evaluate the practical importance of your findings and helps meta-analysts quantitatively synthesize bodies of evidence. Please include them.

2. Standard Error of the Means

APA also requires that you report an index of the variability in your data. Please support the standard error for all means that you report.

3. Confidence Intervals

The APA Publication Manual requires that manuscripts report 95% confidence intervals but is ambiguous on what the intervals should be calculated. Although earlier LHB policy was to require confidence intervals for all means, that practice resulted in cumbersome reports. After consulting with a couple of statisticians, we concluded that it would be better for authors to report the confidence interval for all major significance tests, which could take the form of a confidence interval for the test statistic or a confidence interval for the effect size. If APA ever clarifies what they meant by this requirement and their intention differs from our policy, we will change our policy to comport with the APA requirement and will be sure to alert you to that change.

Preparation for Blind Review and Production

1. Author Note

LHB uses a double-blind peer review process; neither the authors nor the reviewers know the identity of the others. When submitting a manuscript, you will have the opportunity to submit a cover page with all author information, including the Author Note. There is no need to include a title page with the submission that you have prepared for blind review but if you do, please be sure to remove the Author Note as well as the authors' names and affiliations.

2. Other Indications of Author Identity

The manuscript should not contain the name of an institution where the data were collected if that information could be used to identify the author (e.g., the institution is the university where the author works or has worked).

Be mindful of other clues to your identity such as "In our previous work (Kovera et al., 2002), we found. . ." If you are citing your previous work, do so in a manner that does not reveal your identity or remove the self citations and note that you have removed a citation to protect the authors' identity.

3. Color Figures

Color figures are expensive to produce and the publisher's policy is to pass on those costs to the author. So unless you have a few extra thousand dollars to spend, you should not submit a manuscript with a dozen color figures.


I understand that there may be situations in which pictures of stimulus materials may not reproduce faithfully in black and white. An alternative option to printing color figures with the printed article is to submit this material as additional information that can be hosted on the publisher's website. In the article, you can refer the reader to the location of the additional material on the website and links to the additional material will be included with the record of the article that is maintained in article databases. If you have any questions about using this feature, please feel free to contact me.



4. Production Forms

You are required to complete and submit 3 forms before we can send your article into production: a copyright transfer, a disclosure of interests, and a certification of compliance with APA ethical principles when you conducted your research. We no longer require that you complete these forms and submit them with your original submission because it placed an undue burden on authors given that our rejection rate is so high. If you receive a decision of Accept with Minor Revisions, you will be prompted to submit the forms at that time. If you do not, we will have to return the manuscript to you, even if the revisions are satisfactory, so that you can provide the forms.

We hope you find this discussion useful when preparing your next submission to *Law and Human Behavior*. As always, we welcome your feedback and urge you to send us your best work!



Call for AP-LS Dissertation Award Committee Members

The American Psychology and Law Society (AP-LS, Division 41 of APA) Dissertation Awards Committee is inviting nominations and self-nominations for committee membership. This committee is charged with reviewing dissertations in January of each year and awarding prizes to the top three dissertations at the annual AP-LS conference each March. Individuals from a variety of disciplines, including clinical, social, and experimental, are welcome to apply. Committee membership is a 3-year commitment. To apply, please submit a CV and short biographic sketch (3-5 sentences) indicating your interest in being a part of this committee to Rachel Kalbeitzer, Ph.D. at rkalbeitzer@gmail.com, AP-LS Dissertation Committee Chair.

The nomination deadline is **October 1, 2012**.



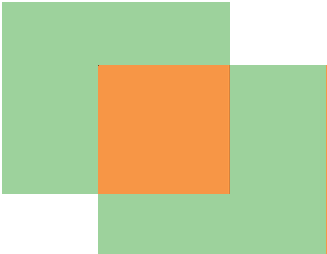
Accessing *Law and Human Behavior*

Law and Human Behavior (LHB) is now published by the American Psychological Association (APA). AP-LS members can access *LHB* in 3 easy ways:

- 1) Full-text access to the Journal:** All Society members can now access past and new *LHB* content through “My APA.” Log in to “My APA” via the APA home page (<http://www.apa.org/>) or browse the journal’s content at <http://www.apa.org/pubs/journals/lhb/>. To look up your “My APA” account, please use the email address you have on file with the Society.
- 2) New Content Alerts:** You can subscribe for free electronic alerts (PsycALERT©) that will notify you whenever anything new becomes available on the *LHB* web page—this includes new issues of the journal and papers published through OnlineFirst (i.e., made available electronically ahead of publication in print). To subscribe to PsycALERT©, go to <http://notify.apa.org/>. Please subscribe using the email address you have on file with the Society—this will not only connect you with the TOC and abstracts but also automatically grant you access to full-text articles.
- 3) iPhone and iPad Apps:** You can access *Law and Human Behavior* on your mobile device via the APA Journals app. Download the free app from the iTunes app store to review the most recent tables of contents and article abstracts of your favorite APA journals, including *Law and Human Behavior*. You can get the APA Journals app here: <http://itunes.apple.com/us/app/apa-journals/id402409500> (for iPhone) and <http://itunes.apple.com/us/app/apa-journals-for-ipad/id414480941> (for iPad).

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The president's report: Where we stand, where we can go

Bill Foote

As my presidential year begins, I find APLS-Division 41 in great shape. Our leadership over the past years has left our membership going strong at more than 3000 members. Our bank accounts are in good shape, and the Executive Committee has been husbanding carefully income so that in future years we will have the resources to weather financially leaner times.

APLS is blessed with many volunteers who donate a great deal of time to our efforts. At this time, we have a total of 23 separate committees that do most of the work in the division. Some 100 volunteers take time away from their students, writing, research and practices to participate in these committees.

This work takes place in an organizational structure that has taken on new coherence because of the leadership of our past president, Brian Cutler. Brian led the effort to put together an APLS Strategic Plan based upon the template of a similar effort by APA governance. This plan and supporting committees are in place, and I pledge to continue this effort. Such a plan will provide a basis for future decision making, and will reduce problems associated with turn-over in division leadership.

So, who are we?

One basis for planning is to have a good grasp on the make-up of the division. From the most recent complete set of membership data from APA for 2010, several facts emerge. These data are for those in APLS who are also members of APA. Our executive, Kathy Gatsky, informs me that of our total membership, 30% are APA members. For those for whom we have data, about two thirds are males and one third are females. We are a graying group: our average age is about 58 years old, with only about 22% under the age of 50. About 25% of our membership list educational institutions as their primary work setting, 42% claim that independent practice is their primary role, and another 12% work in hospitals, clinics or other human service settings. About 10% work in government settings. These numbers are not the total story, though, as when they go to work 8.5% conduct research; 12.7% work as educators; 53.3% provide mental health services; 4% engage in applied psychology; and 9% are in management or administration. About 58% of our members consider themselves to be in the practice of psychology.

Goals for the year

In recent years, the APLS Executive Committee has entered into a number of strategies to increase the membership of the division. We have worked on strengthening the Student Section Committee, and that group has a number of ongoing projects. We have also focused on Early Career Psychologists, in the belief that those who begin their careers connected to the division will view APLS as their home.

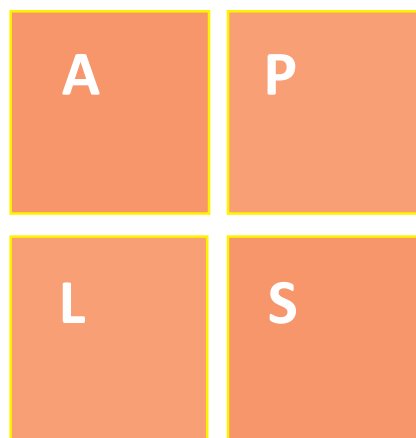
We have also made some efforts at recruiting psychologists who are from minority groups into the division but need to do more to include less-represented groups in our mix.

However, from another perspective, given the membership mix of the division, I believe that APLS could better serve all the members of APLS, recognizing that APLS (one of the few APA divisions with non-psychologist members) includes three groups: those who primarily engage in research and teaching, those who primarily engage in forensic practice, and legal scholars and practitioners. I believe that we have not served the last two groups very effectively in recent years. In that regard, I have 3 goals for APLS for the next year.

APLS should:

1. Gather information from the broad base of APLS members to determine what we are doing right, what we are doing wrong and what we are not doing at all to meet their needs as professionals. In the next month, you will be receiving a questionnaire to give you an opportunity to provide feedback.
2. Tune our existing processes and programs to address our members' needs. In particular, we will look at changes in APLS Annual Meeting and APA programming to attract those who are not attending those meetings now.
3. Develop means of communication, particularly the internet, to provide more comprehensive and accurate information to the consumers of research and legal scholarship. In this regard, we are submitting a grant proposal to the APA Committee on Division-APA Relations to mount a website to serve as a resource for practitioners entering into forensic practice.

We are a healthy division, and I would like to go to the APA Convention in Hawaii in the summer of 2013 with the organization even healthier. We have an excellent and hard-working Executive Committee, a great Executive in Kathy Gatsky, and a membership full of brilliant folks, so I think these goals are modest. I welcome ideas and input from all members of APLS. Please contact me at forNpsych@aol.com with any ideas or comments.





Strategic Planning Update

Brian Cutler, Immediate Past President



My presidential initiative has consisted of guiding the society in developing its first strategic plan. Our planning process has involved:

- Creating a steering committee for guiding the planning process;
- Reviewing relevant external trends and reports that affect our work as scholars, practitioners, and teachers;
- Developing new vision, mission, and values statements;
- Creating planning subcommittees in research, practice, teaching, membership, and governance;
- Reviewing strategy items developed by the planning subcommittees

The work thus far has involved at some level more than 20 AP-LS members, including officers, committee chairs, and members who have graciously agreed to serve on planning subcommittees. At this stage we welcome feedback on the strategy items proposed by our planning subcommittees.

Below please find the approved vision, mission, and values statements. The strategy items are listed directly below. These items are in draft form, and the planning subcommittees are continuing their work on strategy. Please send thoughts and suggestions to me at briancutler@mac.com. We will give careful consideration to all suggestions. Please send your comments by November 30, 2012. We hope to complete the planning process by the 2013 APA convention in August.



AP-LS Vision Statement

The American Psychology-Law Society aspires to excel as a valuable, effective and influential organization advancing the science of psychology-law and the translation of psychology-law knowledge into practice and policy, serving as:

A unifying force for psychology-law science and practice;

The major catalyst for the stimulation, growth and dissemination of psychology-law science and practice;

The primary resource for all psychology-law scholars and practitioners and for members of other disciplines with interests in psychology-law science and practice;

The premier innovator in the education, development, and training of psychology-law scientists, practitioners and educators;

The leading advocate for psychology-law knowledge and practice informing practitioners, policy makers and the public to use psychology-law knowledge in the pursuit of justice for all citizens;

A principal leader and global partner promoting psychology-law knowledge and methods to improve justice in diverse, multicultural and international contexts; and

An effective champion of the application of psychology-law to promote human rights, dignity, and justice.

AP-LS Mission Statement

The mission of the American Psychology-Law Society is to enhance well-being, justice, and human rights through the science and practice of psychology in legal contexts.

AP-LS Core Values

The American Psychology-Law Society commits to its vision through a mission based upon the following values:

Continual Pursuit of Excellence

Knowledge and Application Based on Methods of Science

Outstanding Service to Its Members and to Society

Social Justice, Diversity, and Inclusion

Ethical Action in All That We Do

AP-LS Strategies for Fulfilling Mission and Vision

Encourage interdisciplinary research on important social problems, promote cross-disciplinary and interdisciplinary dialogue and collaboration, and encourage interdisciplinary research across different societies, divisions, and disciplines.

Promote and advocate for federal research funding for Psychology-Law issues.

Provide research mentoring for junior colleagues and students.

Encourage diversity and inclusion in research training.

Support international engagement in psychology-law training.

Promote the ethical conduct of psychology-law research.

Develop reporting standards for empirical research and encourage the sharing of research data and meta-data.

Develop a section of the website that offers resources for clinicians such as links to practice standards and guidelines, state practice statutes and rules, and state rules of evidence.

Develop a section of the website that directs members to free web site sites that can be used to search for cases, statutes, and regulations.

Develop an online forum for brief, lightly edited practice-oriented articles in an “open journal” format.

Disseminate information about cases relevant to forensic psychology practice.

Continue to maintain a strong focus on professional growth and development for students and early career professionals

Continue to develop and distribute materials that help support and advance innovative teaching and pedagogy.

Continue to recognize teaching and mentoring excellence in psychology and law.

Continue to help further the careers of junior- and senior-level professionals in the field of psychology and law.

Continue to provide continuing professional education in psychology-law for psychologists and explore avenues for providing continuing education for attorneys.

Continue efforts to diversify membership with particularly attention to under-represented groups and professions.

Continue our efforts to attract new members and improve our efforts at membership retention.

Continually reviews governance operations with the goal of improving effectiveness and efficiency.

Test Review: Miranda Rights Comprehension Instruments

**Authors: Kaitlyn McLachlan, PhD (University of Alberta)
and Jodi L. Viljoen, PhD (Simon Fraser University)**

Introduction and Test Description

In 1998, Thomas Grisso published the *Instruments for Assessing Understanding and Appreciation of Miranda Rights* for clinical use in assessing defendants' capacities to understand and appreciate the significance of their *Miranda* rights. These instruments have been widely adopted by forensic clinicians (Ryba, Brodsky, & Shlosberg, 2007). However, their content and normative data had not been revised since their original development more than 30 years ago. As such, efforts to revise the tool, led by authors Goldstein, Zelle, and Grisso (2011) have culminated in the recent publication of the *Miranda Rights Comprehension Instruments* (MRCI).

Like the original version, the MRCI includes four primary subscales: Comprehension of *Miranda* Rights-II (CMR-II, which assesses understanding of *Miranda* warnings through correctly paraphrasing their meaning); Comprehension of *Miranda* Rights-Recognition-II (CMR-R-II, which parallels the CMR-II but uses a recognition test format), Comprehension of *Miranda* Vocabulary-II (CMV-II, which examines understanding of vocabulary items in the *Miranda* warnings), and Function of Rights in Interrogation (FRI, which assesses appreciation of the meaning and function of the warnings using picture stimuli and contextualized vignettes). The revised instruments require 30 to 45 minutes to complete, an increase over the original instruments', largely owing to the addition of items across the CMR-II, CMR-R-II, and CMV-II.

Users may be interested to know that the test kit includes a significantly more comprehensive 181-page manual, and package of 6-page response forms for recording and scoring respondent's answers as well as a section for interviewer observations. The expanded format of the new response booklet is now easier to use and gives evaluators more space to record and score answers. The MRCI manual is extensive and provides clear and easy to understand information about changes made to the original instruments, data regarding the development and standardization procedures, general testing considerations, administration and scoring procedures, psychometric properties, interpretive information, the legal relevance of the MRCI, and a case law overview aiding to frame the instruments' acceptability under standards of admissibility for evidence in court.

Scale Development & Psychometric Properties

Given the evolution of *Miranda* warnings across US jurisdictions over time, Goldstein and her colleagues acknowledged a need for updating the original instruments. As such, the MRCI comprises key revisions to ensure the applicability of this measure to 21st century clinical practice. First, given that the wording and language complexity of the original instruments may no longer generalize to modern day warnings used by police forces, the authors simplified the item wording (now a grade 7 reading level) and updated the vocabulary to better reflect an “average” *Miranda* warning. They also introduced a fifth warning prong (informing suspects they may stop questioning at any time). These updates appear well grounded in a review of the literature and analysis of approximately 50 warnings sampled from across the US, although their discussion around their sampling procedure is somewhat limited. Scoring criteria for the new fifth warning and additional vocabulary items were developed in consultation with legal and psychological experts and were drafted in the same format as the original items.

Second, they obtained new normative data comprising two samples of adolescents across the four instruments. The first group consisted of 183 youth (43 girls) drawn from juvenile justice facilities in Massachusetts and Pennsylvania (ages 11 through 19), and the second, 64 youth (33 girls) attending a single Mid-Atlantic college preparatory school (ages 10 through 16). While the juvenile justice sample was racially diverse, the school sample consisted primarily of Caucasian adolescents. The authors present a variety of descriptive data characterizing the samples, including IQ and academic achievement scores, mental health symptom report data, and criminal justice system and *Miranda* experience, helping clinicians to contextualize the fit between a given examinee and the norms.

Third, they carefully examined the psychometric properties of the new instruments using approaches parallel to those published with the original measures, as well as modern techniques. With respect to reliability indicators, the authors first assessed internal consistency. Scores ranged from low to moderate in value (.54 for the FRI through .75 for the CMV-II), though as was true for the original instruments, the authors caution that the short length of each scale and heterogeneity of the item content (drawn from real world warnings) dampen these values and may not be the best indicator of stability for this type of tool. Subtotal-total and item-total scores generally fell within the moderate to high range. Based on data for 47 participants from the juvenile justice sample, test-retest reliability was moderate to high over an 8-day period, ranging from .53 (FRI) to .84 (CMV-II). Lastly, interrater reliability data for the entire juvenile justice sample across both trained and untrained raters suggested good stability, with intraclass correlation coefficients ranging from .83 (FRI, untrained rater) to .96 (CMV-II, untrained rater) and Pearson correlation coefficients of .80 (untrained raters) to .90 (trained raters) for the CMR-II.

The authors also present strong evidence that support the validity of the tool. The test development procedures, which included sampling of actual police warnings, suggest the measure has good content validity. No significant differences were found between scores on the old and revised instruments in a sub-sample of participants ($n = 16$), suggesting good criterion validity. Similarly, Cooper and Zapf

(2008) administered the old and revised instruments¹ in a sample of 75 psychiatric inpatients and found no differences in performance on the instruments. Test authors reported moderate to large correlations, with both samples, between MRCI scores and measures thought to capture related constructs, including intellectual and academic functioning scores, lending evidence to the instruments' convergent validity. Similarly, strong intercorrelations between the four measures were demonstrated, ranging from .39 to .64 across both samples. Test users can also review additional psychometric data in a recent peer reviewed publication of the MRCI (Goldstein, Riggs Romaine, Zelle, Kalbeitzer, Mesiarik, & Wolbransky, 2011).

Critique/Commentary

These updates are likely to be very well received by clinicians and have numerous strengths. First, as already described, psychometric data provide strong support for the MRCI. In particular, indicators suggest the MRCI is sufficiently internally reliable, stable over short retest periods, and can be reliably used by both untrained and trained raters following the standardized instructions presented in the manual and appropriate forensic training. Validity analyses further underscore the appropriateness of using the tools to evaluate *Miranda* comprehension in broader evaluations of waiver capacity.

Second, the MRCI manual is extensive and provides considerable practical suggestions and clinical guidance. For instance, compared to other forensic and general clinical assessment tools, the MRCI (and the original version of this tool) provides numerous scoring examples. In addition, the sample report illustrates an excellent example of how to communicate findings from the instruments. While there is not an explicit validity scale built into the measure, the authors provide helpful suggestions on how a clinician might evaluate response patterns in relation to other test scores and behavioral observations during an evaluation. Thus, it arms clinicians with both useful psychometric armor as well as practical how-to knowledge, key for those working in forensic contexts. A further unique feature of the test manual is the systematic law review of cases involving this tool (the original version) and extensive discussion around the legal relevance of the MRCI. These features will be particularly useful in preparing clinicians for questions they may face in legal contexts as well as aiding in their conceptualization the tool's admissibility in court.

Third, the authors are very explicit about describing the potential limitations of the tool and are not sidetracked into a role of advertising blind advocacy for their measure. For instance, they emphasize that the MRCI cannot be used to measure totality of circumstances, and note current understanding of warnings may sometimes differ from understanding at the time the warnings were administered. Although this attention to limitations may draw initial hesitation from clinicians or courts in endorsing the MRCI, the authors' clear recognition of limitations is a sign of the instruments' strength and integrity. Ethical standards and admissibility criteria clearly emphasize that explicit attention must be given toward the limitations inherent in any tool (APA, in press; Grisso & Vincent, 2005). By attending to limitations in the manual, the MRCI authors equip clinicians to discuss the tool in an objective manner and help deter potential misuses of the tool.

In our review of the MRCI we did note several areas in which potential users may have questions. As previously mentioned, a key challenge that arises in assessing *Miranda* rights comprehension is that the wording of the warnings differs considerably across jurisdictions (Helms, 2003; Helms & Holloway, 2006; Rogers, Harrison, Shuman, Sewell, & Hazelwood, 2007). The earlier version of this tool was sometimes criticized on this basis both in academic contexts (e.g., Rogers, Jordan, & Harrison, 2004) and legal cases (e.g., *State v. Griffin*, 2005; *People v. Cole*, 2005). While it is unclear if this criticism will be allayed entirely in the updates to the tool, the authors provide sound clinical guidance and discussion regarding this issue. Specifically, they note the potential benefits of using a standardized approach (i.e., the ability to compare the youth to individuals with similar ages and IQ), and make the excellent point that the instruments are designed to assess understanding of concepts rather than simply their understanding of a simple set of words. The revised version is more likely to be representative of and consistent with the warnings used in various areas, and as such, concerns may be less likely to arise in this regard. Nevertheless, in instances in which significant discrepancies between the MRCI and local warnings arise, the authors wisely suggest a combined approach whereby clinicians would first administer the MRCI using standardized instructions, followed by a more qualitative analysis of understanding of local warnings. Future editions of the manual may offer more specific guidance on how an evaluator might undertake this challenge.

Prospective test users may also have questions about the normative data featured in the current edition of the test manual. While the juvenile justice sample appears relatively representative in terms of IQ, academic functioning, and ethnicity, it is possible that evaluators will be left with questions concerning the utility of the second community sample of youth who had, overall, much higher intellectual scores than might be expected in general forensic practice. Some users might be interested in further clinical guidance regarding how best to use this data when interpreting scores from an average young person in relation to this sample of youth. Further normative data, including adult norms and psychometric data, will most certainly be forthcoming, and will strengthen the applicability of the instruments from a comparative standpoint.

Summary

Undertaking a test revision is certainly not without challenges. Consumers are often resistant to change and it can be difficult to rally the support necessary for users to overcome this hesitation. In addition, questions can arise about whether revisions offer adequate benefit over the original tool. For these reasons, revised versions of tools sometimes meet resistance or encounter only limited success. This will not be the case with the MRCI. Individuals who were already fans of Grisso's original instruments will value the updated norms and addition of the fifth warning prong. Individuals who may have had particular questions or concerns will appreciate the rigorous approach undertaken in developing and testing the updates. In our opinion, these revisions enhance the legacy of the MRCI's predecessor, and serve to improve the tool's generalizability for clinicians working across legal contexts.

(Footnotes)

¹ Cooper and Zapf (2008) employed an earlier, pre-publication version of the MRCI-II that included two additional vocabulary items and minor differences on the CMR-II.



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Expert Opinion

Editor: Christina M. Finello, JD, PhD

The Pendulum of Juvenile Justice: Balancing Punishment, Rehabilitation, and Deterrence

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Throughout history, society has struggled with how to approach and treat juveniles under the law. For centuries, the goal of punishment for juveniles has oscillated between rehabilitation and retribution, with some focus on deterrence. In 1899, the first juvenile court was created based on the notion that juveniles lacked the same maturity and responsibility as adults (Vogel & Vogel, 2003). In the mid-to-late 1900s, the focus shifted from rehabilitation to community safety and preservation (Fried & Reppucci, 2001). Between 1992 and 1997, 47 states enacted laws making it easier to transfer juveniles to adult court (Snyder & Sickmund, 2006). Many of these laws also rendered the juvenile system more punitive. By 2005, all states had mechanisms through which to transfer juvenile offenders to adult court for certain offenses (Amnesty International & Human Rights Watch, 2005). At the same time, the Supreme Court continued a line of jurisprudence under which juveniles could no longer receive the harshest sentences available to adult offenders. *Roper v. Simmons* (2005) precluded imposing the death penalty on juveniles under the Eighth Amendment, and *Graham v. Florida* (2010) and *Miller v. Alabama* (2012) abolished life without parole for juvenile offenders.

Psychological and legal experts have researched and debated whether juveniles understand and appreciate the consequences of their actions, are able to control their behaviors, and are able to reason and problem-solve similarly to adults. Research has shown that the public prefers differential treatment of adult and juvenile offenders (see Scott, Reppucci, Antonishak, & DeGennaro, 2006). Research has also suggested that the public does not support imposing the harshest sentences on juvenile offenders. Vogel and Vogel (2003) found that the general public preferred life without parole to the death penalty for juvenile offenders. Likewise, Fass (2007) found that a sample of young, educated voters preferred life with the possibility of parole to life without parole for juvenile offenders, and that they preferred a blended sentence over either of the life options. It is possible that the public

may even prefer lesser sentencing options for juvenile offenders. The neuroscience, developmental, and public opinion literatures have figured in court decisions such as *Roper v. Simmons* (2005), *Graham v. Florida* (2010), and *Miller v. Alabama* (2012), all of which discussed the constitutionality of the most severe sentences, the death penalty and life without parole, for juvenile offenders.

In addition to the death penalty and life sentences, juveniles have been subjected to many other punishments originally intended for adult behavior. Recently, there has been a lot of attention paid to juveniles who engage in sexual behaviors with other juveniles. The media has portrayed, both in scripted television and the news, situations in which juveniles use various forms of technology, including social media and text messaging, to send intimate pictures of themselves or other minors to other youths. Legislation such as the Sexual Offender Registration and Notification Act (SORNA; 2006) has been aimed at prosecuting adult sexual offenders and ensuring public safety through detainment and community notification and registration requirements. SORNA extended these consequences to juveniles convicted of sexual offenses. Tross (2010) surveyed mental health professionals who had experience working with juvenile sexual offenders. She found that such professionals indicated that sentencing young to sex offender registration and notification may not be the most effective or beneficial deterrent and may lead to harmful outcomes for the juveniles. Once juveniles are convicted of sexual offenses, they may be subjected to the consequences of being labeled sexual offenders, being incarcerated, and having to submit to notification and registration requirements. These consequences may be prejudicial and restrictive. They may also create lifelong legal, economic, and psychosocial difficulties (Bastastini, Hunt, Present-Koller, & DeMatteo, 2011; Dicaldo, 2009; Rich, 2011; Trivits & Reppucci, 2002).

Sentencing policy is often debated in the media and in politics, leading authorities to demonstrate that they are tough on crime. As a result, many juveniles find themselves caught in the adult, criminal system. The laws under which they are charged are generally intended to address deviant adult behavior, but instead criminalize juvenile behavior that might better be addressed through rehabilitation and/or education. Although various deviant behaviors have been addressed through the passage of new legislation and/or the application of previously passed legislation, the juvenile behavior that is prosecuted may or may not fall within the scope of lawmakers' intent. Additionally, juveniles may not be aware of the criminal nature and the consequences of their actions. The research suggests that reasoning, judgment, decision-making, and impulse control have yet to mature in youth (Corriero, 2006; Spear, 2009; Steinberg & Scott, 2003; Wynkoop, 2003; Yurgelun-Todd, 2004). The research also suggests that the public and mental health professionals do not necessarily support the application of harsh, adult sentences to juvenile offenders (Fass, 2007; Tross, 2010). Finally, while legislatures have been making it easier to treat juveniles as adults, the Supreme Court has been moving in the opposite direction, recognizing that juveniles are different from adults and precluding the application of the harshest sentences available to juveniles. These research findings and Court actions suggest the pendulum is swinging back toward rehabilitation and deterrence/prevention. In addition to addressing delinquent behaviors through the justice system, we need to develop appropriate interventions through which we can educate juveniles. By educating juveniles about the nature and consequences of potentially illegal behaviors, perhaps we can deter them from engaging in such behaviors and help them avoid the negative, sometimes life-long consequences of these behaviors.

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Teaching Psychology and Law Online

Teaching Techniques

Wendy Heath, Ph.D.

In a world where online teaching is becoming more and more common (Lewin, 2012), instructors may be looking for ways to enter this arena. With this column I will present information regarding teaching an online undergraduate psychology and law class. I will not present all of the technical details that one might need to teach such a course, but what I will do is show what is generally possible, and suggest what is needed to accomplish these goals.

To provide you with a background, I should note that it took a long time to convince me to teach my Psychology and Law class online. I couldn't imagine how to impart, through an online course, that passion I feel for the psychology and law topics I cover. How can I possibly replace that real world interaction that occurs in the classroom? How can I miss, for example, that gasp that occurs when I tell them that even though all of them chose a person from the presented lineup, the culprit wasn't even there?

I was finally convinced to teach online when I realized that taking a version of this course online would be a viable alternative for those for whom attending traditional courses is not ideal. The idea of an online course is especially appealing when you consider that the course, Psychology and Law has, at times, attracted students who are employed full-time within law enforcement or corrections fields; the online version of this course makes this course even more accessible to such audiences.

So I agreed to teach an online course, and I worked to make my online course as comparable as possible to my traditional Psychology and Law course, a course that I had been teaching for almost 15 years. After 4 years of teaching online, I can say that I am pleased with what this online course has become. Thus, in this column, I will review the central features of an online course, and provide ideas regarding how specific components of an online course can be delivered.

Course Management Systems

In an online course, all activities typically take place over the Internet, likely through the use of a Course Management System (CMS) (also commonly referred to as a Learning Management System (LMS)). A CMS is software that your educational community has likely licensed to be used with online courses. Among other things, it keeps all of the course content secure; it can only be viewed by those registered for the course so you don't need to worry about someone viewing your material as a result

of an Internet search. There are a variety of CMSs (e.g., *Blackboard*, *Canvas*, *Desire2Learn*). I have been using *Blackboard* and so the specifics of my examples come from that knowledge; however different CMSs have similar functions, and thus, the information provided here can likely be extrapolated to other CMSs.

Most CMSs allow you to organize your course in a way that works for you and your students. For example, you may choose to have folders that correspond to particular dates or weeks within the academic period (e.g., “Week 1”) so that students can easily find the information they need. CMSs also tend to have calendar functions that you can use to alert students when material is due. Another helpful feature of many CMSs is that there is an option to keep elements of the course hidden from students until you are ready for the students to see them (you typically can also toggle back and forth between “student view” and “instructor view” so that you can see exactly what the students see). Another feature that will likely be of interest to some is that some CMSs are available on mobile systems (e.g., *Android*); being able to access course material from one’s phone or tablet can make the opportunity to learn even more accessible. Finally, it is important to note that once you’ve created your online course, future renditions will be easier to launch. While you’ll potentially want to make some modifications, CMSs allow for relatively easy transferring of material from one online course to another.

Working Without a CMS

If you need to or choose to work without a CMS (e.g., your institution does not provide access to one), there are still ways to teach online. For example, you could create a website for your course, and that site could contain the syllabus as well as links to lectures (note that this website could be accessed by anyone surfing the Internet). You could supplement this website by using *Facebook* to discuss topics (you can “create a group” that is just for the class). *Skype* can be used for live “face-to-face” conferencing. *Youtube* can be used to deliver audio and video content. *Google* also can be helpful here, as they have developed a host of applications for classroom use. For example, *Google Docs* allows for collaboration on the Internet as many can work together to create and edit a document. *Google+ Hangout* has video conferencing for up to 10 people at a time. In addition, *Google+ Hangout* allows others to watch the video conference while it is happening (“enable hangouts on air”) and/or after the video conference is finished (*Google* will upload a public recording to your *YouTube* channel). These are just a few ideas; there are many options available and the options will continue to grow as time passes.

Components of the Traditional Course ▶ Components of the Online Course

As I mentioned above, it was important to me to incorporate into an online course all of the typical components of my traditional course. In an effort to ensure that I am providing information that is likely to be applicable to undergraduate psychology and law courses in general, I reviewed the undergraduate Psychology and Law syllabi from 2000 to the present day ($N = 14$) available at the www.ap-ls.org website (<http://www.ap-ls.org/education/SyllabiUndergrad.php>). I will discuss below how to incorporate, into an online course, the major components found in these undergraduate Psychology and Law courses.

Lectures

Eighty-six percent had lectures as part of their traditional courses. There are, in fact, a variety of ways to provide lecture content to your online students.

Some instructors choose to make their written lecture notes directly available to students. If you want to make the hard copies of your notes available, they can be scanned, then uploaded into the CMS and displayed as links. If your notes are already available as files on the computer (e.g., *Microsoft Word* files), they too can be uploaded into the CMS and displayed as links. In both cases, students will be able to click on a link to download the files they need. Alternatively, you may choose to copy and paste material directly into the CMS (length of the material can be an issue here—shorter is better); if you do this then students will not have to download the files to see the material.

Many instructors use *Powerpoint* to deliver their lectures (interestingly, even more students prefer that instructors use *Powerpoint* over a whiteboard/blackboard to deliver their lectures (Landrum, 2010)). This presentation method can be preferred for a variety of reasons: 1) it means that you have the bulk of your lecture material “ready-to-go” in the future, 2) your lecture material is easy to modify as needed, 3) your lecture material is easy to read, 4) *Powerpoint* files can be narrated (see below), and 5) video (e.g., Youtube) can be added into a *Powerpoint* presentation. If you do use *Powerpoint*, these slides can be made available to the online student, although note that *Powerpoint* files are sometimes too large to email or to house within the CMS, thus you may need to store them elsewhere and just provide a link to them within your CMS (check with your instructional technology department at your institution to determine if your CMS can handle *Powerpoint* files).

To record narration in *Powerpoint* files, use the “record narration” option on one of the *Powerpoint* pull-down menus. Once you record narration for a slide, a speaker icon will appear on the slide that contains the audio portion of that slide. It can be deleted and redone as necessary. Because *Powerpoint* files tend to be large (especially if you have recorded narration), you can use software such as *iSpring* (only available for PCs—go to <http://www.ispringfree.com/> for free access) to convert the *Powerpoint* file to a flash file (smaller than the regular *Powerpoint* with audio files—note that some *Apple* products (e.g., *iPod*) will no longer accept flash files).

Another way to record your lectures is to import your *Powerpoint* slides into *iMovie* and then record your voice using your computer’s microphone. One advantage of working with *iMovie* is that you can also add in video clips that you can edit as desired.

If you want to create lectures with audio and/or video, there are a variety of ways to do this. You can use a digital camera to record yourself while you’re giving a traditional lecture; you can then upload these files into the computer for future viewing. Alternatively, since many computers have a microphone, as mentioned above, and webcam, recording yourself while you are sitting in front of your computer does not require any additional equipment; you may choose to present in that manner. In addition,

there is software available, sometimes embedded in your CMS, to aid in the creation of your audio and video files (e.g., *Illuminate*).

What did I decide to do? Well, I wanted an online course that kept the major components of my traditional course intact. In my traditional course's lectures, I use *Powerpoint* slides to provide outlines, definitions, and major points as I verbally elaborate. I also pepper my lectures with video clips that serve to illustrate the points I wish to make. I wanted to be able to provide each of these components to my students in an online course. So here's how I thought about my options:

- 1) Present basic visual content (e.g., student sees *Powerpoint* slides on the screen).
- 2) Present visual and audio content (e.g., student sees *Powerpoint* slides and hears narration).
- 3) Present more elaborate visual and audio content (e.g., student sees and hears instructor as well as sees *Powerpoint* slides).
- 4) Present most elaborate visual and audio content (e.g., student sees and hears instructor and classmates in real time (i.e., "synchronous"); this can include live discussion, instant polling, and words on the screen (e.g., *Powerpoint* slides and/or electronic whiteboard)).

The minimalist approach, that is, just showing the *Powerpoint* slides, did not seem sufficient for my purposes as it would be difficult to convey that passion I mentioned earlier, and the amount of content I wanted to provide would not be reasonably communicated given the oft-cited recommendation of "do not provide too many words on a slide" (Vik, 2004, p. 225).

I also evaluated the other end of the presentation continuum. I could use an application such as *Wimba* (recently purchased by *Blackboard* and now referred to as *Blackboard Collaborate*—it can be used with a variety of CMSs) which can provide audio and video of whomever is talking at any given time (i.e., instructor or students), instant polling, an electronic whiteboard, as well as the *Powerpoint* slides. This, in many ways, would be the closest experience to actually being in the classroom in front of students. However, I found that when I participated in this type of classroom, I became completely overloaded with the challenge of attending to so many channels of information, inevitably missing major components of the presentation (for more on cognitive load limitations and potential solutions to cognitive overload, see e.g., Mayer & Moreno, 2003). While others may not share my feeling of being overwhelmed with this type of experience (see Chen, Pedersen & Murphy, 2011), I decided to be more selective in my presentation offerings. I chose to provide my *Powerpoint* slides with narration, eliminating all video of the instructor, live classroom discussion, a live whiteboard presentation, and polling. So my students get to see my slides as they do in the traditional class, and hear me speak as they do in the traditional class; these are the essential parts of the presentation as I see it. Students still have the option to discuss issues, although not in real time.

This decision worked well for me; I was comfortable with this delivery method (frankly, the idea of lecturing in my pajamas was particularly appealing), but it was important to assess the views of the students. Thus, I asked my students over the course of 4 semesters to evaluate my course. While the research technique I used was not the gold-standard ideal of randomly assigning students to different

presentation techniques, the responses obtained suggested that students were generally satisfied with the approach I chose. What follows is a summary of this investigation (McGee, Yang, & Heath, 2010).

Thirty-four students from 4 online classes of *Psychology and Law* anonymously completed the survey (approximately 77% of the total number of students completed the survey). Sixty-five percent had had a previous online course (most of the students have had one, two or three previous online courses). Thirty percent indicated that lecture material presented in their most recent online course was just words on a screen; 21% said that they could hear the instructor as he/she spoke; 6% said that they could see the instructor as he/she spoke, and 42% said that they did not have lectures in their previous classes. When asked to rank order their preferred method of online lecture presentation, 62% indicated that they preferred “words on the screen with audio,” while 29% wanted to see the instructor as well as see the words on the screen and hear audio. Seventy-four percent of this sample indicated that “just words on a screen” was their least preferred method of lecture delivery.

Students were asked various questions about the *Powerpoint* slides with narration method used in their *Psychology and Law* class. Below are their responses.

—“How well was the instructor able to communicate the material presented in lecture?”

—Not Very Well at All (0%)

—Somewhat Well (15%)

—Extremely Well (85%)

—“With regard to the lectures, how would you rate the instructor in terms of enthusiasm for the course content?”

—Not Very Enthusiastic at All (3%)

—Somewhat Enthusiastic (27%)

—Extremely Enthusiastic (71%)

—“Do you think the current class’ lectures would have been more or less interesting if the audio was removed?”

—More Interesting (0%)

—Less Interesting (82%)

—Likely No Change in Interest For Me (18%)

—“Do you think the current class’ lectures would have been more or less interesting if you could see the instructor as she lectures?”

—More Interesting (29%)

—Less Interesting (12%)

—Likely No Change in Interest For Me (59%)

Thus, these results suggest that my goals were generally accomplished. Most agreed that the information contained in the lectures was well communicated, and delivered in a manner that revealed my enthusiasm for the course content. Overall it appeared that my students were pleased with the *Powerpoint* slides plus narration delivery.

One of the potential benefits of an online course is that students can have the ability to view lectures more than once. In the current sample, 82% indicated that they had viewed the lecture more than once. When asked why, 67% said that they wanted to write something down and didn’t catch it all initially, while 33% said that they viewed the lecture again to study for an exam.

Textbooks

Seventy-one percent of the reviewed courses included a textbook. Online students can, of course, buy a textbook as traditional students have always done, however there have been some changes that have occurred in conjunction with the advent of the Internet. Online students can purchase their texts without stepping foot in a bookstore. Online bookstores such as www.amazon.com

can be an option here (you may need to remind students to make sure they purchase the most recent edition); it may also be possible to buy the text online through the campus bookstore. Another fairly recent change is that many textbooks can be rented or purchased as an e-book at substantial savings (you can even purchase e-chapters!). In addition, online students may also benefit from the websites that often accompany textbooks; these can offer features such as quizzes and flashcards (see e.g., <http://www.cengagebrain.com/shop/ISBN/9780495813019?cid=APL1> for an example of a website for one popular psychology and law textbook.

Readings

Seventy-one percent of the surveyed courses included readings as a supplement to or, in some cases, instead of a textbook. As long as the required permissions are in order, you can easily upload documents directly into the CMS and then display the files as links (if you have resources that are not already electronically based, then you may need to scan the file first before uploading). Some institutions pay for students and faculty to have access to full-text of some journal articles; in this case, you can link to these articles for student access without a need to pay for permission.

Student Participation

Fifty-seven percent of the reviewed syllabi included student participation as a graded component of the traditional course. Student participation is also possible in online courses. This can be incorporated into your course in a variety of ways. You can ask that students “discuss” the course topics (e.g., “State an argument for or against the death penalty. In addition, respond to a statement regarding the death penalty that one of your classmates has made.”), or perhaps comment on or answer questions regarding a reading or video. The CMS will allow you to choose the parameters of these postings (e.g., deadlines, allow posts to be modified once posted). You may also choose to grade these threads of conversation. You can choose to grade the quantity of posts (the CMS can be set up to do this automatically); I prefer to grade the quality of posts, and I have found it helpful to have a 4 point grading system (0, 1, 2, 3). A score of “0” means that the student has added nothing to the discussion (e.g., the student has just stated “I agree!”). Higher scores reflect how well the student was able to state and explain their position. I should note that I ask that students to draft their online discussion postings using a word processor (e.g., *Microsoft Word*) that enables them to spell and grammar check their postings. Then they can “cut and paste” the posting into the CMS. I still find errors (although presumably fewer); when I do find errors, I am careful that I do not publically admonish students for the error(s) they had made.

Here’s another idea for a discussion:

Should “sexting” offenses put teens on sex offender registration lists? Eighteen-year-old Philip Alpert had been dating his 16-year-old girlfriend for over two years when he sent a naked photo of her to friends after the two had an argument. Now he’s a registered sex offender. What do you think of this? See Feyerick, D., & Steffen, S. (2009, April 8). ‘Sexting’ lands teen on sex offender list. Retrieved on November 23, 2009 from http://www.cnn.com/2009/CRIME/04/07/sexting.busts/index.html?eref=rss_topstories for more information. How about the case in which a 14-year-old girl was arrested for sending nude pictures of herself? If convicted, she too would have to register as a sex offender. How do you feel about this? See DeFalco, B. (2009, March 26). *NJ girl, 14, arrested after posting nude pics*. Retrieved on November 23, 2009 from <http://abclocal.go.com/wpvi/story?section=news/local&id=6729295>.

One benefit of the online classroom experience is that students who might normally be reserved in a live classroom can take the time they need to write a thoughtful response, and post it when it is convenient for them. That said, I do want to note that requiring discussion in my online course has provided me with a different experience than what I had in my traditional course. More specifically, in my traditional course, we do discuss relevant topics. If you have something to say, you raise your hand, and speak when called upon. In my traditional course, discussion is not a requirement. The interaction is certainly welcome in the course, but presumably only those who decide that they have something relevant to say will raise their hand. In my online course, everyone must contribute to the discussion. That might mean that we could hear contributions that might have otherwise be kept to oneself. What this has meant for my online Psychology and Law online course is that I have learned that a surprising number of students do not believe, for example, that people will confess to doing something they have not done (as much as I tried to convince them otherwise). It’s an interesting difference.

Student participation can also take more of a fun and creative turn. You can, for example, ask students to create a video for their classmates that will illustrate or explain a concept relevant to psychology and law. One can find, for example, many instances on *Youtube* of student recreations (varying in quality) of Loftus and Palmer's (1974) classic experiment. As an alternative, I offer the following idea: have students use www.xtranormal.com to create their videos. For a small fee, the instructor can purchase class access to this online software that allows students to create animated videos in which the characters they choose will speak the dialog they write. Students can also control a variety of the presented components of the video such as the facial expressions and gestures that the characters use as well as the language that the characters speak. I've had good success recently using this website with my traditional class, and I am looking forward to using it with an online class. In a recent traditionally-taught research methodology lab class, my students ($N = 11$) rated the [www.xtranormal](http://www.xtranormal.com) site as easy to use ($M = 4.55$ on a 5 point scale, $SD = .52$), and indicated that this type of assignment could help them learn course material ($M = 4.40$, $SD = .52$).

You can also ask students to complete group work (note that the video creations referred to above can be done as group work). Just as you do in traditional courses, you can choose which students are placed in which group; you can have students choose their own groups, or in some cases, the CMS can sort students into groups. Below is an idea for group work.

One of the ways that we find out about psychology and law is we do experiments. Specifically, we vary/manipulate something that we present to our experimental participants and then we see how this manipulation affects them. For this assignment, I'd like you to work with another member of the class to find an account of a recent crime in the newspaper, and then come up with an idea for an experiment based on this crime. For example, I read a newspaper article (<http://www.wect.com/global/story.asp?s=10298453>) about a woman who at 95 years old was the unfortunate victim of a crime. She was assaulted and raped by a male, later identified as Brian Anthony Reavis. Although the victim lost one of her eyes in the assault, she was able to give the police enough information to have police artists create a composite sketch. She later testified against Mr. Reavis in court.

In this case I wondered: Were the jurors affected by the age of the witness? To answer this question, I could vary the age of the witness and present two different groups with the same crime, but the ages would be different (thus, the age of the witness would be an independent variable). So for example, one group can read about a 96 year old woman being raped and assaulted, while another group can read the same scenario except the woman in this case is, say 36. Would jurors view the testimony of these witnesses differently? It is possible that one might question the eyesight and memory of the older woman relative to the younger woman. One could ask the mock jurors to, for example, judge the likelihood that the defendant is the actual perpetrator on a scale of 1-5 (1 = not at all likely; 5 = extremely likely), and then determine if there are differences between the two groups in terms of this decision (this would be the dependent variable). I would expect (i.e., hypothesize) that the defendant would be seen as more likely to be the perpetrator when the 36 year old as opposed to the 96 year old testified against him.

When you do this, provide the class with a link to the newspaper article and a short description of the crime. Provide us with your choice of two independent variables (give your reasoning behind your choices) and two dependent variables. Provide your hypotheses, in other words, your expectations for your results.

You can, of course, make this assignment as simple (e.g., ask for only one independent and one dependent variable) or as complex (e.g., ask for a research proposal with a relevant literature review) as you wish.

Multimedia

Twenty-nine percent of the reviewed syllabi included scheduled videos (others may show videos without mentioning them on the syllabus). Including video in a course can serve to encourage interest and enrich understanding of course content. Fortunately, the field of psychology and law has a plethora of real-world video that is relevant and exciting. I've listed a few of my personal favorites below. You may choose to link students directly to this material (i.e., if you can find it on the Internet, chances are you can copy the link and provide it to students—to be sure, copy the URL and then paste it into your Internet browser so that you can try linking to it yourself). Alternatively, for many sources you can download the video from the Internet and present it to your students from within your CMS. The advantage to this is that once a video is downloaded, you won't have to worry about someone taking it off the Internet, never to be found again. I like using *KeepVid.com* to download videos. To do this, just go to *KeepVid.com* and enter the link for the video you want to download. That's all there is to it! Once you have the video downloaded, you can upload it into your CMS or, if you wish, you can embed the video into your *Powerpoint* presentation or into a presentation using software such as *iMovie*. In addition, some institutions will embed multimedia management systems such as *Sharestream* into their CMS which enables storage of licensed and institutionally-generated media content. Whatever you choose to do, please be aware of your rights with regard to using copyrighted material in the classroom (see e.g., <http://www.centerforsocialmedia.org/fair-use/related-materials/codes/code-best-practices-fair-use-media-literacy-education>).

Sample Videos

Visit <http://www.psychology.iastate.edu/faculty/gwells/theeyewitnesstest.html> and be an eyewitness!

Youtube often has videos of interest within the field of psychology and law. For example, you can see Saul Kassin at *The Vera Institute* speak about his research on false confessions (<https://www.youtube.com/watch?v=JDRRwFfJKkw>).

Visit the website for Frontline's *The Plea* program to watch the program online

(<http://www.pbs.org/wgbh/pages/frontline/shows/plea/>). This website also

includes answers to many frequently asked questions about plea bargaining (e.g.,

“What are the pros and cons of pleas?”) as well as interviews with professionals within the legal system on the implications of relying on plea bargains.

Frontline also provides online access to other programs relevant to psychology and law. Consider:

The Confessions (<http://www.pbs.org/wgbh/pages/frontline/the-confessions/>) which details the story of the “Norfolk 4,” the story of innocent men who confessed to a brutal crime they didn’t commit.

Death by Fire (<http://www.pbs.org/wgbh/pages/frontline/death-by-fire/etc/introduction.html>) tells the story of Cameron Todd Willingham who was convicted and put to death for killing his three children by arson. Was an innocent man executed?

The Released (<http://www.pbs.org/wgbh/pages/frontline/released/view/>) chronicles what happens to the mentally ill when they are released from prison.

The New York Times is often a great source of written content relevant to psychology and law (e.g., see

<http://www.nytimes.com/2008/08/03/magazine/03trollst.html?scp=2&sq=trolls%20and%20schwartz&st=cse> for an example of a new kind of victim that has emerged as a result of the Internet). As for multimedia, the following link has audio interviews and profiles of dozens of inmates freed as a result of DNA evidence: http://www.nytimes.com/2007/11/25/us/25dna.html?_r=1&pagewanted=all.

CBS’ *60 Minutes* can also be a good source of media content. In the following example, Scott Pelley of *60 Minutes* investigates the death of a mentally ill inmate (Timothy Souders) in a report that considers the plight of the mentally ill in U.S. jails. Visit http://www.cbsnews.com/video/watch/?id=3914753n%3fsource=search_video to watch the video.

The National Institute of Justice held a Postconviction DNA Case Management Symposium in 2009. Presenters included Barry Scheck of The Innocence Project, Ronald Cotton (falsely accused of rape) and Jennifer Thompson-Cannino (the victim who wrongly pointed a finger at Ronald Cotton as her rapist). Students can see the entire 2 day symposium (video and

accompanying Powerpoint presentations) at <http://projects.nfstc.org/postconviction/>.

Sample Websites¹

Twenty-nine percent of the reviewed syllabi also listed recommended websites to visit. A list of my favorites is presented below.

The American Psychology-Law Society (AP-LS) website (www.ap-ls.org) is great for a whole host of things. Students may be interested in, for example, information on graduate programs in psychology and law and/or careers in psychology and law.

Go to the Oyez website (www.oyez.org) for audio of and information regarding many Supreme Court cases.

Information about the FBI Behavioral Science Unit can be found at

<http://www.fbi.gov/hq/td/academy/bsu/bsu.htm>. Students may be interested to learn that undergraduate internships are available; information regarding these internships can be found at this site.

Students can read a sample *amicus curiae* brief. The American Psychological Association (APA) has a website (<http://www.apa.org/about/offices/ogc/amicus/index-issues.aspx>) devoted to APA *amicus* briefs (some are available only in summary form; others are full-text).

The Innocence Project at the Benjamin N. Cardozo School of Law was created by Barry C. Scheck and Peter J. Neufeld in 1992. This Project handles cases where postconviction DNA testing of evidence can yield conclusive proof of innocence. The Innocence Project, is responsible for, as of this writing, the exoneration of almost 300 wrongly convicted prisoners. Read more about these cases and the causes of wrongful conviction by visiting <http://www.innocenceproject.org/>. Have students sign up for The Innocence Project's email list. They will be emailed every time someone gets exonerated!

Many have websites with information relevant to eyewitness memory. Try Gary Wells' site (<http://www.psychology.iastate.edu/faculty/gwells/homepage.htm>), Elizabeth Loftus' site (<http://www.seweb.uci.edu/faculty/loftus/>), and the Eyewitness Identification Research Laboratory site at The University of Texas at El Paso (home to Roy Malpass and Chris

Meissner among others) (<http://eyewitness.utep.edu/>) for a wealth of information on eyewitness identification phenomena (e.g., including full text of journal articles).

The United States Department of Justice published a guide for law enforcement officers on how to collect and preserve eyewitness evidence. This guide is available online. To view this document in its entirety, you can download the *Adobe Acrobat* or text file available from the DOJ website (<http://www.ojp.usdoj.gov/nij/pubs-sum/178240.htm>).

The MacArthur Research Network has a website that provides information on mental health and the law (<http://www.macarthur.virginia.edu/home.html>).

The Sentencing Project promotes “reforms in sentencing policy, addressing unjust racial disparities and practices, and advocating for alternatives to incarceration.” The website is located at <http://www.sentencingproject.org/> and includes information regarding topics such as racial disparity in sentencing and the transfer of juveniles to adult court.

The American Tort Reform Association (ATRA) is a coalition of groups who support civil justice reform. It includes a history of the relevant laws and proposals for reforms.

Visit the ATRA website at <http://www.atra.org/> for more information.

The American Psychological Association website includes *Guidelines for Child Custody Evaluations in Family Law Proceedings* and the *Specialty Guidelines for Forensic Psychology* (view these guidelines at <http://www.apa.org/practice/guidelines/index.aspx>).

Follow an on-going local or national case with your class. For high profile national cases try www.cnn.com/crime for information.

For examples of sex offender Internet notification sites, students can visit websites devoted to Megan’s Law. One fairly comprehensive site is the “Parents for Megan’s Law” site that represents the New York State version of Megan’s Law (<http://www.parentsformeganslaw.com/>). This website includes a link to other Megan’s Law sites in the nation, thus students can visit the site closest to their community. The U.S. Department of Justice also has a National Sex Offender Public Website located at <http://www.nsopr.gov/> (the site has been recently named for Dru Sjodin, a

victim of a homicide).

Many Internet sites are available on the topic of the Death Penalty. One comprehensive site is the Death Penalty Information Center (<http://www.deathpenaltyinfo.org/>). This site provides state-by-state information on executions, as well as a history of the death penalty. Their “fact sheet” is a great up-to-date resource.

Assessments (Papers and Exams)

Not surprisingly, both papers and exams are part of most of the surveyed courses (71% and 79% respectively). These typical assessments can take place in an online course although there are some differences between online and traditional offerings. Paper assignments in the online course can be quite similar to what is assigned in the traditional course. For example, in my course, the paper that I assign for my online course is identical to that used in my traditional course. Briefly, students are asked to look through newspaper sources for a real-life case (most use online sources even in my offline course) that involved at least one eyewitness and then discuss the factors that could have influenced the eyewitness(es) in that particular case. Once prepared, student papers can be uploaded for grading (CMSs usually have a “drop box” for completed assignments). I have recently discovered that I like grading online papers more than hard copies of papers as I can type faster than I write longhand. Thus, I now comment on and track my changes to student papers using the “track” feature of *Microsoft Word*. I then email the papers back to students for their review.

Testing can be a little trickier. CMSs do have assessment features that allow you to input a variety of question types (e.g., multiple choice). You can write these questions yourself, or you can cut and paste or import from a testbank. The upside of testing online this is that if you use multiple choice questions or other types of questions in which the correct answer can be indicated (e.g., true/false questions), the CMS will automatically grade the test and input the grade into the CMS’s grade book. The tricky part of assessment is that since you cannot watch the students take the exam there is potentially more opportunity for cheating. However, there are options here too. Certainly you can have students sign an honor code as many do in traditional academic environments. Another option is to acknowledge the possibility that students will access the material while being tested, and make tests “open book.” I have opted to do this, although I have also made the tests timed so that if students haven’t prepared, it is difficult to do well. You can also test using essays on your exams; it would likely be more difficult to cheat on essays, but it does create more grading demands. Another option is to purchase software such as *Respondus* that can be used to create and manage exams. *Respondus* software will take an exam that has been prepared in *Microsoft Word* (PCs only) and will prepare it for your CMS (it also has access to publisher’s test banks if you want to go that route). One of the advantages to using *Respondus* is that they have a feature known as the *Respondus Lock-Down Browser* which locks a student’s computer (PC or Mac) once an exam is started, and does not unlock the student’s computer until the exam is submitted. Thus, students are not able to access other applications on the computer they are using for the test (although, of course, they are able to go on another computer or read hard copies of material). It is interesting to note that *Respondus* is currently beta-testing a feature called *Respondus Monitor* which allows the monitoring of students using their own computers’ webcams to record

assessment sessions. As the popularity of online testing grows, security features for assessment are likely to become more plentiful as well.

Before I leave the topic of assessment, I'd like to mention that offering psychological study participation in exchange for extra class credit is also possible with an online course. There are many opportunities to participate in online research; my favorite source of such studies is Hanover College which has a section with studies relevant to "forensic psychology" (<http://psych.hanover.edu/research/exponnet.html#Forensic>). Of course, if the need arises, offering a substitute activity instead of study participation (e.g., summarize a journal article) is also possible, just as it is in the traditional classroom.

Technical Help for You and Your Students

The technology world changes quickly, and it is possible that you may need to learn some new skills in order to launch an online course. Remember that help is available. Your instructional technology specialists on campus can be a good resource. In addition, there are often online resources that can aid you with answers to your technical problems. Try doing a *Yahoo* or *Google* search with your question, and you are likely to find a written explanation or even a video of someone showing you what to do.

As for the students, although many today are quite familiar with the technological advances that will help them learn in the digital age, each semester does typically bring with it a student or two who need help navigating the online resources. Often I help just by telling students to use a more up-to-date Internet browser. It can help to include in your syllabus the contact information for your institution's technology specialist(s).

I will also admit that teaching online has brought some new challenges in that students likely need self-discipline and motivation to stay on top of online coursework (see e.g., Waschull, 2005). Even though many students have taken online courses (e.g., Allen & Seamen, 2010), I find that sometimes students will let online coursework lapse (truth be told, sometimes my traditional students "forget" to come to class too). Sometimes students have lapsed because of technological problems (e.g., "I haven't been able to see the lectures"); sometimes there are other reasons. In an effort to combat this problem, I try to engage my students immediately. I ask students to provide, in the first week, an introduction, to state who they are, and why they are taking this particular course (this can be a written introduction or a video introduction—students are generally familiar with how to produce video content using their phones and/or *Youtube*). (Note that if the *Youtube* video is unlisted then only those with the link can view it.) This introduction requires that students are engaged in the course early on, and hopefully sets the stage for future interactions.

To keep students on track, you may choose to send frequent announcements to students using your CMS (the CMS uses email to contact students); this can help students stay on course (announcements can even be written at the beginning of the academic period and be programmed to alert students at later times). Note that CMSs typically allow you to, with just a few clicks, see each student's level of activity (e.g., how often a student logs into a course).

In conclusion, it is possible to create a psychology and law course that is comparable, in its major components, to traditional psychology and law courses. There are advantages to teaching your course online; the course is available to a wider audience. There are disadvantages too. I don't feel as though I get to know the students as well when they are solely online students. What's missing from the interaction is purely visual—I miss *seeing* how they react in a group (is this student likely to just sit quietly?), how they react to the material. For some reason, I seem to remember them less well when I've only had them as words on a page. Some who teach online (e.g., Duell, 2006) have recommended that students who are geographically nearby might welcome an in-person interaction at some point during the run of the course (others who are not nearby could *Skype* in). Some of my online students have indeed stopped by while on campus and I appreciated this opportunity to put a face to the words. Scheduling in-person interactions could potentially add to the feeling of being engaged in the class. In any case, as time passes, our ability to interact meaningfully while online will continue to improve as new tools make it easier to approximate online what we used to only do while face-to-face.

Footnote

¹ Many of these suggested websites come from a much longer list of suggested sites in the Instructor's Manual that I wrote for the 7th edition of *Wrightsman's Psychology and the Legal System* by Greene and Heilbrun (2010)—see Heath (2010).

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Science Paper Review	Gary Wells	glwells@iastate.edu Fall, 2012



American Psychology-Law Society Executive Committee Meeting Minutes

August 1, 2012

Orlando, FL



The meeting was called to order at 4:05 p.m.

- I. Attending: Jennifer Groscup, Margaret Bull Kovera, Patty Zapf, Garrett Berman, Chris Finello, Charlie Goodsell, Pretti Chauhan, Alanna Cook, Karen Galin, Lora Levett, Eve Brank, Cathy Gaskey, Brian Cutler, Jeremy Blumenthal, Matthew Huss, Kevin O'Neill, Jennifer Eno Louden, Laura Guy, Lauren Kois, Bill Foote, Antoinette Kavanaugh, David DeMatteo, Randy Otto, Jennifer Skeem (by telephone); Chris Meissner (by telephone).

II. Introductory

- a. Participants introduced themselves and Cutler reviewed voting responsibilities. Voting members for the current meeting are those people who hold the following positions: President, Past-President, President-Elect, Treasurer, Secretary, Member-at-large, Student Section Chair, and Members of APA Council of Representatives.
- b. Cutler requested declarations of conflicts of interest for agenda items.
 - i. Levett and Cutler noted conflict with Bornstein proposal (part of Budget).

III. Brank moved to approve meeting agenda; Levett seconded.

- a. Motion passed.

IV. Levett moved to approve minutes from March, 2012, meeting; Groscup seconded.

- a. Motion passed.

V. Update on APA 2012 Conference (Finello, Goodsell)

- a. Theme: “Expert Witness, Expert Testimony:”
 - i. Kovera Invited Address, Cutler Presidential Address
 - ii. Multiple panels, symposia
 - iii. Participants were strongly encouraged to make use of Hospitality Suite during Convention.

VI. Committee Reports—offered as consent agenda items

- a. Discussion:
 - i. Kois noted change to process of judging student posters
 - ii. Guy invited discussion of matching criteria for ECP grants
 - iii. Kavanaugh discussed Dual Division Membership Initiative
 - 1. MAC will prepare report moving forward with proposal
 - iv. Kovera raised possibility of publishing Scientific Review Papers as monographs, including updating Eyewitness Testimony Paper. EC expressed interest in pursuing such options.
- b. Levett moved to accept reports, Groscup seconded.
 - i. Motion passed.

VII. Presidential Initiative (Foote)

- a. Building on APA push for interdisciplinary grants, discussion with APA Div. 42 to develop means of providing online information resource to developing forensic practitioners (e.g., ethics, rules of evidence): “Forensic Practitioner’s Toolbox.”
- b. Levett moved to approve moving forward with Initiative; Groscup seconded.
 - i. Motion passed.

VIII. Request from Summit on Child Mental Health (May 2013) for contribution.

- a. After discussion, invitation to contribute was declined.

- b. Suggestion to consider guidelines for future contributions to groups

IX. MAC Recruitment Video (Kavanuagh)

- a. In place of Ambassador's Program, suggestion to develop series of informational videos to be supplied to HBC/U's, HSI's.
- b. Further tweaks to allocating moneys from budgeted funds but proposal as is will be included in budget vote.

X. 2013 Budget (Brank)

- a. APLS is in excellent financial shape
- b. Royalties—Springer owes APLS approximately \$289,000
 - i. Contract with Springer for publication of *Law and Human Behavior* has ended
- c. Recommendations regarding how to make speaker honoraria consistent across committees
- d. Review of investment portfolio
- e. Levett moved to approve budget; Kois seconded.
 - i. Motion passed.

XI. APA Council Representative report (DeMatteo)

- a. Most discussion relevant to APLS regarded Internship Initiative, Good Governance Initiative

XII. Strategic Planning Update (Cutler):

- a. Discussion regarding roles and responsibilities of various subcommittees
- b. Research Subcommittee (Meissner): available to answer questions about written report
 - i. Discussion regarding developing new journals to provide additional publication outlets.
 - ii. Suggestion that Publications Committee consider such development.
- c. Practice Subcommittee (Otto): summary of written report, including developing survey of practitioners as to how Division can be useful and website providing resources for clinicians

- i. Discussion regarding conversation with other APA Divisions and other groups
 - ii. Develop efforts to incorporate practitioners' interests
 - 1. Identify what research would be useful to practitioners
 - 2. Develop fora for practitioners to submit newsletter articles, internet resources, discussion resources.
- d. Teaching & Training (Berman): summary of written report
 - i. Discussion of continuing legal education issues
- e. Membership (Foote): summary of written report
 - i. Developing survey as to how to serve all members, with focus on members in private practice and on members who are attorneys
 - ii. Discussion of connecting with other groups doing legal and interdisciplinary research (e.g., Society for Empirical Legal Studies).
- f. Governance (Cutler)—maintaining core APLS values for members; maintain continuity of governance processes
 - i. Committee goal is to help improve effectiveness and efficiency of governance processes and of committee functioning

XIII. Student Section Bylaws (Kois)

- a. Review of changes to Student Section Bylaws
- b. Student Chair will accept feedback, circulate final draft to APLS EC for comments and then to APA

XIV. Conference Updates

- a. Goodsell, Chauhan
 - i. Moving forward with APA 2013 in Hawaii; theme will be "Trauma and the Law."
 - ii. Moving forward with APLS 2013 in Portland, OR.
- b. Gaskey
 - i. 2012 APLS had more expenses than income, primarily due to those who received free registration
 - ii. Discussion of conference finances, including registration fees
- c. Otto moved with DeMatteo second: "For 2013 APLS conference, student first authors shall be charged \$25 registration fee. Other registration fees shall stay at 2012 rates."

XV. Presentation re: Forensic Specialty Guidelines for Doctoral Programs

XVI. Old Business

- a. Proposed Resolution on Interrogations of Criminal Suspects (Otto)
 - i. Resolution was submitted for comments from other APA Boards and Committees
 - ii. Otto's committee will review, incorporate comments and resubmit to Boards and Committees

XVII. New Business

- a. None

XVIII. Levett moved to adjourn; Kois seconded; passed unanimously (7:25 p.m.).

Respectfully submitted,

Jeremy A. Blumenthal

Secretary



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 2012. First-, second-, and third-place awards will be conferred, and the winners will be invited to present their research at the 2013 AP-LS Conference, which is being held March 7-9, 2013, in Portland, Oregon.

To apply for the Dissertation Awards, please attach the following items in an e-mail to aplsdissertations@gmail.com by December 15, 2012: (1) the dissertation as it was submitted to the student's university (in Word or pdf); (2) the dissertation with all author, advisor, and school identifying information removed (in Word or pdf); and (3) a letter of support from the dissertation advisor. For more information, please contact Rachel Kalbeitzer (rkalbeitzer@gmail.com), Chair of the Dissertation Awards Committee.

AP-LS 2013 Final Budget

INCOME	2013 Budget	Administrative Costs:	
Dues & Contributions	\$85,000.00	General Operating Expenses	\$61,500.00
LHB Editorial Expenses	\$31,000.00	Presidential Expenses	\$5,000.00
Interest Income	\$40,000.00	Treasurer Expenses	\$2,000.00
Unrealized gain (loss)	\$50,000.00	SUB-TOTAL	\$68,500.00
Royalties	\$200,200.00	Awards and Committees:	
APLS Conference	\$130,000.00	Awards & Dissertation Prizes	\$6,500.00
Advertising/Sales	\$1,000.00	Grants-in-Aid	\$20,000.00
APLS CE Program	\$11,000.00	Interdisciplinary Grant	\$1,500.00
TOTAL INCOME	\$548,200.00	Student Committee	\$ 6,823.00
		Teaching, Training, Careers Comm.	\$1,000.00
EXPENSES		Mentoring Committee	\$2,600.00
Meetings & Conferences:		Minority Affairs Committee	\$30,900.00
APA Convention Program	\$34,260.00	Student Travel Awards	\$10,000.00
APA Council Meeting	\$7,000.00	Social Media	\$140.00
EC meeting at APA	\$30,000.00	Corrections Committee	\$1,900.00
Midwinter EC Meeting	\$30,000.00	Early Career Psychologists	\$25,450.00
APLS Conference	\$165,000.00	Prof.	
APLS CE Program	\$14,935.00	Advancement of Women	\$1,000.00
Div. Leadership Conference	\$2,500.00	SUB-TOTAL	\$107,813.00
SUB-TOTAL	\$283,695.00	Other:	
Publications:		Continuing Education Fees	\$ 665.00
Newsletter Expenses	\$1,800.00	Investment Fees	\$ 20,000.00
Subscriptions to LHB	\$0.00	SUB-TOTAL	\$20,665.00
Editor Expenses for LHB	\$31,000.00	TOTAL EXPENSES	\$516,473.00
Web Site Expenses	\$1,000.00	PROJECTED/FINAL NET	Fall \$31,027.00
Editor Expenses Book Series	\$2,000.00		
SUB-TOTAL	\$35,800.00		

APLS Research Briefs

Editors: Elizabeth L. Jeglic, Maria Hartwig

Student contributors:

Laure Brimbal

Ginny Chan

Sarah Jordan

Jason Mandelbaum

Blair Mesa

Anthony Perillo

Ashley Spada



Spring 2012

COMMUNITY, CORRECTIONAL, & FORENSIC TREATMENT

Constantine, R. J., Robst, J., Andel, R., & Teague, G. (2012). **The impact of mental health services on arrests of offenders with a serious mental illness.** *Law and Human Behavior, 36*, 170-176. doi: 10.1037/h0093952

The authors studied the impact of mental health services on arrests among offenders with a serious mental illness in Florida and Texas. Re-arrests were measured one, two and three quarters later. Results indicated that outpatient services significantly reduce re-arrest risk one to three quarters later in Florida while it only reduced re-arrest risk in Texas after the first quarter. ER/inpatient services were related to an increased risk of arrest in Florida in all three quarters while they were related to re-arrest only in the first quarter in Texas.

Evans, E., Jaffe, A., Urada, D., & Anglin, M. D. (2012). **Differential outcomes of court-supervised substance abuse treatment among California parolees and probationers.** *International Journal of Offender Therapy and Comparative Criminology, 56*, 539-556. doi: 10.1177/0306624X11404827

The authors investigated the effectiveness of a court-supervised drug treatment program among a sample of 4,507 parolees and 22,701 probationers from California, referred for treatment between 2006-2007. Results revealed that parolees had more severe problems at treatment entry, were less likely to complete treatment, and were more likely to recidivate over a 12-month follow-up period than probationers. Both groups made treatment gains; however parolees' gains were smaller than the probationers' improvements. The authors highlight that parolees may have different treatment needs than probationers and suggest that they may need more intensive treatment.

Gordon, M. S., Kinlock, T. W., Couvillion, K. A., Schwartz, R. P., & O'Grady, K. (2012). **A randomized clinical trial of methadone maintenance for prisoners: Prediction of treatment entry and completion in prison.** *Journal of Offender Rehabilitation, 51*, 222-238. doi: 10.1080/10509674.2011.641075

Authors investigated predictors of treatment entry and completion and prison among a sample of 211 adult male inmates with a history of heroin dependence prior to their incarceration. Inmates were randomly assigned to counselling only, counselling in prison with a transfer to a methadone maintenance treatment program upon release, or counselling and methadone maintenance while incarcerated and continued in the community upon release. Results indicated participants in the counselling plus methadone condition were more likely than both counselling only and counselling plus transfer participants to complete prison treatment

Grande, T. L., Hallman, J., Rutledge, B., Caldwell., Upton, B., Underwood, L. A., Warren, K. M., & Rehfuss, M. (2012). **Examining mental health symptoms in male and female incarcerated juveniles.** *Behavioral Sciences and the Law, 30*, 365-369. doi: 10.1002/bsl.2011

The authors examined the prevalence of mental health symptoms among 4,015 adjudicated youth (87% male and 13% female) in state secure juvenile care facilities in a southwestern state. Results indicated that there were significant differences between males and females on certain clinical scales. Differences in the overall prevalence of symptoms between the two genders were not found. Implications and limitations were discussed.

Hay, C., Stults, B., & Restivo, E. (2012). **Suppressing the harmful effects of key risk factors: Results from the Children at Risk Experimental Intervention.** *Criminal Behavior and Law, 39*, 1088-1106. doi: 10.1177/0093854812442475.

This study examines risk factor *suppression*, whereby a risk factor is rendered inconsequential by program treatment. While the risk factor continues to be present, through program treatment, it no longer elevates the individual's risk of involvement in crime. The authors analyzed evaluation data from the experimental Children at Risk (CAR) program, a 2-year intervention for high-risk early adolescents. Results suggest that the CAR treatment was sometimes able to suppress risk factors for delinquency, especially when the risk factor in question was a prior arrest.

Hogan, N. L., Lambert, E. G., & Barton-Bellessa, S. M. (2012). **Evaluation of CHANGE, an involuntary cognitive program for high-risk inmates.** *Journal of Offender Rehabilitation, 51*, 370-388. doi: 10.1080/10509674.2012.664254

Authors evaluated the efficacy of a cognitive therapy intervention in reducing prison violence and misconduct among a sample of 213 inmates at a Midwestern state prison. Inmates were randomly assigned to the CHANGE treatment condition or control group. No significant differences were found between the two groups with regard to disobeying direct orders, insolence, nonviolent infractions, or total number of infractions. However, there was a significant reduction in violent misconducts after 6 months in the CHANGE program group as compared to the control group.

Holliday, S. B., Helibrun, K., & Fretz, R. (2012). **Examining improvements in criminogenic needs: The risk reduction potential of a structure re-entry program.** *Behavioral Sciences and the Law, 30*, 431-447. doi: 10.1002/bsl.2016

The authors examined the impact of targeting criminogenic needs, consistent with the risk-need-responsivity (RNR) model, in a brief, structured re-entry program. Four needs areas were identified: education/employment, family/marital, procriminal attitudes/orientation, and antisocial pattern. Results suggested the efficacy of the targeted intervention in decreasing both the overall and criminogenic needs risk level. The highest risk participants in three domains also experienced significant improvements thus supporting the RNR principles. Implications are discussed.

Jensen, E. L., & Kane, S. L. (2012). **The effects of therapeutic community on recidivism up to four years after release from prison: A multisite study.** *Criminal Justice and Behavior, 39*, 1075-1087. doi: 10.1177/0093854812442331. The authors investigated the effect of therapeutic community on rearrest and reconviction for male offenders up to 4 years post-release. After controlling for covariates, completing therapeutic community had a significant effect on reducing the likelihood of rearrest for inmates with moderate probabilities of being classified as in need of therapeutic community programming. Therapeutic community did not have a significant effect on reducing rates of reconviction.

Lowe, S. M., Okubo, Y., & Reilly, M. F. (2012). **A qualitative inquiry into racism, trauma, and coping: Implications for supporting victims of racism.** *Professional Psychology: Research and Practice, 43*, 190-198. doi: 10.1037/a0026501.

The authors interviewed 19 adults of color about their experiences with discrimination. Participants described an array of experiences and emotional reactions. Participants' accounts conflict with the prevailing notion that Asian-Americans escape racial aggression. Authors offer a discussion of how to best support persons of color, mitigate the adverse impact of racism, and foster resiliency.

Meir, Y., Slone, M., Levis, M., Reina, L., Livni, Y., & Dori, B. (2012). **Crisis intervention with children of illegal migrant workers threatened with deportation.** *Professional Psychology: Research and Practice, 43* (4), 298-305. doi: 10.1037/a0027760.

This study evaluated a brief crisis intervention protocol based on the Psychological First Aid model with a population of 99 children of illegal migrant workers in Israel threatened with deportation. The treatment group showed greater improvement than the control group on the Anxiety-Depression and Social Acceptance subscales of the Berkeley Puppet Interview, but not the Aggression subscale, and the experimenters' ratings of anxiety and heightened psychomotor activity. The treatment group displayed more coping strategies than the control group at posttest.

Pankow, J., & Knight, K. (2012). **Asociality and engagement in adult offenders in substance abuse treatment.** *Behavioral Sciences and the Law, 30*, 371-383. doi: 10.1002/bsl.2020

The authors investigated the nature and impact of the asocial client in group treatment settings with 521 adult male offenders across six prison-based therapeutic community model programs. They found

that a three-factor solution (behavioural responsivity, cognitive distortion, and social disassociation) accounted for the asocial client. Additionally, asociality levels (low, medium, and high) predicted treatment engagement.

Perrault, R. T., Paiva-Salisbury, M., Vincent, G. M. (2012). **Probation officers' perceptions of youths' risk of reoffending and use of risk assessment in case management.** *Behavioral Sciences and the Law, 30*, 487-505. doi: 10.1002/bsl.2015

A multi-site study was conducted to compare 64 juvenile probation officers' perceptions of a youth's reoffending risk before using a risk/needs assessment tool and their self-reported case-management experience after implementation. Results indicated that officers tended to overestimate base rate of recidivism and to make referrals and placement decisions corresponding to risk level. There appeared to be more variability in application of risk to case management between sites than individual officers.

Rheingold, A. A., Zinzow, H., Hawkins, A., Saunders, B. E., & Kilpatrick, D. G. (2012). **Prevalence and mental health outcomes of homicide survivors in a representative US sample of adolescents: data from the 2005 National Survey of Adolescents.** *Journal of Child Psychology and Psychiatry, 53*, 687-694. doi: 10.1111/j.1469-7610.2011.02491

Conducted telephone interviews of American adolescents ($n=3,614$; age range 12-17 years) assessing homicide survivorship and mental health consequences (PTSD, depression, drug use, alcohol abuse). Prevalence rates included: 9% losing a loved one to criminal homicide, 7% losing a loved one to vehicular homicide, and 2% losing loved ones to both types. Homicide survivors reported more depression, drug use, and alcohol abuse after controlling for demographic factors and other violence exposure.

Salekin, R. T., Lester, W. S., & Sellers, M. (2012). **Mental sets in conduct problem youth with psychopathic features: Entity versus incremental theories of intelligence.** *Law and Human Behavior, 36*, 283-292. doi: 10.1037/h0093971

The authors investigated the effects of motivational intervention on conduct problem youths with psychopathic features. Thirty-six juvenile offenders with psychopathic features were tested for differences in a related performance following two different messages regarding intelligence. Results indicated that youths with psychopathic features appeared to be more fluent and flexible when told that intelligence grows over time than when told that it is static. Implications on interventions are discussed.

Salekin, R. T., Tippey, J. G., & Allen, A. D. (2012). **Treatment of conduct problem youth with interpersonal callous traits using mental models: Measurement of risk and change.** *Behavioral Sciences and the Law, 30*, 470-486. doi: 10.1002/bsl.2025

The study examined the effectiveness of an intervention designed for conduct problem youths with callous unemotional traits. Twenty-four boys in a secure facility were administered a test battery pre-, mid-, and post-treatment. Results indicated increases in positive emotion and treatment amenability

scores and reduced psychopathy scores. The authors concluded the preliminary effectiveness of the intervention for this specific group and the use of the self-report as a measure for change.

Snyder, J. A., Clark, L. M., & Jones, N. T. (2012). **Provision and adaptation of group treatment in state psychiatric hospitals.** *Professional Psychology: Research and Practice, 43*, 395-402. doi: 10.1037/a0029377.

The authors surveyed psychology directors and psychologist group therapists in state psychiatric inpatient facilities to assess their endorsement of evidence-based group treatment practices. Directors reported that, on average, 60.6% of the groups provided at their facilities were based on evidence-based practices. The majority of therapists characterized their groups as being based on an evidence-based practice and reported using a structured manual or curriculum for the group. Support for and challenges to providing evidence-based group treatments were discussed.

Tsai, J. & Rosenheck, R. A. (2012). **Incarceration among chronically homeless adults: Clinical correlates and outcomes.** *Journal of Forensic Psychology Practice, 12*, 307-324. doi: 10.1080/15228932.2012.695653

Investigated history of incarceration and supported housing outcomes among 751 chronically homeless adult participants enrolled in a supported housing program. Individuals were divided into one of three categories: no history of incarceration, incarcerated for less than one year, or incarcerated for more than one year. The results indicated that participants with an incarceration history reported more substance abuse and homelessness. No differences in supportive housing outcomes were found between those with and without incarceration histories, suggesting individuals in both groups can benefit from supportive housing opportunities.

Van den Bosch, L. M. C., Hysaja, M., & Jacobs, P. (2012). **DBT in an outpatient forensic setting.** *International Journal of Law and Psychiatry, 35*, 311-316. doi: 10.1016/j.ijlp.2012.04.009 Authors investigated the ability to implement an outpatient forensic dialectical behaviour treatment (DBT) program for Borderline Personality Disorder (BPD) among a sample of 10 male and 19 female forensic BPD patients in The Netherlands. The results revealed that sociodemographic characteristics of BPD patients mandated to treatment were similar to those of BPD patients who were not court-mandated to treatment, and that it is feasible to implement an outpatient forensic DBT treatment program.

Vitaro, F., Barker, E. D., Brendgen, M., & Tremblay, R. E. (2012). **Pathways explaining the reduction of adult criminal behaviour by a randomized preventive intervention for disruptive kindergarten children.** *Journal of Child Psychology and Psychiatry, 53*, 748-756. doi: 10.1111/j.1469-7610.2011.02517

Identified pathways through which a preventative intervention for low-SES disruptive boys ($n = 250$, 7-9 years) could result in lower adulthood criminal involvement. Pathways included antisocial behavior, school engagement, parental supervision and friends' deviancy in early and middle adolescence. Results showed a reduction in adult criminal involvement through reductions in early and middle adolescent antisocial behaviors.

Vitopoulos, N. A., & Peterson-Badali, M., & Skilling, T. A. (2012). **The relationship between matching criminogenic need and recidivism in male and female youth: Examining the RNR principles in practice.** *Criminal Justice and Behavior, 39*, 1025-1041. doi: 10.1177/009385481244895. The current study compared the effectiveness of the risk-need-responsivity (RNR) framework for treating 39 male and 37 female justice system-involved youth. Results indicate that males and females were similar in quality and quantity of criminogenic needs and the rate at which these needs were met through probation services. The RNR assessment tool predicted recidivism equally well for males and females, however matching services to RNR factors was only associated with reduced reoffending in males.

DELIQUENCY/ANTISOCIAL BEHAVIOR

Ang R. P., Huan, V. S., Chua, S. H., & Lim, S. H. (2012). **Gang affiliation, aggression, and violent offending in a sample of youth offenders.** *Psychology, Crime & Law, 18*, 703-711. doi:10.1080/1068316X.2010.534480

The authors investigated the role of gang affiliation, aggression, and violent offending in 390 Singaporean youth offenders. They found that youth gang members were significantly more likely to have a violent offense compared to those who only associate with gangs. The latter group also had a significantly increased likelihood of violent offending compared to those with no gang affiliation. History of aggressive behavior was found to be significantly associated with violent offending.

Barker, E. D., & Salekin, R. T. (2012). **Irritable oppositional defiance and callous unemotional traits: Is the association partially explained by peer victimization?** *Journal of Child Psychology and Psychiatry.* doi: 10.1111/j.1469-7610.2012.02579

Tested outcomes of internalizing difficulties and callous-unemotional (CU) traits via predictors of irritability and experience of peer victimization in 5,923 mother-child pairs. Irritability and peer victimization at age 10 were found to predict both CU and internalizing difficulties at age 13. A significant indirect pathway was found for peer victimization at age 8 increasing irritability at age 10, which led to an increase in CU and internalizing difficulties at age 13.

Brezina, T., & Topalli, V. (2012). **Criminal self-efficacy: Exploring the correlates and consequences of a "successful criminal" identity.** *Criminal Justice and Behavior, 39*, 1042-1062. doi: 10.1177/0093854812438345.

The authors used qualitative and quantitative methods to investigate the concept that individuals may develop self-efficacy in relation to nonconventional pursuits, including crime and delinquency. Results indicate that many offenders maintain a strong sense of criminal efficacy despite past arrests, convictions, and incarceration. Criminal self-efficacy appears to reduce offenders' intentions to desist from crime.

Day, A., Mohr, P., Howells, K., Gerace, A., & Lim, L. (2012). **The role of empathy in anger arousal in violent offenders and university students.** *International Journal of Offender Therapy and Comparative Criminology*, 56, 599-613. doi:10.1177/0306624X11431061

Authors investigated the relationship between perspective taking (cognitive empathy) and personal distress (affective empathy) and anger among a sample of 51 male inmates convicted of a violent offense and 45 university undergraduates. Results indicated that perspective taking was the best predictor of anger, and this relationship was detected among both inmates and undergraduate students, suggesting that the inability to perspective take may not be unique to violent offenders.

Ermer, E., Cope, L. M., Nyalakanti, P. K., Calhoun, V. D., & Kiehl, K. A. (2012). **Aberrant paralimbic gray matter in criminal psychopathy.** *Journal of Abnormal Psychology*, 121, 649-658.

Examined structural abnormalities in incarcerated men ($n = 296$) using voxel-based morphometry. Results showed an association between psychopathy and decreased regional gray matter in paralimbic and limbic areas including the bilateral parahippocampal, amygdala, and hippocampal regions, bilateral temporal pole, posterior cingulate cortex, and orbitofrontal cortex.

Fink, B. C., Tant, A. S., Tremba, K., & Kiehl, K. A. (2012). **Assessment of psychopathic traits in an incarcerated adolescent sample: A methodological comparison.** *Journal of Abnormal Child Psychology*, 40, 971-986. doi:10.1007/s10802-012-9614-y

The authors examined the relationship between self-report, caregiver-report, and interview-based measures of adolescent psychopathy among a sample of 160 incarcerated adolescents. The results revealed significant convergent validity between self-report and interview rating scale measures of psychopathy, but not between caregiver-report and self-report or between caregiver-report and interview rating scale. None of the three measures of psychopathy were significantly related to PCL-YV ratings of psychopathy. Researchers note poor psychometric performance of the callous-unemotional subscale and suggest further refinement of the measurement pertaining to this factor.

Hausmann-Stabile, C., Kuhlberg, J. A., Zayas, L. H., Nolle, A. P., & Cintron, S. L. (2012). **Means, intent, lethality, behaviors, and psychiatric diagnosis in Latina adolescent suicide attempters.** *Professional Psychology: Research and Practice*, 43, 241-248. doi: 10.1037/a0026258.

Describes characteristics of a sample of 76 adolescent Latina suicide attempters. Results indicated that Latina adolescents were typically about 15 years of age at the time of their attempts, attempted suicide using means available in their homes, and most frequently attempted suicide in methods low in lethality (typically cutting). Discrepancies between self-reports and clinicians' impressions were noteworthy. Implications for diagnosis and treatment are discussed.

Kerr, M., Van Zalk, M., & Stattin, H. (2012). **Psychopathic traits moderate peer influence on adolescent delinquency.** *Journal of Child Psychology and Psychiatry*, 53, 826-835. doi: 10.1111/j.1469-7610.2011.02492

Examined self-reports of delinquency in a peer network with five waves of longitudinal data from 847 adolescents in one community. Results found targets' and peers' callous-unemotional and grandiose-manipulative traits to uniquely moderate peer influence on delinquency. Targets high on those traits were less influenced by peer delinquency, and peers high on those traits were more influential on target delinquency.

Pasalich, D. S., Dadds, M. R., Hawes, D. J., & Brennan, J. (2012). **Attachment and callous-unemotional traits in children with early-onset conduct problems.** *Journal of Child Psychology and Psychiatry*, 53, 838-845. doi: 10.1111/j.1469-7610.2012.02544

Assessed attachment classifications in boys ($M=6.31$ years) with disruptive behavior disorders using the Manchester Child Attachment Story Task. High levels of CU (callous-unemotional) traits were associated with more insecure attachment independent of conduct problem severity, specifically disorganized attachment representations. No association was found between CU traits and avoidant representations.

Sebastian, C. L., McCroy, E. J. P., Cecil, C. A. M., Lockwood, P. L., De Brito, S. A., Fontaine, M. G., & Viding, E. (2012). **Neural responses to affective and cognitive theory of mind in children with conduct problems and varying levels of callous-unemotional traits.** *Archives of General Psychiatry*, 69, 814-822. doi: 10.1001/archgenpsychiatry.2011.2070

The authors investigated neural responses to others' distress, as measured by functional magnetic resonance imaging, among a sample of 31 boys with conduct problems and 16 control subjects matched for age, socioeconomic status, handedness, and race/ethnicity. Results revealed that children with conduct problems exhibited decreased activation in the right amygdala and anterior insula for affective stimuli as compared to the control subjects. Conduct problems were positively correlated with amygdala reactivity, while callous-unemotional traits were negatively correlated with amygdala reactivity, suggesting neural substrates may explain affective differences among children with conduct problems.

Silberg, J. L., Maes, H., & Eaves, L. J. (2012). **Unraveling the effect of genes and environment in the transmission of parental antisocial behavior to children's conduct disturbance, depression and hyperactivity.** *Journal of Child Psychology and Psychiatry*, 53, 668-677. doi: 10.1111/j.1469-7610.2011.02494

Data was collected on 2,674 adult female and male twins, spouses, and 2,454 of their children to examine the role of genetic and/or family environmental factors in the association between parental antisocial behavior and child behavioral problems. Genetic and family environmental factors accounted for the association between parental ASP and child conduct disturbance; family environmental factors alone accounted for the association between child depression and parental ASP, and genetic factors alone accounted for the impact of parental ASP on child hyperactivity.

Swogger, M. T., Walsh, Z., Kosson, D. S., Cashman-Brown, S., Caine, E. D. (2012). **Self-reported childhood physical abuse and perpetration of intimate partner violence: The moderating role of psychopathic traits.** *Criminal Justice and Behavior*, 39, 910-922. doi: 10.1177/0093854812438160.

The authors examined the dimensions of psychopathy as possible moderators of the relationship between childhood physical abuse and adult perpetration of intimate partner violence (IPV) in a sample of 75 males participating in a pretrial supervision program. Results indicated that childhood physical abuse was associated with adult perpetration of IPV among those with higher levels of impulsive-irresponsible traits.

Ragatz, L. L., Fremouw, W., & Baker, E. (2012). **The psychological profile of white-collar offenders: Demographics, criminal thinking, psychopathic traits, and psychopathology.** *Criminal Justice and Behavior, 39*, 978-997. doi: 10.1177/0093854812437846. The authors replicated and expanded upon the work of Walters and Geyer (2004), examining how white-collar offenders differ from non-white-collar offenders in criminal thinking, lifestyle criminality, psychopathy, and psychopathology. The sample included 39 white-collar offenders, 88 versatile offenders, and 86 non-white-collar offenders incarcerated in a federal prison. Results indicated that white-collar offenders had lower scores on lifestyle criminality and higher scores on some measures of psychopathology and psychopathic traits than did non-white-collar offenders. Versatile offenders scored highest in criminal thinking.

Reidy, T. J., Sorensen, J. R., & Cunningham, M. R. (2012). **Community violence to prison assault: A test of the behavioral continuity hypothesis.** *Law and Human Behavior, 36*, 356-363. doi: 10.1037/h0093934

The study examined the relationship between community violence history and prison misconduct. Logistic regression models indicated that the omnibus measure of rate of prior violent arrests was not related to prison misconduct. Prior assault arrest and current convictions for robbery and/or assault were associated with increased risk of prison violence. Current conviction for a sexual assault had the strongest inverse relationship to prison misconduct. Implications for risk assignments are discussed.

Van Ryzin, M. J., & Leve, L. D. (2012). **Affiliation with delinquent peers as a mediator of the effects of multidimensional treatment foster care for delinquent girls.** *Journal of Consulting and Clinical Psychology, 80*, 588-96.

Examined delinquent peer affiliation as a mediator of the effects of multidimensional treatment foster care on girls from 2 cohorts ($n = 166$, age range 13-17 years) over 24 months. Results showed a reduced number of criminal referrals and number of days in locked settings at 24 months for girls randomly assigned to the MTFC program. The program led to reduction in exposure to delinquent peers at 12 months, which mediated the effects of the MTFC program on number of criminal referrals and days in locked settings. Delinquent peers were also found to intervene between MTFC and self-reported delinquency.

Wareham, J., & Boots, D. P. (2012). **The link between mental health problems and youth violence in adolescence: A multilevel test of DSM-oriented problems.** *Criminal Justice and Behavior, 39*, 1003-1024. doi: 10.1177/0093854812439290. This study used data from the Project on Human Development in Chicago Neighborhoods (PHDCN) to examine the role of various mental health problems on self-reported violence among adolescents. At the individual level, prior violence, deviant peers,

family criminality and mental health problems, and poor family relations predicted violence. Results indicated that oppositional defiant problems were a weak predictor of violence prevalence but a better predictor of violence frequency. Neighborhood ties, neighborhood decline, and neighborhood organizations predicted increased violence, but community anomie predicted decreased violence.

Young, L., Koenigs, M., Kruepke, M., & Newman, J. P. (2012). **Psychopathy increases perceived moral permissibility of accidents.** *Journal of Abnormal Psychology, 121*, 659-667.

Tested 20 criminal psychopaths and 25 criminal nonpsychopaths on a moral judgment task with hypothetical scenarios including accidental harms, attempted harms, intentional harms, and neutral acts. In judging accidents where one person harmed another unintentionally, psychopaths judged those actions as more morally permissible when compared to nonpsychopaths. Authors suggest results are an indication of psychopaths' disconnect for the emotional aspect of victim experience of harm.

FORENSIC ASSESSMENT

Baksheev, G. N., Ogloff, J., Thomas, S. (2012). **Identification of mental illness in police cells: A comparison of police processes, the Brief Jail Mental Health Screen and the Jail Screening Assessment Tool.** *Psychology, Crime & Law, 18*, 529-542. doi:10.1080/1068316X.2010.510118

The authors examined current police practices and the predictive power of two screening tools used in an Australian police setting with 150 detainees. Results indicated that current practices resulted in high false negatives and that many experiencing mental illness were not identified. No significant difference was found between the two tools found although the Jail Screening Assessment Tool was better at identifying Axis-I disorders (excluding substance use).

Christiansen, A. K. & Vincent, J. P. (2012). **Assessment of litigation context, suggestion, and malingering measures among simulated personal injury litigants.** *Journal of Forensic Psychology Practice, 12*, 238-258. doi: 10.1080/15228932.2012.674470

The authors investigated the effect of participation in litigation on malingering reported symptoms among 264 undergraduate students who participated in a simulation in which they were assigned to one of four personal injury litigation conditions regarding a motor vehicle accident vignette. Participants' malingering was assessed using the M-FAST and the Atypical Responding (ATR) scale from the TSI. The results indicated that participants in active litigation exhibited more severe response styles indicative of malingering than those who were not in the active litigation condition.

Desmaris, S. L., Van Dorn, R. A., Telford, R. P., Petrila, J., & Coffey, T. (2012). **Characteristics of START assessments completed in mental health jail diversion programs.** *Behavioral Sciences and the Law, 30*, 448-469. doi: 10.1002/bsl.2022

The study looked at the reliability and validity of the Short-Term Assessment of Risk and Treatability (START) in jail diversion programs. Ten staff conducted the assessment on 96 mental health jail diversion clients (72 men and 24 women). Findings supported the use of START in these programs and also indicated an eighth, general offending risk domain in START assessments.

Feilhauer, J., Cima, M., & Arntz, A. (2012) **Assessing callous-unemotional traits across different groups of youths: Further cross-cultural validation of the inventory of callous-unemotional traits.** *International Journal of Law and Psychiatry*, 35, 251-262. doi:10.1016/j.ijlp.2012.04.002

Investigated the psychometric properties of the Inventory of Callous-Unemotional Traits (ICU), a self-report measure aimed to measure affective features of psychopathology in children and adolescents, among a sample of 127 clinical offenders, 172 healthy community controls, 42 non-clinical offenders, and 42 non-offenders being treated for behaviour problems between the ages of 13 and 20. Factor analysis revealed five factors: lack of conscience, uncaring, unemotional, callousness, and lack of empathy. Results revealed moderate to good reliability and adequate internal consistency, as well as good criterion and convergent validity, evidenced by correlations between ICU traits and conduct problems/aggression.

Olver, M. E., Stockdale, K. C., & Wong, S. C. P. (2012). **Short and long-term prediction of recidivism using the Youth Level of Service/Case Management Inventory in a Sample of Serious Young Offenders.** *Law and Human Behavior*, 36, 331-344. doi: 10.1037/h0093927

The authors investigated the predictive accuracy of the Youth Level of Service/Case Management Inventory for recidivism among 167 Canadian youths (93 males, 74 females) charged with serious offenses. Results from a follow-up period of seven years suggested that the total score significantly predicted recidivism for the overall sample. The full instrument and criminogenic needs score also appeared more predictive within demographic subgroups. Implications are discussed.

Pyrooz, D. C. (2012). **Absconding among juvenile parolees in Arizona: Constructing and validating a gender-responsive risk instrument.** *Criminal Justice and Behavior*, 39, 923-937. doi: 10.1177/0093854812437523.

The author constructed and validated an actuarial instrument designed to assess risk of absconding among juvenile parolees, accounting for gender differences. Data were gathered from 1,063 juveniles released from the Arizona Department of Juvenile Corrections between 2008 and 2009. Three of the twelve risk factors included in the instrument were found to operate differently for male and female juveniles. The instrument correctly classified 70% of juvenile parolees in the validation sample, with an *r* value of .37.

Ribeiro da Silva, D., Rijo, D., & Salekin, R.T. (2012). **Child and adolescent psychopathy: A reflection on the construct and etiological theories.** *Journal of Criminal Justice*, 40, 269-277. doi: 10.1016/j.jcrimjus.2012.05.005

The authors conducted a meta-narrative review of the child and adolescent psychopathy construct in an effort to identify these traits among this population and develop predictive models of aggressive and violent behavior. The authors concluded that evolutionary theories can significantly contribute to the understanding of the origins of psychopathic traits.

Salekin, R.T., Barker, E.D., Ang, X., & MacDougall, E. (2012). **Indexing adolescent psychopathy: Commentary on Dawson, McCuish, Hart and Corrado.** *International Journal of Forensic Mental Health Services, 11*, 80-86. doi: 10.1080/14999013.2012.676150

Commentary on Dawson et al. article favorably comparing the CAPP-IRS to the PCL-YV. The authors review the strengths and weaknesses of each measure and argue it is too early to make such claims about the CAPP-IRS, but rather that on-going research into adolescent psychopathy in general is needed. The authors further conclude that both the PCL-YV and perhaps the CAPP-IRS may help in the understanding of adolescent psychopathy.

Stredny, R. V., Parker, A. L. S., Dibble, A. E. (2012). **Evaluator agreement in placement recommendations for insanity acquittees.** *Behavioural Sciences and the Law, 30*, 297-307. doi: 10.1002/bsl.1995

The study investigated differences between psychiatrists and psychologists on outcome recommendations of insanity acquittees (hospitalization or release) and the weight given to risk factors. No significant difference was found between the two disciplines in frequency of recommendations. However, the concordance rate at the individual case level was only moderate and there were also some differences in risk factor variables by discipline.

Thiry, B. (2012). **An assessment of personality disorders with the Five-Factor Model among Belgian inmates.** *International Journal of Law and Psychiatry, 35*, 327-333. doi:10.1016/j.ijlp.2012.04.010

The author investigated the prevalence of personality disorders among 244 male and 18 female inmates assessed using a self-report personality measure (NEO PI-R) as part of their psychological assessment. Results revealed that the inmates were as stable and extroverted as the normative sample> however inmates we also found to be more closed, agreeable, and conscientious than the normative sample. Medium effect sizes were found for obsessive compulsive and histrionic personality disorder, and small effect sizes were found for antisocial, narcissistic, schizoid, and borderline personality disorders, as well as psychopathy. The author reports that the results are inconsistent with the high prevalence rates of psychiatric disorders among prisoners as measured by semi-structured diagnostic interviews.

RISK ASSESSMENT/COMMUNICATION

Belfrage, H., & Strand, S. (2012). **Measuring the outcome of structured spousal violence risk assessments using the B-SAFER: Risk in relation to recidivism and intervention.** *Behavioral Sciences and the Law, 30*, 420-430. doi: 10.1002/bsl.2019

The study examined the use of the Brief Spousal Assault Form for the Evaluation of Risk (B-SAFER) in predicting recidivism and implemented protective actions. Results obtained suggested a poor, even negative, predictive power of police risk assessments. Additionally, police appeared to do very little in cases not assessed as high risk and thus a preventive effect may have impacted the lower recidivism rate of high risk cases.

Boccaccini, M. T., Turner, D. B., Murrie, D. C., & Rufino, K. A. (2012). **Do PCL-R scores from state or defense experts best predict future misconduct among civilly committed sex offenders?** *Law and Human Behavior*, *36*, 159-169. doi: 10.1037/h0093949

The study compared the predictive validity of state and defense evaluators' PCL-R scores on future misconduct among 38 civilly committed sex offenders; as well as between two state evaluators for the same offender ($n = 32$). Results indicated low agreement between both sets of evaluators. The PCL-R scores from opposing experts demonstrated similar levels of predictive validity while those from different state evaluators did not. Implications are discussed.

Hall, D. L., Miraglia, R. P., Lee, L. G., Chard-Wierschem, D., & Sawyer, D. (2012). **Predictors of general and violent recidivism among SMI prisoners returning to communities in New York State.** *Journal of the American Academy of Psychiatry and Law*, *40*, 221-231.

The authors investigated the predictors of re-arrest for general and violent recidivism among 2,185 seriously mentally ill (SMI) inmates who were released from prison in New York State between 2006 and 2007. Results revealed that length and diversity of criminal history, as well as substance abuse diagnoses, participation in community mental health treatment, parole supervision, and coordinated parole and mental health services predicted re-arrest for general recidivism; but only demographics and criminal justice measures significantly predicted re-arrest for violent recidivism.

Hildebrand, M. & de Ruiter, C. (2012). **Psychopathic traits and change on indicators of dynamic risk factors during inpatient forensic psychiatric treatment.** *International Journal of Law and Psychiatry*, *35*, 276-288. doi: 10.1016/j.ijlp.2012.04.001

The authors investigated the effects of treatment on five dynamic risk factors for violence (egocentrism, hostility, impulsivity, lack of insight, and negative distrustful attitudes), as well as changes in level of psychopathy as measured by the PCL-R, among 87 male patients. Researchers failed to detect significant differences between psychopathic and non-psychopathic patients on the dynamic risk factors during the 20 months of inpatient forensic psychiatric treatment, but psychopaths exhibited significantly more treatment noncompliance, as compared to non-psychopaths.

Murrie, D. C., Boccaccini, M. T., Caperton, J., & Rufino, K. (2012). **Field validity of the Psychopathy Checklist – Revised in sex offender risk assessment.** *Psychological Assessment*, *24*, 524-529. doi: 10.1037/a0026015

The authors examined the field validity of the Psychopathy Checklist – Revised (PCL-R) score in predicting violent or sexually violent reoffending among 19 forensic evaluators. Overall results indicated that no PCL-R score significantly predicted sexually violent recidivism. Further analyses suggested that predictive validity differed between evaluators. The authors concluded that predictive validity in controlled research studies may not translate to field practice.

Pedersen, L., Ramussen, K., & Elsass, P. (2012). **HCR-20 violence risk assessments as a guide for treating and managing violence risk in a forensic psychiatric setting.** *Psychology, Crime & Law, 18*, 733-743. doi: 10.1080/1068316X.2010.548814

The study examined the validity of using the HCR-20 violence risk assessment tool to manage the risk of violence in a clinical setting by using data from 81 Danish forensic psychiatric patients. The predictive validity was found to be lower than prior findings when using aggressive episodes during hospitalization and new convictions after discharge as outcome measures. The authors argued that the HCR-20 still represented a useful tool for managing risk.

Proctor, S. L., Hoffmann, N. G., & Allison, S. (2012). **The effectiveness of interactive journaling in reducing recidivism among substance-dependent jail inmates.** *International Journal of Offender Therapy and Comparative Criminology, 56*, 317-322. doi: 10.1177/0306624X11399274

The authors investigated the effect of interactive journaling on recidivism among a sample of 183 male inmates, all of whom had a drug-related index offense and met DSM-IV criteria for substance dependence. Participants were randomly assigned to an interactive journaling condition or control condition. Results revealed that those in the interactive journaling group exhibited a significantly lower recidivism rate (51%) than those in the control group (66%). Additionally, severity of posttraumatic stress disorder and employment status were significant predictors of recidivism among their sample. The authors suggest interactive journaling shows promise as brief treatment intervention.

Storey, J. E., Watt, K. A., Jackson, K. J., & Hart, S. D. (2012). **Utilization and implications of the Static-99 in practice.** *Sexual Abuse: A Journal of Research and Treatment, 24*, 289-302. doi: 10.1177/1079063211423943.

This study compares the Static-99 ratings of clinicians to those of researchers for a sample of 100 adult male offenders. Good agreement was found between the groups for total scores on the Static-99 and for most individual items, with clinician ratings tending to be slightly more conservative than researcher ratings. Both groups' ratings had moderate predictive validity in terms of effect size. In cases where clinicians used discretion to "override" the Static-99 ratings when making final risk judgments, the predictive validity of the adjusted ratings was worse than that of the original Static-99 ratings.

Tewksbury, R., Jennings, W. G., & Zgoba, K. M. (2012). **A longitudinal examination of sex offender recidivism prior to and following the implementation of SORN.** *Behavioural Sciences and the Law, 30*, 308-328. doi: 10.1002/bsl.1009

Compared recidivism rates of two groups of sex offenders in New Jersey – those released prior to ($n = 247$) and after ($n = 248$) sex offender registration and notification (SORN). SORN status was not found to be a significant predictor of sexual and general recidivism. Most offenders were classified as low-risk with low rates of re-offending while high-risk offenders had higher recidivism rates in both sexual and general re-offending.

Thompson, A. P., & McGrath, A. (2012). **Subgroup differences and implications for contemporary risk-need assessment with juvenile offenders.** *Law and Human Behavior, 36*, 345-355. doi: 10.1037/h0093930

Using a large sample of community-based juvenile offenders, the authors examined gender and ethnic differences with the Australian Adaptation of the Youth Level of Service/Case Management Inventory. Significant differences were found at item level, across domain scores, on total inventory scores, and 1-year reoffending rates. No difference was found for validity indices. Implications for future use are discussed including the fair use of generic risk instruments with various subgroups.

Vincent, G. M., Guy, L. S., Gershenson, B. G., & McCabe, P. (2012). **Does risk assessment make a difference? Results of implementing the SAVRY in juvenile probation.** *Behavioural Sciences and the Law, 30*, 384-405. doi: 10.1002/bsl.2014

The implementation of the SAVRY in a probation setting on case management practices is examined using a quasi-experimental prospective study that compared 247 (pre) with 217 (post) adjudicated youths. The study found that following proper implementation of the risk assessment tool, placement rates decreased by 50%, use of maximum levels of supervision decreased by 30%, and use of community services decreased except for high-risk youths without an increase in reoffending.

Vitacco, M. J., Erickson, S. K., Kurus, S., & Apple, B. N. (2012). **The role of the Violence Risk Appraisal Guide and Historical, Clinical, Risk-20 in U.S. courts: A case law survey.** *Psychology, Public Policy, and Law, 18*, 361-391. doi: 10.1037/a0025834.

This article presents case law data from 46 U.S. Federal and State cases in which the VRAG and/or HCR-20 was used in court. A summary of these cases and the findings of the relevant assessments are presented, and legal and policy implications for the use of forensic risk assessments in court are discussed.

SEX OFFENDERS

Aebi, M., Vogt, G., Plattner, B., Steinhausen, H. C., & Bessler, C. (2012). **Offender types and criminality dimensions in male juveniles convicted of sexual offenses.** *Sexual Abuse: A Journal of Research and Treatment, 24*, 265-288. doi: 10.1177/1079063211420449.

A sample of 223 criminal male adolescents was examined to assess the validity of three different juvenile sex offender (JSO) typologies: the victim age type (JSO offending against children vs. adolescents or adults), the co-offender status type (JSO offending alone vs. in a group), and the crime history type (JSO with vs. without a previous criminal history). Offender, victim, and offense characteristics were examined, and results indicated that the victim age-based typology had the best support. Results of an additional principal component analyses are also discussed.

Barnett, G. D., Wakeling, H. C., Mandeville-Norden, R., & Rakestrow, J. (2012). **How useful are psychometric scores in predicting recidivism for treated sex offenders?** *International Journal of Offender Therapy and Comparative Criminology*, 56, 420-446. doi: 10.1177/0306624X11403125

The authors investigated the relationship between psychometric test scores, test profiles, and recidivism among a sample of 3,402 convicted sexual offenders who completed a community-based treatment program as part of their probation. Results revealed that posttreatment measures of self-esteem, ability to relate to fictional characters, and recognition of risk factors, were significantly related to sexual/violent recidivism.

Duwe, G., & Freske, P. J. (2012). **Using logistic regression modeling to predict sexual recidivism: The Minnesota Sex Offender Screening Tool-3 (MnSOST-3).** *Sexual Abuse: A Journal of Research and Treatment*, 24, 350-377. doi: 10.1177/1079063211429470. An updated version of the Minnesota Sex Offender Screening Tool—Revised (MnSOST-R), one of the most widely used sex offender risk-assessment tools, was assessed. The new instrument, the MnSOST-3 was found to have a high level of predictive discrimination (AUC = .821, optimism-corrected AUC = .796). The MnSOST-3 appears able to predict actual recidivism rates for all but the highest risk offenders. An adequate degree of interrater reliability was noted (ICC = .83 for both consistency and absolute agreement).

Fanniff, A. M., & Kolko, D. J. (2012). **Victim age-based subtypes of juveniles adjudicated for sexual offenses: Comparisons across domains in an outpatient sample.** *Sexual Abuse: A Journal of Research and Treatment*, 24, 224-264. doi: 10.1177/1079063211416516. A sample of 176 juvenile male sex offenders were divided into three subgroups based on the age of their victim(s). The three subgroups were largely similar; however, juveniles with child victims were more likely to have male victims and biologically related victims, juveniles with peer or adult victims were more likely to have poor parental monitoring and be re-arrested. Juveniles with victims of varying ages were similar to juveniles with only child victims on some variables and similar to those with peer or adult victims on others.

Fanniff, A. M., & Letouneau, E. J. (2012). **Another piece of the puzzle: Psychometric properties of the J-SOAP-II.** *Sexual Abuse: A Journal of Research and Treatment*, 24, 378-408. doi: 10.1177/1079063211431842.

Juvenile Sex Offender Assessment Protocol—II (J-SOAP-II) data from 73 boys in a randomized clinical trial were used to examine the reliability (internal consistency and interrater agreement) and validity (concurrent, discriminant, and predictive) of the JSOAP-II. Consistent with previous research, Scale 1 (Sexual Drive/Preoccupation) was found to have adequate reliability and concurrent validity but did not predict scores on a measure of concerning sexual behavior, and Scale 2 (Impulsive/Antisocial Behavior) exhibited strong psychometric properties in all respects, including predictive validity.

Hamdi, N. R., & Knight, R. A. (2012). **The relationships of perpetrator and victim substance use to sexual aggression of rapists and child molesters.** *Sexual Abuse: A Journal of Research and Treatment*, 24, 307-327. doi: 10.1177/1079063211420450.

The authors studied substance abuse and aggression in a sample of 245 male rapists and 273 male child molesters. A positive association was found between perpetrator alcohol use and aggression in sexual crimes for both rapists and child molesters. Perpetrator drug use was associated with higher levels of aggression among child molesters, but not among rapists. Victim substance use was positively correlated with aggression among rapists, but not among child molesters.

Hermann, C. A., Babchishin, K. M., Nunez, K. L., Leth-Steensen, C., & Cortoni, F. (2012). **Factor structure of the Bumby RAPE Scale: A two-factor model.** *Criminal Justice and Behavior*, 39, 869-886. doi: 10.1177/0093854812436802.

The Bumby RAPE Scale is a measure of rape-supportive cognitive distortions. An exploratory factor analysis was conducted to examine the types of rape-supportive cognition assessed by the Bumby RAPE Scale using a sample of 280 adult male sex offenders. Results support a model with two factors: Excusing Rape and Justifying Rape. The authors suggest that this multidimensional factor structure may improve the assessment and research of rape-supportive cognition.

Kingston, D. A., Yates, P. M., & Firestone, P. (2012). **The self-regulation model of sexual offending: Relationship to risk and need.** *Law and Human Behavior*, 36, 215-224. doi: 10.1037/h0093960

The authors examined the validity and utility of the self-regulation model with 275 adult male sexual offenders in Canada. Results indicated that generally, offenders guided by approach-motivated goals were significantly different in certain aspects from those guided by inhibitory goals. They highlighted the importance of using a comprehensive and multidimensional offence process model that allows for differential route to offending in treatment for sexual offenders.

McLawsen, J. E., Scalora, M. J., & Darrow, C. (2012). **Civily committed sex offenders: A description and interstate comparison of populations.** *Psychology, Public Policy, and Law*, 18, 453-476. doi: 10.1037/a0026116.

This article presents offense, risk, and diagnostic characteristics for 134 civily committed male sex offenders in Nebraska. Offenders exhibited medium-to-moderate recidivism risk levels. Paraphilias were the most common diagnosis, followed by personality disorders. Compared to analogous groups in other states, this sample posed a substantially lower risk of recidivism and had a higher rate of diagnosis of pedophilia.

Seto, M. C., Wood, J. M., Babchishin, K. M., & Flynn, S. (2012). **Online solicitation offenders are different from child pornography offenders and lower risk contact sexual offenders.** *Law and Human Behavior*, 34, 320-330. doi: 10.1037/h0093925

The study compared 38 lower risk offenders convicted of contact sexual offenses against children, 38 child pornography offenders, and 70 solicitation offenders. Significant differences in several aspects (e.g. capacity for relationship stability, deviant sexual preference, and risk measures scores) were

found in solicitation offenders from lower risk contact and child pornography offenders. Implications in risk, treatment, and supervision needs are discussed.

Tewksbury, R. (2012). **Stigmatization of sex offenders**. *Deviant Behavior*, 33, 606-623. doi: 10.1080/01639625.2011.636690.

The author investigates sex offenders' perception and response to their social status among a sample of 24 incarcerated sex offenders approaching their release dates. Results from in-depth interviews revealed that interactions with other prison inmates and messages from society bring awareness to stigmatization, which leads to shame, hopelessness, depression, fear, as well as feeling as though their labelled status is unfair and resentment toward those who stigmatize.

van Vugt, E. S., Asscher, J. J., Hendriks, J., Stams, G. J. J. M., Bijleveld, C. C. J. H., & van der Laan, P. H. (2012). **The relationship between psychopathy and moral development in young sex offenders**. *Psychology, Crime & Law*, 18, 655-667. doi:10.1080/1068316X.2010.533177

The authors examined the relationship between psychopathy traits and moral development among 85 Dutch male sex offenders aged between 13 and 23. Results indicated a weak negative association between psychopathy and mature moral judgment only when questions involve the offenders' own abuse victim. In other general and sexual situations, weak to moderate negative associations were found between psychopathy and cognitive and affective empathy. Implications are discussed.

Worling, J. R., Bookalam, D., & Litteljohn, A. (2012). **Prospective validity of the Estimate of Risk of Adolescent Sexual Offense Recidivism (ERASOR)**. *Sexual Abuse: A Journal of Research and Treatment*, 24, 203-223. doi: 10.1177/1079063211407080.

The Estimate of Risk of Adolescent Sexual Offense Recidivism (ERASOR) was conducted on a sample of 191 adolescent male sex offenders. Clinical judgment ratings, total score, and sum of risk factors present were significantly predictive of sexual reoffending for a short follow-up period ($M = 1.4$ yrs; $SD = 0.71$), and total score and the sum of risk factors present were predictive of sexual reoffending over a longer follow-up interval ($M = 3.66$ yrs; $SD = 2.08$). Pairs of clinicians independently rated 45 adolescent male sex offenders, and significant interrater reliability was achieved for the ERASOR risk factors, clinical judgment ratings, and total score.

Zgoba, K. M., & Levenson, J. (2012). **Failure to register as a predictor of sex offense recidivism: The Big Bad Wolf or a red herring?** *Sexual Abuse: A Journal of Research and Treatment*, 24, 328-349. doi: 10.1177/1079063211421019.

The authors analyzed the recidivism outcomes of 1,125 sexual offenders in order to determine whether failure to register under Megan's Law is predictive of reoffending. Those who failed to register were not significantly more likely to engage in future sexual offenses than were those who had not failed to register. Few differences between the two groups were noted. Those who failed to register were more likely to have offended against strangers and adult females. The authors suggest that these results

contradict the notion that child molesters are particularly likely to abscond in order to re-offend.

LEGAL DECISION-MAKING/JURY RESEARCH

Honest, T. M. & Mathews, G. A. (2012). **Admitting evidence of a defendant's previous conviction (PCE) and its impact on juror deliberation in relation to both juror-processing style and juror concerns over the fairness of introducing PCE.** *Legal and Criminological Psychology, 17*, 360–379. doi: 10.1111/j.2044-8333.2011.02019.x

To examine the impact of admitting previous conviction evidence (PCE), jurors were asked to recall evidence, express opinion, and justify verdicts on two counts of Affray and Grievous Bodily Harm (ex 1, $n = 82$). In experiment 2 (new $n = 121$), PCE information was emphasized and juries deliberated. Some jurors saw PCE as unfair to the defendant. Heuristic processing was associated with a prejudicial focus on the defendant's character and a higher confidence in guilt.

Pozzulo, J. D., & O'Neill, M. C. (2012). **Juror decision making when a witness makes multiple identification decisions.** *Journal of Applied Social Psychology, 42*, 1192-1217. doi: 10.1111/j.1559-1816.2011.00883.x

Mock jurors ($n = 224$) read a trial summary which varied the consistency of the eyewitness's identification (ID) decision. Then, a second positive lineup ID of the suspect was made. Jurors perceived the witness's testimony as more reliable when the witness initially made an ID of the suspect vs. an ID of a different suspect or a non-ID. The first lineup ID was perceived as more reliable when made with higher confidence. Verdicts did not vary as a function of ID consistency.

Ruva, R. L. & LeVasseur, M. A. (2012). **Behind closed doors: The effect of pretrial publicity on jury deliberations.** *Psychology, Crime & Law, 18*, 431-452. doi: 10.1080/1068316X.2010.502120

The researchers content analyzed 30 mock-jury deliberations ($n = 169$) that was either given anti-defendant pretrial publicity (PTP) or no PTP. PTP juries were more likely to vote guilty both pre and post deliberation and were more likely to find ambiguous trial facts as supporting the prosecution's case. PTP juries also discussed PTP during deliberation despite instructions not to do so.

Scherer, C. R., Heider, J. D., Skowronski, J. J., & Edlund J. E. (2012). **Trait expectancies and stereotype expectancies affect person memory similarly in a jury context.** *The Journal of Social Psychology, 152*, 613-622. doi: 10.1080/00224545.2012.678418

Participants ($n = 316$) read a description of a defendant, and a testimony that induced either a positive or negative and trait or stereotype expectancy. After viewing the evidence items and giving a guilt judgment, participants were asked to recall as many of the evidence items as they could and complete a thought listing measure. Results showed that trait expectancies and stereotype expectancies had similar effects, producing incongruity effects on recall.

Ward, C., Flowe, H. & Humphries, J. (2012). **The effects of masculinity and suspect gender on perceptions of guilt.** *Applied Cognitive Psychology, 26*, 482–488. doi: 10.1002/acp.2823.

Participants read one of three crime scenarios (burglary, child abuse and neglect, fraud and forgery) and evaluated the likelihood that suspects of varying masculine appearance committed the crime. Masculine physical appearance significantly affected guilt ratings across all crime types for both male and female suspects. Guilt ratings for male compared with female suspects were higher for burglary, a crime that was viewed as stereotypically male.

Wessel, E. M., Bollingmo, G. C., Sønsteby, C., Nielsen, L. M., Eilertsen, D. E., & Magnussen, S. (2012). **The emotional witness effect: Story content, emotional valence and credibility of a male suspect.** *Psychology, Crime & Law, 18*, 417-430. doi: 10.1080/1068316X.2010.502119

The authors examined the effect of emotionality in a male rape suspect on credibility. Participants ($n = 175$) watched one of six versions of the suspect's statement, which was more or less ambiguous and which had negative, positive, or neutral valence. Suspect credibility decreased from negative to neutral and from neutral to positive.

LAW ENFORCEMENT, CONFESSIONS, & DECEPTION

Culhane, S. E., & Hosch, H. M. (2012). **Changed alibis: Current law enforcement, future law enforcement, and layperson reactions.** *Criminal Justice and Behavior, 39*, 958-977. doi: 10.1177/0093854812438185.

This article presents three studies about criminal suspects who either maintain or change their alibis. Participants included current law enforcement officers, undergraduate students who intended to enter law enforcement, and undergraduate laypersons. In the manipulation, a suspect's alibi statement was changed (strengthened or weakened) or maintained. Results indicated that participants had more favorable beliefs about and behaviors toward those alibi statements that were maintained than toward those that were changed.

de Keijser, J., Malsch, M., Kranendonk, R., & de Gruijter, M. (2012). **Written records of police interrogation: Differential registration as determinant of statement credibility and interrogation quality.** *Psychology, Crime & Law, 18*, 613-629. doi: 10.1080/1068316X.2010.526119

The authors examined police generated records of an interrogation on perceived suspect credibility and procedural fairness. In study one five police officers gave a written summary of the same videotaped interrogation, which were evaluated by law students in study two ($n = 1013$). There were many qualitative differences between the five accounts, and evaluations of procedural fairness and story credibility differed depending on which account participants were randomly assigned to evaluate.

Eastwood, J., & Snook, B. (2012). **The effect of listenability factors on the comprehension of police cautions.** *Law and Human Behavior, 36*, 177–183. doi: 10.1037/h0093955

Participants ($n = 160$) were presented verbally with one of eight cautions and asked to record their understanding of the legal rights contained in the caution. Instructions, listing, and explanations were varied in the caution in order to improve comprehension. Results suggested that repeating the information contained in the caution in different terms increased comprehension. The caution containing all three modifications resulted in the highest level of comprehension.

Hillman, J., Vrij, A. & Mann, S. (2012). **Um ... they were wearing ...: The effect of deception on specific hand gestures.** *Legal and Criminological Psychology, 17*, 336–345. doi: 10.1111/j.2044-8333.2011.02014.x

Twenty truth tellers and 20 liars described a person who entered a room where they were playing a game with a confederate. Truth tellers made more *rhythmic pulsing* gestures indicating this type of gesture may be connected with the prosodic flow of speech. Liars made significantly more *speech prompting* gestures; supporting the notion that greater cognitive load may be experienced during deception.

Hurst-Wagner, M. & Oswald, M. (2012). **Mechanisms underlying response bias in deception detection.** *Psychology, Crime & Law, 18*, 759–778. doi: 10.1080/1068316X.2010.550615

The authors examined concern with type of error (misses or false alarms) in biases in veracity decisions. In study one participants ($n = 140$) made veracity judgments and error weight and bias type (lie or truth) was measured. Participants with higher concern for false alarm and misses respectively exhibited a truth and a lie bias. In study participants ($n = 90$) were randomly assigned to either error weighting for misses or alarms or received no error weighting. Participants who received error weighting for false alarms were more likely to exhibit a truth bias.

Hurst-Wagner, M. & Oswald, M. E. (2012). **Impact of deception detection errors on public's trust in the police.** *Legal and Criminological Psychology, 17*, 294–306. doi: 10.1111/j.2044-8333.2010.02008.x

Participants ($n = 151$) read a hypothetical scenario concerning a credibility judgment and indicated their trust in the officers making the judgment. Decision outcome was manipulated by varying the four outcomes of a signal-detection task (Hit, Miss, False Alarm, and Correct Rejection). Participants trusted police officers more if they judged the credibility of a suspect correctly. Officers who disbelieved the suspect's statement were trusted more than officers who believed, independently of outcome correctness.

Leins, D. A., Fisher, R. P. & Vrij, A. (2012). **Drawing on liars' lack of cognitive flexibility: Detecting deception through varying report modes.** *Applied Cognitive Psychology, 26*, 601–607. doi: 10.1002/acp.2837

Truth tellers entered a room and performed several tasks, whereas liars did not but attempted to convince an interviewer that they did. Truth tellers and liars were interviewed twice about the room and tasks, and were asked to express their answers the same way on both interviews (verbally then

again verbally) or in different ways (verbally then pictorially). Liars' reports were less consistent, particularly when reporting in different ways.

Nahari, G. (2012). **Elaborations on credibility judgments by professional lie detectors and laypersons: Strategies of judgment and justification.** *Psychology, Crime & Law, 18*, 567-577. doi: 10.1080/1068316X.2010.511222

The author examined the impact of being a professional versus a layperson in reasoning in lie detection biases. Professional lie detectors ($n = 49$) and laypersons ($n = 40$) read a statement and were asked to decide if the storyteller had actually experienced it. Professionals were more likely to disbelieve the storyteller and were more likely to employ systematic processing. Laypersons were more likely to believe and employ heuristic processing.

Nieuwenhuys, A., Cañal-Bruland, R. & Oudejans, R. R. D. (2012). **Effects of threat on police officers' shooting behavior: Anxiety, action specificity, and affective influences on perception.** *Applied Cognitive Psychology, 26*, 608–615. doi: 10.1002/acp.2838.

Researchers investigated the impact of threat and response mode on police officers' distance perception and shooting behavior. The suspect carried either a plastic knife (low threat) or an electrical knife (high threat) and officers provided either an actual shooting response or indicated it verbally. Results show that high threat led to earlier shooting, but only for actual shooting responses. Although high threat generally induced more anxiety, perceptual judgments remained unaffected by threat and indicated systematic underestimations of distance.

Olson, E. A. & Charman, S. D. (2012). **'But can you prove it?' Examining the quality of innocent suspects' alibis.** *Psychology, Crime & Law, 18*, 453-471. doi: 10.1080/1068316X.2010.505567

The authors examined the accuracy of innocent suspect alibi generation. Participants ($n = 255$) provided alibis for four separate time periods and factual information to corroborate them. They then were given 48 hours to verify the accuracy of their alibis. They then reported back and made any necessary changes to their initial alibis. Inaccuracies were found in many of the initial alibis; this effect was greater for the more distant alibi time periods.

Park, K., & Pyo, J. (2012). **An explanation for camera perspective bias in voluntariness judgment for video-recorded confession: Suggestion of cognitive frame.** *Law and Human Behavior, 36*, 184-194. doi: 10.1037/h0093967

In Experiment 1, 146 jury eligible adults watched a simulated confession filmed with either suspect or detective focus. In Experiment 2, participants ($n = 148$) were cognitively framed to make a voluntariness judgment for a confession or a coerciveness judgment for an interrogation. In Experiment 3, ($n = 64$) participants viewed the videos from Experiment 1 after being cognitively framed as in Experiment 2. Results indicated that a particular camera focus may convey a suggestion of a particular cognitive frame.

Peace, K. A., Porter, S. & Almon, D. F. (2012). **Sidetracked by emotion: Observers' ability to discriminate genuine and fabricated sexual assault allegations.** *Legal and Criminological Psychology*, 17, 322–335. doi: 10.1111/j.2044-8333.2011.02013.x

Observers ($n = 119$) evaluated eight (4 true, 4 false) written allegations of sexual assault and completed a Credibility Assessment Questionnaire. Results indicated accuracy was below chance ($M = 45.3\%$), and a truth bias was evidenced. The authors found that observers' openness to experience and neuroticism were positively associated with accuracy, whereas extraversion and confidence were negatively related to accuracy.

Scherr, K. C., & Madon, S. (2012). **You have the right to understand: The deleterious effect of stress on suspects' ability to comprehend *Miranda*.** *Law and Human Behavior*, 36, 275–282. doi: 10.1037/h0093972

Participants were randomly assigned to either be accused ($n = 15$) or not accused ($n = 15$) of having cheated on an experimental task. Results supported the hypothesis that stress undermines suspects' ability to comprehend their *Miranda* rights. Participants who were accused of cheating exhibited significantly lower levels of *Miranda* comprehension than participants who were not accused of cheating.

Visu-Petra, G., Miclea, M. & Visu-Petra, L. (2012). **Reaction time-based detection of concealed information in relation to individual differences in executive functioning.** *Applied Cognitive Psychology*, 26, 342–351. doi: 10.1002/acp.1827

The study relates individual differences in executive functions to the accuracy and latency of deceptive responses in a reaction time (RT)-based Concealed Information Test with pictorial stimuli extracted from a mock crime scenario. The pictorial RT-based Concealed Information Test successfully differentiated between guilty and innocent participants. Set-shifting and inhibition were directly related to deception accuracy and speed, respectively. Enhanced underlying working memory skills were associated with longer RTs for item classification.

Vrij, A., Leal, S., Mann, S., & Fisher, R. (2012). **Imposing cognitive load to elicit cues to deceit: Inducing the reverse order technique naturally.** *Psychology, Crime & Law*, 18, 579–594. doi: 10.1080/1068316X.2010.515987

The authors examined the effect of reverse order recall on lie detection accuracy. In study one participants ($n = 31$) walked to receive a package and then walked to another place to deliver a package. They were interviewed by a friendly (tell the truth) and hostile (lie) agent in counterbalanced order, where they were asked to provide their route in forwards and backwards order. Participants ($n = 68$) in study two read transcripts of these interviews and had higher lie detection accuracy when evaluating the backwards order portion.

Willén, R. M. & Strömwall, L. A. (2012). **Offenders' lies and truths: An evaluation of the Supreme Court of Sweden's criteria for credibility assessment.** *Psychology, Crime & Law, 18*, 745-758. doi: 10.1080/1068316X.2010.548815

The authors examined the credibility assessment in Sweden discriminating between truthful and false confessions made by offenders. Participants ($n = 30$) gave a truthful confession to a crime they committed and a false confession to a crime they never committed. Truthful confessions rated with higher clarity; no other criteria distinguished between the confession types.

Willén, R. M. and Strömwall, L. A. (2012). **Offenders' uncoerced false confessions: A new application of statement analysis?.** *Legal and Criminological Psychology, 17*, 346–359. doi: 10.1111/j.2044-8333.2011.02018.x

Truthful and deceptive confessions were given by 30 offenders. Participants told the truth about a crime they had committed and made up a lie about a different crime. The transcribed statements were scored for Criteria-Based Content Analysis (CBCA) and Reality Monitoring (RM) criteria. Results showed that neither total CBCA nor total RM scores differentiated between lies and truths; however some individual CBCA criteria showed differences.

WITNESS ISSUES

Ahola, A. (2012). **How reliable are eyewitness memories? Effects of retention interval, violence of act, and gender stereotypes on observers' judgments of their own memory regarding witness act and perpetrator.** *Psychology, Crime & Law, 18*, 491-503. doi: 10.1080/1068316X.2010.509316

The author examined the effect of gender stereotypes on eyewitness' impressions of their memory and the perpetrator. Participants ($n = 174$) viewed a video that varied in terms of the target person's gender (male or female) and the act (violent or nonviolent) with a retention interval of either ten minutes or three weeks. Participants reported having better memory for the violent crime and rated a female perpetrator of a violent crime more positively if the retention interval was longer.

Camp, G., Wesstein, H. & de Bruin, A. B. H. (2012). **Can questioning induce forgetting? Retrieval-induced forgetting of eyewitness information.** *Applied Cognitive Psychology, 26*, 431–435. doi: 10.1002/acp.2815

Researchers investigated whether asking questions about particular offender characteristics can induce forgetting of other characteristics and if this forgetting effect is limited to information from the offender or may also influence memory for others present. Third, they studied whether forgetting of eyewitness information occurs in the absence of output interference effects. The authors found that questioning induced forgetting of offender characteristics and the forgetting effect was not limited to information about the practiced offender.

Cyr, M., Dion, J., McDuff, P. & Trotier-Sylvain, K. (2012). **Transfer of skills in the context of non-suggestive investigative interviews: Impact of structured interview protocol and feedback.** *Applied Cognitive Psychology*, 26, 516–524. doi: 10.1002/acp.2822

Two groups of police investigators were trained in the National Institute of Child Health and Human Development (NICHD) interview protocol. After the training, one group ($n=8$) received written feedback on each interview they conducted, whereas the other group ($n=11$) did not. Interviewees were alleged sexual abuse victims. Application of the NICHD protocol allowed interviewers to use more open-ended questions and to obtain more details. The results showed that providing feedback significantly increased the quality of the interviews.

Dahl, L. C. & Price, H. L. (2012). **“He couldn’t have done it, he was with me!”: The Impact of alibi witness age and relationship.** *Applied Cognitive Psychology*, 26, 475–481. doi: 10.1002/acp.2821

Participants who conducted a simulated police investigation were presented with either a child or adult alibi witness, who was either the son or neighbor of the suspect. Participants were more likely to believe the adult neighbor than the adult son. Participants thought the suspect was more likely to be guilty after viewing an alibi provided by the adult son. Child-provided alibis reduced perceptions of suspect guilt. The child alibi witnesses were viewed as more credible than the adult witnesses.

Dysart, J. E., Lawson, V. Z., & Rainey, A. (2012). **Blind lineup administration as a prophylactic against the postidentification feedback effect.** *Law and Human Behavior*, 36, 312–319. doi: 10.1037/h0093921

Mock witnesses ($n = 227$) viewed a staged crime video followed by a target-present or target-absent lineup where the administrator was or was not presumed to know the identity of the suspect. After making an identification decision, witnesses were or were not given realistic, but nonidentification-specific, feedback. A significant interaction was found between blind condition and feedback. As predicted by the selective cue integration framework this interaction was significant only for inaccurate participants.

Edens, J. F., Smith, S. T., Magyar, M. S., Mullen, K., Pitta, A., & Petrila, J. (2012). **“Hired guns,” “charlatans,” and their “voodoo psychobabble”:** Case law references to various forms of perceived bias among mental health expert witnesses. *Psychological Services*, 9(3), 259-271.

Identified and examined 160 published civil and criminal court cases containing allegations of a lack of neutrality in clinician expert witnesses. Allegations included descriptions of opinions as being “for sale”, “junk science”, and partisan, and comparisons were also made of experts to mystics and sorcerers. Results illustrated the diversity of allegations against mental health experts beyond financial motives.

Fitzgerald, R. J., Price, H. L. & Connolly, D. A. (2012). **Anxious and nonanxious children’s face identification.** *Applied Cognitive Psychology*, 26, 585–593. doi: 10.1002/acp.2833

To investigate the impact of stress on children's face identification, 4-year-old and 5-year-old children ($n=80$) participated in swimming lessons that were anxiety provoking for some. Children's identifications were examined after a short and long delay. Anxiety was largely unrelated to identification accuracy; however, after a long delay, anxiety had a negative effect on correct line-up rejections.

Frowd, C. D., Nelson, L., Skelton, F., Noyce, R., Atkins, R., Heard, P., Morgan, D., Fields, S., Henry, J., McIntyre, A. & Hancock, P. J. B. (2012). **Interviewing techniques for Darwinian facial-composite systems.** *Applied Cognitive Psychology*, 26, 576–584. doi: 10.1002/acp.2829

Researchers investigated whether components of the holistic Cognitive Interview (H-CI) were applicable to newer 'evolving' (Darwinian) methods of face construction. They found that the face description component of the interview promoted better-quality composites than the holistic component, but the most identifiable composites emerged when both components were used together. Composites were also more identifiable following description of all features than an alternative involving description of hair.

Frowd, C. D., Skelton, F., Atherton C., Pitchford, M., Hepton, G., Holden, L., McIntyre, A. H., & Hancock, P. J. B. (2012). **Recovering faces from memory: The distracting influence of external facial features.** *Journal of Experimental Psychology: Applied*, 18, 224 –238. doi: 10.1037/a0027393

In Experiment 1, important internal-features (eyes, brows, nose, and mouth) of faces were constructed more identifiably when external features (hair, ears, and neck) were blurred. In Experiment 2, increasing the visibility of external features in the presented face-arrays improved internal-features quality. Experiment 3 demonstrated that masking external-features promoted substantially more identifiable images than using the previous method of blurring external-features. The results provide a much better method to construct composites.

Gabbert, F., Hope, L., Fisher, R. P. & Jamieson, K. (2012). **Protecting against misleading post-event information with a self-administered interview.** *Applied Cognitive Psychology*, 26, 568–575. doi: 10.1002/acp.2828

Participants viewed a simulated crime after which half immediately recorded their statement by using the self-administered interview (SAI). Following a delay, participants were presented with misinformation encountered either in a misleading news report (Study 1) or in misleading cued-recall questions (Study 2). Results showed that participants who had completed a SAI after witnessing an event were significantly less prone to forgetting and significantly more resistant to the negative consequences of misinformation.

Horry, R., Memon, A., Wright, D. B., & Milne, R. (2012). **Predictors of eyewitness identification decisions from video lineups in England: A field study.** *Law and Human Behavior*, 36, 257–265. doi: 10.1037/h0093959

Eyewitness identification decisions from 1,039 real lineups in England were analyzed. Repeated viewing was strongly associated with increased filler identification rates, suggesting that witnesses who requested additional viewings were more willing to guess. In addition, several other factors were associated with lineup outcomes, including the age difference between the suspect and the witness, the type of crime committed, and delay.

Levi, A. (2012). **Much better than the sequential lineup: A 120-person lineup.** *Psychology, Crime & Law, 18*, 631-640. doi: 10.1080/1068316X.2010.526120

The author compared large to smaller lineups. Participants were recruited by the author and a confederate. The participants then were asked to determine if the confederate was in the lineup. Participants were presented with target absent or target present lineups that contained 12, 24, or 120 photos, containing 12 photos to a sheet. Mistaken identifications were lowest in the 12 person lineup.

Oeberst, A. (2012). **If anything else comes to mind . . . Better keep it to yourself? Delayed recall is discrediting—unjustifiably.** *Law and Human Behavior, 36*, 266-274. doi: 10.1037/h0093966

Two studies ($n = 76$ and $n = 59$) assessed the accuracy of reminiscent items after retention intervals of up to 1 week and contrasted them with peoples' beliefs regarding their accuracy. In line with an implicit assumption of memory fading with the passage of time, delayed recall of previously unmentioned details was judged to be unreliable. In contrast, actual accuracy of reminiscent details was consistently high and even comparable to immediate recollections.

Otgaar, H., Horselenberg, R., van Kampen, R., & Lalleman, K. (2012). **Clothed and unclothed human figure drawings lead to more correct and incorrect reports of touch in children.** *Psychology, Crime & Law, 18*, 641-653. doi: 10.1080/1068316X.2010.532129

The authors examined the effect of clothed and unclothed human figure drawings (HFD) on children's accuracy. Children ages 9-10 ($n = 80$) and 4-5 ($n = 80$) were touched in ten places. They were asked to report where they were touched. They were then provided with a HFD that was either clothed or unclothed. Clothing had no impact on accuracy. Both clothed and unclothed HFD were associated with increased accurate and inaccurate reports.

Palmer, M. A., & Brewer, N. (2012). **Sequential lineup presentation promotes less-biased criterion setting but does not improve discriminability.** *Law and Human Behavior, 36*, 247–255. doi: 10.1037/h0093923

In this meta-analysis, data from 22 experiments that compared sequential and simultaneous lineups were analyzed using a compound signal-detection model, which is specifically designed to describe decision-making performance on tasks such as eyewitness identification tests. Sequential presentation did not influence discriminability, but produced a conservative shift in response bias that resulted in less-biased choosing for sequential than simultaneous lineups.

Paterson, H. M., Kemp, R., & McIntyre, S. (2012). **Can a witness report hearsay evidence unintentionally? The effects of discussion on eyewitness memory.** *Psychology, Crime & Law, 18*, 505-527. doi: 10.1080/1068316X.2010.510117

The authors examined the effect of misinformation on witnesses' memory. In study one ($n = 119$) and two ($n = 64$) participants watched a crime video then discussed the video with other witnesses or did not participate in discussion (study one only). In some of the groups misinformation was provided. Participants gave statements a week later and some were warned about misinformation. More errors were associated when misinformation was given and there was no effect for the warning.

Quinlivan, D. S., Neuschatz, J. S., Bradfield Douglass, A., Wells, G. L., & Wetmore, S. A. (2012). **The effect of post-identification feedback, delay, and suspicion on accurate eyewitnesses.** *Law and Human Behavior, 36*, 206–214. doi: 10.1037/h0093970

Participants ($n = 265$) viewed a video event and made a lineup decision. Regardless of accuracy, participants were informed that they were correct or were given no information. Following the lineup decision (immediately or one week later), participants who received confirming feedback were given reason to be suspicious of this feedback. Accurate witnesses did not demonstrate certainty inflation immediately after the confirming feedback but did after a delay. The suspicion manipulation only affected participants' certainty when the confirming feedback created certainty inflation.

Salmon, K., Pipe, M.-E., Malloy, A. & Mackay, K. (2012). **Do non-verbal aids increase the effectiveness of 'best practice' verbal interview techniques? An Experimental study.** *Applied Cognitive Psychology, 26*, 370–380. doi: 10.1002/acp.1835

Five to seven-year-old children ($n = 27$) took part in an event and were interviewed 7–10 days later using the NICH and HDP interview. They had an opportunity to draw the event or complete puzzles and then another verbal interview. Though new information was reported following both drawing and puzzles, accuracy declined. In the second experiment, dolls or diagrams were introduced to clarify children's ($n=53$) reports of touch. Props did not increase the amount of information reported, but nor did they elevate errors.

OTHERS

Bradley, J. M., Werth, Jr., J. L., Hastings, S. L., & Pierce, T. W. (2012). **A qualitative study of rural mental health practitioners regarding the potential professional consequences of social justice advocacy.** *Professional Psychology: Research and Practice, 43* (4), 356-363. doi: 10.1037/a0027744.

In this study, eight rural mental health professionals were interviewed about their experiences with and perspectives on advocating for social justice issues. Most of these rural practitioners were not engaged in contentious advocacy and were more likely to engage in micro-level advocacy for their clients. The context of the rural community practice appears to affect clinicians' decisions regarding advocating for clients or responding to larger social justice issues.

Campbell, J., & Carlson, J. R. (2012). **Correctional administrators' perceptions of prison nurseries.** *Criminal Justice and Behavior, 39*, 1063-1074. doi: 10.1177/0093854812441161. Research shows that incarcerated mothers who are allowed to keep their babies with them in the correctional setting have reduced rates of recidivism. The current study surveys correctional administrators from all 8 states currently operating nursery programs and administrators from 20 states that do not have prison nurseries ($n = 28$). Results indicate that lack of knowledge about nursery programs and their impact on recidivism rates, budget concerns, and the perceived consequences of housing infants within the prison environment are all barriers to the implementation of such programs.

Chao, R. C., Mallinckrodt, B., & Wei, M. (2012). **Co-occurring presenting problems in African American college clients reporting racial discrimination distress.** *Professional Psychology: Research and Practice, 43*, 199-207. doi: 10.1037/a0027861.

This study examined archival data from the Presenting Problems Checklist completed by 1555 African American students at predominantly White universities. Perceived racial discrimination was associated with a range of co-occurring presenting problems, including academic, interpersonal, psychological/emotional, and existential concerns. Some sex differences were noted; for example, irritability/anger had the strongest correlation with perceived discrimination for men. Implications for assessment and intervention are discussed.

Edens, J. F., & Cox, J. (2012). **Examining the prevalence, role, and impact of evidence regarding antisocial personality, sociopathy, and psychopathy in capital cases: A survey of defense team members.** *Behavioural Sciences and the Law, 30*, 239-255. doi: 10.1002/bsl.2009

The authors conducted a survey with 41 attendees at a National conference on capital mitigation and examined the nature of antisocial personality disorder, sociopathy and psychopathy in these cases. Results suggested that these labels were quite prevalent in prosecution evidence during the sentencing or guilt/innocence phase. Also, this evidence were rarely ruled inadmissible and respondents believed the significant impact of these labels on trial outcomes.

Heinowitz, A. E., Brown, K. R., Langsam, L. C., Arcidiacono, S. J., Baker, P. L., Badaan, N. H., & Cash, R. E. (2012). **Identifying perceived personal barriers to public policy advocacy within psychology.** *Professional Psychology: Research and Practice, 43*, 372-378. doi: 10.1037/a0029161.

Hypothesized barriers to advocacy within the field of psychology were analyzed in this study using a sample of students, alumni, staff, and faculty members of a university psychology department. Lack of awareness about public policy issues was the primary barrier to advocacy. The authors suggest that programs promoting advocacy attempt to address the lack of knowledge that impedes student, professional, and clinician involvement in public policy advocacy.

Hoyt, T., Wray, A. M., Wiggins, K. T., Gerstle, M., & Maclean, P. C. (2012). **Personality profiles of intimate partner violence offenders with and without PTSD.** *Journal of Offender Rehabilitation, 51*, 239-256. doi:10.1080/10509674.2011.650349

Authors investigated personality profiles of 78 trauma-exposed men who were court mandated to an IPV intervention program. Using the MCMI-III and the PAI, researchers examined whether personality differences existed between those with and without PTSD symptoms. The results revealed significant personality differences among PTSD, non-PTSD, and nontrauma groups on a variety of clinical scales on both assessment instruments. PTSD participants reported significantly less IPV and significantly more overall distress, anxiety symptoms, and depression symptoms, than both the non-PTSD and nontrauma groups on both instruments.

Kerrigan, M. F. (2012). **Transgender discrimination in the military: The new don't ask, don't tell.** *Psychology, Public Policy, and Law*, 18 (3), 500-518. doi: 10.1037/a0025771.

Despite the landmark repeal of the "Don't Ask Don't Tell" (DADT) policy, transgender persons are still banned from service in the U.S. military. This paper examines a study conducted by the Palm Center of the University of California, Santa Barbara, about the experiences of transgender service members and veterans and discusses the limited pertinent case law. The authors argue that current military regulations threaten the rights of LGBT persons in the military.

Kesic, D., Thomas, S. D. M., & Ogloff, J. R. P. (2012). **Analysis of fatal police shootings: Time, space, and suicide by police.** *Criminal Justice and Behavior*, 39, 1107-1125. doi: 10.1177/0093854812440084. This study analyzed 45 police engagements that culminated in civilian fatalities in Australia. Results indicate that these incidents were generally short in duration, and fatalities commonly occurred during unplanned police activity. Most victims were armed, acted aggressively, resisted arrest, and escalated the dangerousness of the police interaction. One third of the incidents met the criteria for possible suicide by police (i.e., the victim intentionally subjected himself to lethal violence by a police officer). Possible suicide by police cases differed from the rest of cases in terms of mental health, incident, and police response characteristics.

Lambert, E. G., Hogan, N. L., Barton-Bellessa, S. M., & Jiang, S. (2012). **Examining the relationship between supervisor and management trust and job burnout among correctional staff.** *Criminal Justice and Behavior*, 39, 938-957. doi: 10.1177/0093854812439192.

This study investigated whether corrections workers' trust in supervisors and management was associated with reduced job burnout. Three types of burnout (emotional exhaustion, depersonalization, and perceived ineffectiveness) and two levels of trust were assessed. Results indicated that workers who trusted their supervisors generally experienced less burnout.

McMurrin, M., Hoyte, H. & Jinks, M. (2012). **Triggers for alcohol-related violence in young male offenders.** *Legal and Criminological Psychology*, 17, 307–321. doi: 10.1111/j.2044-8333.2011.02010.x.

Information from young male offenders' ($n = 149$) accounts of incidents of alcohol-related violence was studied using thematic analysis. Sixteen triggers for violence were identified and these were organized into themes: (1) being offended by someone, (2) seeing an opportunity for material gain, (3) seeing others in need of help, (4) perception of threat, (5) distress, and (6) wanting a fight.

Neimeyer, G. J., Taylor, J. M., & Rozensky, R. H. (2012). **The diminishing durability of knowledge in professional psychology: A Delphi Poll of specialties and proficiencies.** *Professional Psychology: Research and Practice*, 43, 364-371. doi: 10.1037/a0028698.

This study examined the length of time it takes a practicing professional, in the absence of any new learning, to become half as competent to practice psychology, as a function of the development of new knowledge in the field. Results indicate that the half-life of knowledge in professional psychology is expected to decrease over the next decade from almost 9 years to just over 7 years, with substantial variability across subspecialties. The estimated “half-life” for Forensic Psychology is 7.46 years and is anticipated to decrease to 6.57 years.

Tonkin, M., Santtila, P. & Bull, R. (2012). **The linking of burglary crimes using offender behaviour: Testing research cross-nationally and exploring methodology.** *Legal and Criminological Psychology*, 17, 276–293. doi: 10.1111/j.2044-8333.2010.02007.x

Seven measures of behavioral similarity, geographical proximity, and temporal proximity were calculated for pairs of burglaries committed by 117 serial burglars in Finland. The ability of these measures to distinguish between pairs of crimes committed by the same offender and different offenders was tested. A wider range of offender behaviors were able to distinguish between linked and unlinked crime pairs in the current Finnish sample. The most successful features were the distance between crimes, the number of days separating offences, and a combination of target, entry, internal, and property behaviors.

Woodhams, J., Hollin, C. R., Bull, R., & Cooke, C. (2012). **Behavior displayed by female victims during rapes committed by lone and multiple perpetrators.** *Psychology, Public Policy, and Law*, 18 (3), 415-452. doi: 10.1037/a0026134.

This article discusses two qualitative investigations of the behavior of female rape victims during sexual assaults. The first study analyzed 78 stranger sexual assaults committed in the United Kingdom by lone male offenders, and the second 89 allegations of stranger rape in the United Kingdom perpetrated by multiple male suspects. A wide variety of victim behaviors were noted, with many similarities between the two samples. Behaviors are discussed in terms of rape myth congruence.





Dear APA Division Leaders:

This fall, APA is partnering with the Federation of Associations in Behavioral and Brain Sciences (FABBS) in a District Science Lobby Week to get interested scientists involved in advocacy efforts on behalf of the sciences of psychology, mind, brain, and behavior.

To accomplish this, APA and FABBS will provide a brief, comprehensive advocacy training for scientists to help them prepare for and conduct a visit with their Member of Congress when these elected officials are back home in their districts before the November, 2012 election. The purpose of the visits will be to highlight why federal investments in funding for the sciences of psychology, mind, brain, and behavior are important. The training will include instruction on:

- * Setting up the meetings
- * Visiting the district offices
- * Sticking to the message
- * Preparing research highlights to leave behind
- * Maintaining contact after the visits

The time commitment for individual scientists is minimal and yet could prove important in developing a long-term relationship with elected officials who vote on federal funding legislation for our sciences. Space is limited, so please sign up now.

There are three easy steps to participating:

1. Participate in a 1-hour webinar, APA-FABBS Science Advocacy Training, on September 21, 2012 from 3:00-4:00pm EASTERN;
2. Schedule and conduct a meeting with your Member of Congress in the district office at some point between October 9-12, 2012; and,
3. Provide feedback to us on the process and what you learned from your representative.

We would appreciate your sharing this information with scientists in your division. Those who are interested in participating can then register at: <http://bit.ly/MFA4Qo>. We will use the email address submitted during the registration process for further communications about the advocacy initiative.

Thanks for your time and support.

Cordially,

Steven J. Breckler, PhD
Executive Director for Science
American Psychological Association

Paula Skedsvold, JD PhD
Executive Director
Federation of Associations in
Behavioral and Brain Sciences



Report From the 2012 APA Council of Representatives Meeting APA Convention – August 2012 (Orlando, FL) Submitted By Dave DeMatteo & Randy Otto

Wednesday, August 1, 2012; Main Session (9:00am – 6:00pm)

- Roll call of Council of Representatives (CoR)
- Recognition of CoR members who have completed their terms of service and members who will be serving on CoR for another term
- Tribute to deceased APA members
- Additions to the meeting agenda were passed without discussion; order of business was adopted without objection
- APA President's Report from APA President Suzanne Bennett Johnson
 - o Reiterated presidential initiatives: maximizing organizational effectiveness, expanding psychology's role in advancing health, and increasing recognition of psychology as a science
 - o Discussed activities designed to engage the next generation of psychologists: *APA Monitor* column (Jan. 2012), presidential speeches given at the Division Leadership Conference (DLC) and Science Leadership Conference (SLC), enhancing the focus on early psychologist involvement in divisions, development of a new journal (*Translational Issues in Psychological Science*), development of a scholarship program for high school teachers and students in Florida to attend the 2012 APA Convention, and development of APA TED-like talks
 - o Discussed activities focusing on interdisciplinary science and practice: partnership between APA and outside organizations, development of an inter-agency work-group, *APA Monitor* articles, presidential presentations, and 20 hours of APA 2012 Convention programming time dedicated to interdisciplinary science
 - o Discussed activities focusing on obesity (as a vehicle for expanding psychology's role in advancing health and increasing recognition of psychology as a science): *APA Monitor* articles, presidential presentations, ongoing development of treatment guidelines, 20 hours of APA 2012 Convention programming time dedicated to obesity, and creation of a healthier CoR work environment

- APA Update from APA CEO Norman Anderson (highlighting key APA activities)
 - o Summarized APA All Hands Staff Meeting (June 20, 2012)
 - o Reviewed Good Governance Project
 - o Highlighted public interest focus (promoting health in women with disabilities)
 - o Summarized activities of Office of General Counsel (e.g., amicus briefs)
 - o Noted successful efforts to save internships for 22 New York students, address the internship imbalance, and enhance communication with APA members and the general public
 - o Summarized 2011 Science Leadership Conference
 - o Discussed release of two new databases (PsychTESTS & PsychTHERAPY), upgrade in APA's technological infrastructure, refinancing of APA property, and APA's Stress in America Survey
- Review of and acceptance of consent agenda (without discussion)
- Review of APA Conflict of Interest policy
- CoR voted to approve Division 5's proposed new journal (*Qualitative Psychology*)
- CoR voted to approve an amendment to Association Rule 170-9.1 to allow the Publications and Communications Board to experiment with "open access" publishing (*Archives of Scientific Psychology*)
- CoR voted to adopt as APA policy a Resolution on the Recognition of Psychotherapy Effectiveness
- Financial Report by APA Treasurer Bonnie Markham
- Financial Report by APA CFO Archie Turner
 - o 2012 year-end fiscal projections reflect that expenses are at or under budget, with a net margin of \$404,000
 - o 2013 budget estimate is \$119,674,800, which is projected to produce a net margin of \$618,900
- CoR voted to approve the 2013 Spring revenue projections put forward by APA's CEO, Deputy CEO, and CFO
- CoR voted to approve the 2013 budget planning recommendations from the APA Board of Directors
- CoR voted to approve proposed changes to the Selected Spending Policy Guidelines; changes involved housekeeping (wordsmithing) and minor amendments to provisions relating to honoraria and discretionary funds
- CoR voted to approve the Internship Stimulus Package, which will provide expenditures of up to \$3 million over a period of 3 years to provide funding so non-accredited internship programs can seek accreditation

- CoR voted to approve a motion asking that one representative from each of the four Ethnic Minority Psychological Associations continue to be invited to attend and participate in CoR meetings for an additional 3 years and receive full reimbursement for their attendance at the February and August CoR meetings in 2013, 2014, and 2015
- CoR voted to approve the revised Long-Term Investment Policy Statement
- CoR voted to approve the Association Rule changes recommended by the Association Financial Policies Working Group, the Finance Committee, and Board of Directors
- Lunch break
- Good Governance Project small-group discussions (1:30-4:30pm)
- Public Education Campaign Update
- CoR voted to approve \$12,300 in additional expenditures to fund a meeting and conference calls in 2012 of the Task Force on Trafficking of Women and Girls
- CoR voted to approve \$6,300 in additional expenditures to fund a meeting and conference calls in 2012 of the Working Group charged with updating the APA Guidelines for Psychological Practice with Older Adults (which expires in 2013)
- Meeting adjourned

Friday, August 3, 2012; Main Session (9:00am – 12:00pm)

- Presentations: American Psychological Foundation Honoree (Charles Spielberger, PhD) and Raymond D. Fowler Award (given to William C. Howell, PhD)
- Dr. Geoffrey Reed provided an update on APA's continuing involvement in the revision of the World Health Organization's ICD (ICD-11)
- APA President Suzanne Bennett Johnson gave Presidential Citations to Dr. Geoffrey Reed & Dr. Pierre Ritchie
- CoR voted to approve a motion in which CoR is requesting additional information about possible new governance models ("moderate change" and "clean slate" scenarios) as part of the next phase of the Good Governance Project
- CoR voted to approve sending forward a Bylaw ballot to the APA membership to seat the four National Ethnic Minority Psychological Associations on APA Council; the ballot will go out to the membership with a pro-con statement
- CoR voted to receive the report of the Presidential Task Force on Educational Disparities
- CoR voted to approve its continuing interest in ongoing diversity training at CoR meetings
- Meeting adjourned



The 2013 AP-LS Annual Meeting will be held from March 7 to 9 at the Hilton Portland & Executive Tower in Portland, OR

We invite proposals for symposia, papers, and posters addressing topics in all areas of psychology and law. 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.

A symposium proposal is appropriate for a coordinated group of presentations that will focus on one topic. Symposium proposals must include a minimum of three 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.)

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).

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 Monday, September 24th, 2012.

All proposals should be submitted electronically via the conference website created for APLS by All Academic (link to be posted soon). Please check the APLS conference webpage (<http://www.ap-ls.org/conferences/Conferences.php>) for regular updates regarding the submission process, including information about when the website will be open for submissions.

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 using the conference email address: apls2013conference@gmail.com

Dear Division 41 Colleagues,

APA's Division 44, The Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues, is currently offering FREE membership to new members. This offer is good through the end of the 2013 Membership year, so must be used by July 2013. Division 44 is a place our members find personal and professional support for issues in the field of psychology related to sexual orientation and gender identity.

Members receive the following benefits:

- *Division 44 Newsletter (published three times per year)

- *Division 44 Journal – coming soon!

- *Networking and mentorship opportunities with the country's top researchers, clinicians, and policy makers in the field of LGBT psychology. The National Multicultural Conference and Summit, co-sponsored by Division 44, is just one of the wide scale networking opportunities our members enjoy!

- *Opportunities for collegial collaboration with an extensive community of psychologists focused on sexual orientation and gender identity issues

- *Discounts on books from the Division 44/APA Book Series

- *Access to the Division 44 Member Listserv – this 727 member listserv is an active place for networking, collaborating, and consulting with other psychologists and professionals whose work focuses on sexual orientation and gender identity

More information about Division 44 is available on our website: <http://www.apadivision44.org/>

Students – our student membership is active and many Division 44 student members find us to be a supportive “home” within the larger APA. Division 44 is very interested in working with you to provide you with the information, support, and guidance you need to pursue your career goals and contribute to the field.

Joining is easy! You do not need to be a member of APA to join. Simply go to: <http://www.tinyurl.com/div44free> If you have questions about the membership process, please feel free to contact our membership coordinator, Chad Rummel at: crummel@apa.org.

If you have specific questions about membership benefits or about the Division, please feel free to contact Division 44 Membership Co-Chair Laura Alie at: laura.alie@yahoo.com or Co-Chair Franco Dispenza at Franco.dispenza@gmail.com.

We look forward to having you as a member of Division 44!

Sincerely,

Laura Alie, Psy.D.

Division 44 Membership Co - Chair

Post-Doctoral Fellow, UC Berkeley Counseling and Psychological Services

Franco Dispenza, Ph.D.

Division 44 Membership Co-Chair

Assistant Professor, Georgia State University

Call for Applications: 2012-2013 Diversity in Psychology and Law Research Awards

Sponsored by the Minority Affairs Committee

Description of the Award

The purpose of the Diversity in Psychology and Law Research Awards is to promote diversity within the American Psychology-Law Society by supporting student research on psycholegal issues related to diversity as well as research by students from underrepresented groups. Projects are eligible for consideration for this award if 1) they investigate topics related to psychology, law, diversity, and/or multiculturalism (i.e., research pertaining to psycholegal issues on race, gender, culture, sexual orientation, etc.) or 2) if the principal investigator is a member of an underrepresented group, including racial and ethnic minorities, first-generation college students, LGBT individuals, and physically disabled students. Consistent with the mission of the Minority Affairs Committee (MAC), these awards are intended to facilitate the research of individuals from groups that are underrepresented in AP-LS, as well as research about issues of potential interest and importance to such groups. Note that the purpose of the award is to fund a research program, and should not be used primarily for conference travel.

Award Amounts

Up to four mini-grants in the amount of \$1000.00 will be awarded, with an option to divide some awards into two \$500.00 mini-grants.

Eligibility for Awards

Students who are current student members of AP-LS may apply. Both graduate and undergraduate students are eligible, and students from underrepresented groups are strongly encouraged to apply. Underrepresented groups include but are not limited to racial and ethnic minorities, first-generation college students, LGBT individuals, and physically disabled students. The proposed research must primarily be the original work of the student applicant. In their proposal, students should describe any relationship between the proposed project and their advisors' research, as well as any other funding for the project (student or advisor). Applicants should request funding only for expenses not covered by their own or advisors' existing funding. Note that applicants will only be eligible to receive one MAC award per funding year.

Applications

Applications will be awarded on a competitive basis and selected based on the quality of the proposed research, the impact of the project for promoting diversity and multiculturalism in psychology and law,

and the ability for the project to be completed within one year of the project start date. All proposals will be reviewed by members of the Minority Affairs Committee.

Award applications should contain the following:

1. A cover letter on letterhead which provides all contact information and specifies how the project is eligible for this award.
2. A 5-page minimum and 10-page maximum (double-spaced; not including references) project description. Project descriptions need to contain the following information:
 - **Specific Aims:** A clear, concise statement of the research problem and the relevance of the project to the mission of the award. Applicants should describe the specific objectives to be accomplished during the award period.
 - **Background and Significance:** An overview of relevant empirical literature related to the project. Applicants should discuss the project's likely impact on the overall field of psychology and law, as well as with respect to understanding and promoting diversity and/or multiculturalism. They also should address how this award will benefit the research, including its potential to generate ongoing future research.
 - **Project Design:** A detailed description of the expected course of the project including detailed information related to methodology (e.g., participants, procedures, measures) and analytic strategy.
 - **Budget:** A detailed project budget with expected dollar amounts for expenses, and justification of those expenses. Applicants should note that this award should not be used primarily for conference travel.
3. A curriculum vitae for the applicant
4. A letter of support from the applicant's research advisor discussing the applicant's ability to complete the project and his or her willingness to supervise the research. If the applicant's proposal is related to the advisor's research, the letter should discuss how the project reflects the student's original work.
5. A completed W-9 (U.S. citizen) or W-8 (non-U.S. citizen) tax form.
6. A copy of the IRB approval letter for the project.

Applicant Responsibilities

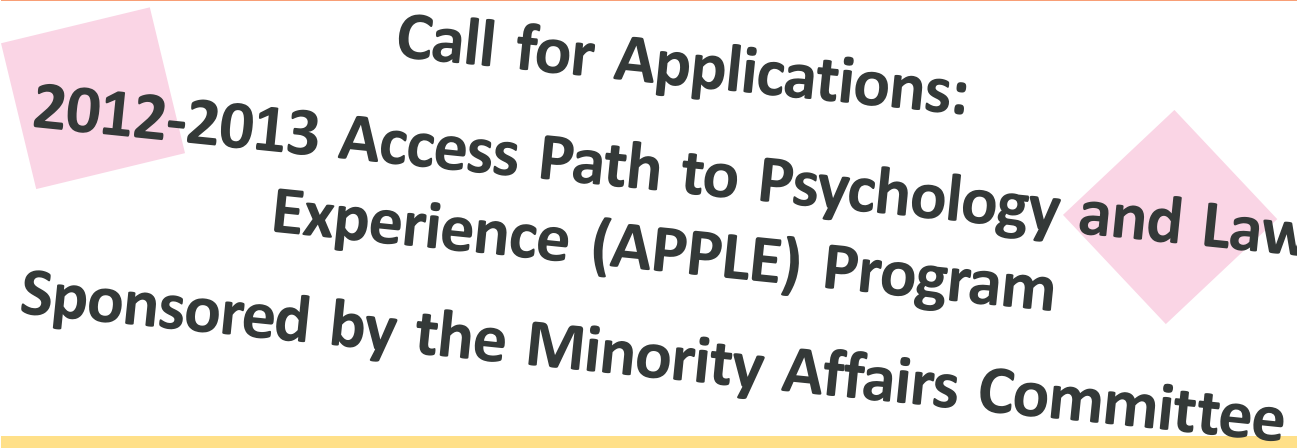
Award recipients will need to maintain financial receipts for all project expenses. They also are required to submit a project summary to the MAC Co-Chairs within one month of the project completion date.

Submission Instructions and Deadline

Proposals for this award must be submitted electronically in either Microsoft Word or PDF format to MAC Co-Chair, Diane Sivasubramaniam (dsivasubramaniam@swin.edu.au). Letters of support should be sent as separate attachments, either by the student or directly by the advisor. The deadline for submitting proposals is **Friday, November 9, 2012**.

Inquiries

Please direct all inquiries about the Diversity in Psychology and Law Research Award and/or specific projects to Diane Sivasubramaniam (dsivasubramaniam@swin.edu.au).



Call for Applications:
2012-2013 Access Path to Psychology and Law
Experience (APPLE) Program
Sponsored by the Minority Affairs Committee

Do you know a promising student from an underrepresented group who is interested in psychology and law, but not currently involved in research? Recruit him or her into AP-LS's APPLE program!

Description of the APPLE Program

The purpose of the Access Path to Psychology and Law Experience (APPLE) program is to increase diversity within psychology and law by increasing the pipeline of competitive graduate school applicants from groups that currently are underrepresented in the field, including racial and ethnic minorities, first-generation college students, LGBT individuals, and physically disabled students. APPLE is designed to encourage faculty members to recruit students from underrepresented groups into their research labs. It provides financial support for the students to obtain meaningful research experience and attend the AP-LS conference as well as other opportunities for mentoring and development. It is the intention of the Minority Affairs Committee (MAC) that many of the students in the APPLE program will apply for graduate training related to psychology and law and ultimately become professionals in the field.

Program Eligibility

Faculty are encouraged to identify promising undergraduate students from underrepresented groups who are interested in psychology and law and have the potential to become competitive graduate applicants. Underrepresented groups include but are not limited to racial and ethnic minorities, first-generation college students, LGBT individuals, and physically disabled students. Because the APPLE program is intended to expand the pipeline of qualified students from underrepresented groups, students *should not be working with the faculty member in the proposed capacity prior to initiating the application process*. Students in the APPLE program must be primarily supervised by a faculty member, not graduate students or other lab members. Note that applicants will only be eligible to receive one MAC award per funding year.

Program Requirements

Students in the APPLE program are required to:

- Work on research for approximately 10 hours per week for the duration of their research experience
- Participate in GRE classes and/or other development opportunities
- Attend an AP-LS conference
- Submit a proposal to present their research at an AP-LS conference or in the Division 41 program of an APA conference
- Submit a summary of their research experience to the MAC Chair within one month of its completion
- Correspond with a secondary mentor from the MAC
- Participate in the ongoing assessment of the APPLE program

Faculty mentors in the APPLE program are required to

- Closely supervise their students to ensure that they have a meaningful research experience that will make them more competitive for graduate school
- Help identify and facilitate opportunities for their students to participate in GRE classes and/or other development programs offered on their campuses (e.g., through the McNair program)
- Assist their students in making a conference presentation about their research
- Participate in the ongoing assessment of the APPLE program

Award Amounts

The APPLE program will award up to \$3000 per student, depending on the length of the research experience. Recipients will be given a stipend of \$1200 per semester or \$800 per quarter or summer for up to one year. In addition, they will receive \$100 for research expenses and up to \$500 to attend the AP-LS conference. Five awards of \$3000 (i.e., for year-long experiences) or a larger number of smaller awards (i.e., for part-year experiences) will be given.

Applications

Applications will be awarded on a competitive basis and selected based on the quality of the proposed research and mentoring experience as well as the potential for the student to become a successful graduate applicant. All proposals will be reviewed by members of the Minority Affairs Committee (MAC).

Award applications should contain the following:


1. A cover letter which provides contact information for both the student and the mentor.
2. A 3-5 page statement written by the student that addresses the following issues:
 - The student's interest in the field of psychology and law, either in general or with respect to a particular issue in the field.
 - The student's anticipated educational and career goals.
 - An assessment of the student's current qualifications and experiences for achieving those goals. All students should provide their current overall and psychology-specific GPAs. In addition, they should discuss coursework, research experiences, volunteer experiences, internships, and other experiences would help them to be admitted to and succeed in graduate school. Students also may discuss any personal characteristics or life experiences that are relevant to this issue.
 - Description of the proposed research experience. Students should discuss the research activities they will engage in with their mentors. Please describe the topic of the proposed research, providing as much detail about specific hypotheses and methods as currently known. In addition, please discuss the specific research tasks in which the student will engage. It is not necessary for students to complete an independent project, but they need to obtain meaningful experience that will help them be competitive for graduate school.
3. A letter of support from the faculty member discussing the applicant's potential for graduate work, interest in psychology and law, and ability to complete the proposed research experience. In addition, the faculty member should discuss his or her anticipated strategy for mentoring the student (e.g., amount of contact, training methods, plans for monitoring progress).

Submission Instructions and Deadline


Proposals for this award must be submitted electronically in either Microsoft Word or PDF format to the MAC Co-Chairs, Diane Sivasubramaniam (dsivasubramaniam@swin.edu.au) and Antoinette Kavanaugh (antoinette@drkavanaugh.com). The deadline for submitting proposals for this funding cycle is **Friday, November 16, 2012**.

Inquiries

Please direct all inquiries about the APPLE program and/or specific proposals to the MAC Co-Chairs, Diane Sivasubramaniam (dsivasubramaniam@swin.edu.au) and Antoinette Kavanaugh (antoinette@drkavanaugh.com).



Doing Research on Trauma and the Law? Ready to Present your Exciting Results? Consider the 2013 APA Convention in Honolulu, HI!



The American Psychology – Law Society is planning a themed program for the 2013 APA convention and our chosen theme is Trauma and the Law.

Although the APA Division 41 program will still include research presentations from all areas of psychology and law, we will have a segment of the program focused specifically on Trauma and the Law. Our interest in this topic is broadly defined. We welcome a wide range of topics such as how a history of trauma may enter into legal decision-making in criminal and civil cases, forensic assessment of trauma, presentation of trauma evidence in the courtroom, how juries and judges react to trauma evidence, trauma and interrogations, and trauma and memory. Also, as a part of the program we are planning some exciting invited addresses on issues associated with trauma and law that will be delivered by professionals from both psychological and legal perspectives

.If you are doing research on Trauma and the Law, we invite you to submit a proposal. Submissions can cover a wide range of topics related to this theme in the areas of clinical psychology (trauma evidence in the courtroom, controversies and techniques), developmental psychology (child abuse victims as witnesses), military psychology (bringing trauma home—veterans in the criminal and civil justice systems), trauma psychology (trauma and memory, scale of trauma and severity of reactions, natural history of traumatic reactions), and much more!

Submissions for all topic areas will be received through the official APA convention website (<http://www.apa.org/convention/proposals.aspx>). For all submissions, submit the proposal for consideration by Division 41. To be considered for inclusion in the trauma and the law theme, simply include the word 'trauma' in your title. The deadline is November 16, 2012.

The convention will be held July 31 - August 4, 2013 in Honolulu, HI.

If you have any questions, please contact one of the chairpersons for Division 41 program:

Charles Goodsell, Ph.D.
Assistant Professor
Department of Psychology
Canisius College
2001 Main St.
Buffalo, NY 14208
P: (716) 888-2527
cgoodsell@canisius.edu

Preeti Chauhan, Ph.D.
Assistant Professor
Department of Psychology
John Jay College of Criminal Justice
City University of New York
524 West 59th Street, 10th floor
New York, NY 10019
P: 212-237-8790
pchauhan@jjay.cuny.edu

Student Section

Hello AP-LS Members!

The past few months have been an exciting time for AP-LS students and the Student Section. The outgoing Student Section Cabinet worked hard this summer to restructure the Student Section Cabinet, draft bylaws for the Student Section, and update program, internship, and postdoc resources in forensic psychology. Our Campus Representative (CR) program continues to thrive under our CR Coordinator, Tallie Armstrong, who was reelected to the position for another year. If you are a student interested in being a CR at your school, e-mail Tallie (APLSCampusRep@gmail.com).

We also spent the first week in August at the 120th APA Convention in Orlando, Florida. The Student Section hosted several successful events at this year's convention. One of the most popular AP-LS hosted events was the Student Section's expert witness panel: "So You Want to Be an Expert Witness?" Our panelists—Margret Bull Kovera, Patty Zapf, Randy Otto, Joel Dvoskin, outgoing AP-LS President Brian Cutler, and APA President-Elect Don Bersoff—provided our 90-person audience of students, early career professionals, and experts with candid and practical advice for being an expert witness. We would like to thank our panelists again for sharing their expertise!

The AP-LS Student Section also has a newly elected Student Section Cabinet and we are gearing up for an exciting year. Please extend your congratulations to our 2012–2013 Student Section Cabinet members:

Executive Committee:

Chair: Alana N. Cook, M.S. (Simon Fraser University)

Chair-Elect: Chris King, B.S. (Drexel University)

Past Chair: Lauren Kois, M.A. (John Jay/CUNY College of Criminal Justice)

Secretary: Lauren Gonzales, B.A. (John Jay/CUNY College of Criminal Justice)

Members at Large/Liaisons:

Clinical Liaison: Casey LaDuke, M.S. (Drexel University)

Experimental Liaison: Marlee Kind Berman, M.A. (John Jay/CUNY College of Criminal Justice)

Law Liaison: Meghann Galloway, B.A. (Drexel University)

The new Student Section Cabinet has (already!) been busy working on joint projects with the AP-LS Practice and Teaching/Mentoring Committees that will strengthen the relationship between students and professionals. Conference planning for the 2013 conference in Portland is in full swing and the AP-LS Student Cabinet will host a welcome/conference orientation breakfast, a student social, an expert panel on publishing in psychology and law, and our newest initiative, the inaugural AP-LS 5km Fun Run!

Remember to visit [our webpage](#) and [like us on Facebook](#) for regular updates from the Student Section.

We thank all of you for your continued support and we look forward to seeing everyone out for the fun run!

Alana N. Cook, M.S.

Chair, AP-LS Student Section

Simon Fraser University

Christopher M. King, B.S.

Chair-Elect, AP-LS Student Section

Drexel University



The AP-LS Student Section presents . . .

AP-LS 5KM FUN RUN

7am on Friday March 8th, 2012, at the Conference Hotel

Cost: 25\$ (includes dry fit t-shirt & snacks after the run)

For a registration form, e-mail: aplc@ec.rr.com

PORTLAND '13 AP-LS 5KM FUN RUN

SPONSORED BY THE AP-LS
STUDENT SECTION



Registration
deadline:
February 1,
2013



Explore Portland with colleagues on a 5km fun run! The route crosses two stunning Portland bridges and takes you along both sides of the Willamette river, adjacent to downtown Portland.

FRIDAY MARCH 8TH 2013 at 7:00 am

PICK-UP YOUR T-SHIRT FROM THE CONFERENCE REGISTRATION DESK AND MEET IN HOTEL LOBBY ON RACE DAY

COST: \$25.00, INCLUDES FUN RUN DRY FIT T-SHIRT!

For a registration form email: APLS@ec.rr.com

AP—-LS FUN RUN PORTLAND 2013 REGISTRATION FORM

NAME: _____ E-MAIL: _____

AP—-LS MEMBER? Y N Student? Y N

T—-SHIRT SIZE (UNISEX DRY FIT SHIRT) S M L XL

PAYMENT TYPE (\$25.00 registration):

Check (\$25.00 USD check payable to American Psychology—-Law Society)

Credit Card (your card will be charged the \$25.00 USD registration fee)

CREDIT CARD TYPE: _____ (Visa, Master Card; note: we do not accept American Express)

CREDIT CARD NUMBER: _____

EXPIRATION DATE: _____ **3 digit SECURITY CODE:** _____

CARD HOLDERS NAME & ADDRESS: _____

SEND REGISTRATION FORM BY FEB 1st VIA EMAIL, FAX, OR MAIL TO:

Kathy Gaskey
Administrative Assistant
Division 41 of APA, American Psychology—-Law Society
PO Box 11488 Southport, NC 28461
apls@ec.rr.com
910—-933—-4018 (phone and fax)

FUN RUN EVENT DETAILS

FRIDAY, MARCH 8TH 7:00 AM: MEET IN HOTEL LOBBY

COST: \$25.00, includes a FUN RUN T—-SHIRT

REGISTRATION DEADLINE: FEBRUARY 1, 2013

****WATER AND SNACKS WILL BE PROVIDED AFTER THE RACE****

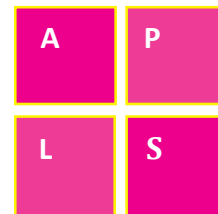
Congratulations to the Winners of this years Best Undergraduate Paper Award!

First place

Author: Natalie Harrison

Mentor: Ron Roesch, SFU

Title: Patients with Mental Health Emergencies in the Emergency Department: The Effect of Coercion on Patients' Experiences



Second place

Author: Evan Marie Lowder

Mentor: Aubrey Immelman, College of Saint Benedict and Saint John's University

Title: Raising the Bar: Improving Evaluations of Mental Health Courts

Third place

Author: Shelby Arnold

Mentor: Naomi Goldstein, Drexel

Title: Measuring Juvenile Justice and Community Youths' Perceptions of Their False Confession Risks During Police Questioning: Psychometric Properties and Factor Structure of the Perceptions of Coercion During the Holding and Interrogation Process (P-CHIP) Instrument



**Faculty of Social Science and Humanities -
Assistant Professor, Forensic Psychology -
UOIT 12-311**

Faculty of Social Science and Humanities

Competition Number: UOIT 12-311

Position Title: Assistant Professor

Appointment Type: Continuing

Application Review Date: November 1, 2012

We invite you to consider joining the University of Ontario Institute of Technology (UOIT), a research-intensive institution with a globally trained faculty and innovative teaching.

The Faculty of Social Science and Humanities is accepting applications for at least one tenure-track position at the rank of Assistant Professor in the field of Forensic Psychology. The starting date for the position is July 1, 2013. Candidates must have a Ph.D. in Psychology and have an active research agenda or the promise of an active research agenda in any area relevant to Forensic Psychology. This position is pending budgetary approval.

The Faculty of Social Science & Humanities recently started a bachelors degree program in Forensic Psychology to complement its bachelors degree programs in Criminology, Legal Studies, Public Policy, and Community Development and its masters degree program in Criminology. The Forensic Psychology faculty members have state-of-the-art research labs, are externally funded, are strong in research, teaching, university and professional service, and supervise undergraduate and graduate students.

Review of applications will begin on November 1, 2012 and will continue until the position is filled. Only those who have or will have a completed Ph.D. by July 1, 2013 are eligible to apply. Please send electronically a formal letter of application, a curriculum vitae, a statement of teaching interests/experience, an outline of your present and future research agendas, and three letters of recommendation to careers@uoit.ca. Please indicate the competition number in the subject line of your email.

The University Of Ontario Institute Of Technology is strongly committed to diversity within its community, and welcomes applications from qualified visible minority group members, Aboriginal persons, persons with disabilities, members of sexual minority groups, and others who may contribute to further the diversification of ideas. UOIT also offers the opportunity to teach, conduct research and live near one of the most diverse cities in the world, Toronto. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority.



AMERICAN PSYCHOLOGICAL FOUNDATION

PSYCHOLOGY PHILANTHROPY

CALL FOR NOMINATIONS AMERICAN PSYCHOLOGICAL FOUNDATION GOLD MEDAL AWARDS

About 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.

Since 1953, APF has supported a broad range of scholarships and grants for students and early career psychologists as well as research and program grants that use psychology to improve people's lives.

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

About the Gold Medal Awards

The Gold Medal Awards recognize life achievement in and enduring contributions to psychology. 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 Award 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 by a Psychologist 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.

Eligibility Requirements

Eligibility is limited to psychologists 65 years or older residing in North America.

Nomination Requirements

Nominations letters should indicate the specific Gold Medal Award for which the individual is being nominated and should include the following:

- ∅ Nomination statement that traces the nominee's cumulative record of enduring contribution to the purpose of the award;
- ∅ Nominee's current vita and bibliography;
- ∅ Letters in support of the nomination are also welcome, but please refrain from sending supplementary materials such as videos, books, brochures, or magazines;
- ∅ All nomination materials should be coordinated and collected by a chief nominator and forwarded to APF in one package.

Submission Process and Deadline

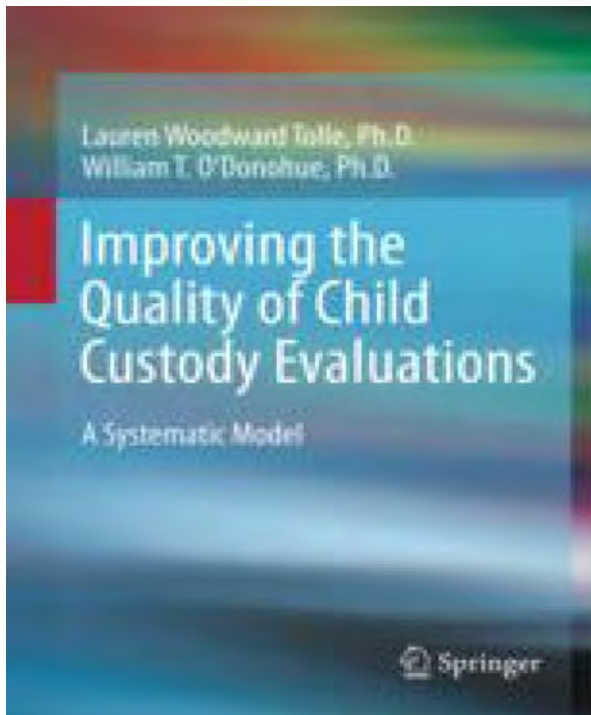
The deadline for receipt of nomination materials is **December 1, 2012**. Please e-mail materials to pkadir@apa.org or mail to: American Psychological Foundation, Gold Medal Awards, 750 First Street, NE, Washington, DC 20002-4242.

Please be advised that APF does not provide feedback to grant applicants or award nominees on their proposals or nominations.

Questions about this program should be directed to Parie Kadir, Program Officer, at pkadir@apa.org.

Lauren Woodward Tolle, Ph.D.,
Aurora Research Institute, Aurora, CO, USA

William T. O'Donohue, Ph.D.,
University of Nevada, Reno, NV, USA



Improving the Quality of Child Custody Evaluations: A Systematic Model

- . Discusses the past and current state of science regarding child custody evaluations with a focus on the construct of the best interest of the child
- . Proposes a preliminary model (the Egregious/Promotive Factors Model) in order to conduct improved child custody evaluations
- . Identifies and reviews psychological assessments that can reliably measure risk and promotive factors to support the Egregious/Promotive Factors Model

2012, XI, 187 p.

ISBN: 978-1-4614-3404-7

 **Printed book**

Hardcover \$59.95

 **eBook**

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springer.com/ebooks

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In the best interests of the child. This phrase has guided child custody evaluators for decades. But how do the professionals tasked with evaluation understand a child's best interests? Can it be assumed that two evaluators will come to the same decision given the same case? What evidence-based methods are—or should be—involved?

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AP-LS Annual Conference 2013

The 2013 Annual Conference of the American Psychology-Law Society will be held at the Hilton Portland & Executive Tower in Portland, Oregon on March 7-9, 2013. The Conference will begin the morning of Thursday, March 7th and will run through Saturday, March 9th, 2013.

CONFERENCE SUBMISSIONS

A total of 533 conference submissions were received through the All-Academic Website, spanning 14 different submission categories. Table 1 shows the number of submissions in each category. The review of these submissions is now underway. A group of volunteer Panel Chairs (Table 1) organizes this process (Thank you!). They first contact potential reviewers (three per submission) and then, on the basis of reviewers' evaluations, make recommendations of acceptance or rejection to the conference co-Chairs. If you are contacted to be a reviewer, please accept the invitation. The success of the review process depends greatly upon the generosity of AP-LS members.

Table 1. Submissions AP-LS 2013

Categories	Number of Submissions	Panel Chairs
Adult Clinical	15	Anita Schlank
Corrections	20	Karen Galin
Development Juvenile Issues	47	Twila Wingrove
Forensic Assessment	69	Dan Murrie
Interpersonal Violence	17	Julie Anderson
Interrogations, Confessions, and Deception	39	Melissa Russano
Jury Decision Making	90	Monica Miller
Legal Decision Making (non-jury)	30	Lora Lovett
Mental Health Law	11	Christopher Slobogin
Psychopathy	45	Diane Falkenbach
Public Policy	20	Eric Elbogen
Sexual Offenders	19	Michael Fogel
Witnesses and Memory	81	Steve Charman
Other	30	Jennifer Woolard & Stephanie Madon

REGISTRATION

The co-Chairs would like to encourage you to register for the conference **early**. The early-bird registration is open now through January 31, 2013. Current registration costs are \$245 for Members, \$180 for Early Career Professionals, \$65 for Students, \$25 for an APLS Student Member who is a first author presenter, \$330 for Non-members, and \$115 for Student non-members. To register for the conference please visit: <https://cyberstore1.apa.org/cyb/cli/casinterface1/aplsreg/>

WORKSHOPS

The registration page includes detailed information about continuing education workshops. Three full-day and two half-day workshops are planned:

Full-Day Workshops

Workshop A: *Improving Clinical Judgment and Decision Making in Forensic Psychological Evaluation.* **Randy Otto, Ph.D., ABPP**

Workshop B: *Developmental Pathways to Conduct Disorder: Implications for Understanding and Treating Severely Aggressive and Antisocial Youth.* **Paul J. Frick, Ph.D.**

Workshop C: *Trauma-Informed Care in Forensic Settings.* **Amanda Zelechowski, J.D., Ph.D., ABPP**

Full-Day Workshops

Workshop D: *How to Present Statistical Information to Judges and Jurors.*
Kathy Pezdek, Ph.D.

Workshop E: *Things That Jurors (and Judges) Ought to Know About Eyewitness Reliability.*
Steven Penrod, J.D., Ph.D.

5KM FUN RUN

Stay active while at the conference. Explore Portland with colleagues on a 5km fun run. The route crosses two stunning Portland bridges and takes you along both sides of the Willamette river, adjacent to downtown Portland. FRIDAY MARCH 8TH 2013 at 7:00 am COST: \$25.00, INCLUDES FUN RUN DRY FIT T-SHIRT. To join the run, Download this registration form (see AP-LS conference homepage for link) and return it by email to APLS@ec.rr.com. The registration deadline for the run is February 1, 2013.

FOR MORE INFORMATION

For more information about the 2013 Conference, please contact the AP-LS Conference co-Chairs, Stephanie Madon and Jen Woolard at apls2013conference@gmail.com.

American Psychological

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Grant Planner

National Institute of Mental Health Various

Submission deadline:
Various

For information on NIMH
funding for research
on mental health see
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