



## Legal Update

### Recent Court Rulings Highlight Inconsistencies in the Rights and Responsibilities of Gay Parents

by Monica K. Miller and Alayna Jehle, University of Nevada, Reno

In recent years, the courts have been faced with numerous legal challenges concerning gay rights (e.g., *K.M. v. E.G.*, 2005; *Kristine H. v. Lisa R.*, 2005; *T.F. v. B.L.*, 2004). While much of the focus has been on gay marriage, other legal questions are also becoming more common. Despite many courts' hesitation to recognize same sex marriage, gays and lesbians continue to form "marriage-like" relationships. Due to the emerging acceptance of single parent adoption and the development of technology (e.g., in-vitro fertilization), same sex couples are raising children. Unfortunately, some of these relationships dissolve, raising many legal issues. Courts have been called upon to determine what rights gay caregivers have; for instance, whether a gay non-biological caregiver has the right to child visitation after the break up of the relationship. Courts have also been asked to decide the responsibilities of gay caregivers; for instance, whether a non-biological caregiver is required to pay child support after she leaves the family.

A related issue concerns gay adoption. Gays have attempted to adopt their partners' children and to arrange for adoption through state adoption agencies. Courts have had to make important decisions concerning the legality of these adoptions. Perhaps not surprisingly, states have given a variety of rulings concerning all of these important legal issues. Despite the variety of reasons for their rulings, courts have relied on a few common themes in making their decisions. The most determining factors include the court's interpretation of the Uniform Parentage Act (or other similar parenting statutes), the intent of the legislature when developing parenting laws, the parents' intent, the presence of a contract or legal documents, and the best interests of the child.

#### Uniform Parentage Act

The Uniform Parentage Act offers a definition of a "parent" that some courts have found to be an important source of guidance. The UPA declares that a parent is a natural (biological) or adoptive parent, and uses the gender-infused terms "mother" and "father." Because gay caregivers are neither biological nor adoptive parents, some courts have determined that they have no rights or responsibilities (State ex rel. D.R.M., 2001). Similarly, the court added that the common law definition of a "parent" was a biological parent. Because child support statutes typically only apply to "parents," a non-biological caregiver has no responsibility to support her partner's child (State ex rel. D.R.M., 2001).

In contrast, other courts have been willing to read the UPA (or similar state parenting statutes) in a more gender neutral way. The court in *Elisa B. v. Superior Court* (2005) determined that § 7611 of the UPA was important to consider when deciding whether a non-biological caregiver had parental rights and responsibilities. Read in a gender neutral way, the section finds that a parent is a person who receives a child into his or her home and holds the child out as his or her own natural child. The court found that Elisa had met these criteria because she had made the children beneficiaries of her life insurance policy, claimed them as dependants and publicly treated the children as her own.

*Continued on p. 5*

## Contents...

Law and Human Behavior Update .....	3
Review: The FIT-R .....	4
Expert Opinion .....	6
AP-LS Teaching Techniques .....	9
Book Review: <i>Death by Design</i> .....	12
Diversity in Psychology and Law .....	14
Feature Article: The Prison Mess .....	15
Executive Committee Meeting Minutes .....	16
Research Briefs .....	18
Nominations, Awards, & Announcements .....	30
Division News and Information .....	32
Calls for Papers and Conferences .....	36
Student Section .....	38
Fellowships and Positions .....	40
Conference/Workshop/Grant Planners .....	44

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## Presidential Column

### An Editorial by Joel Dvoskin, Div. 41 President

A few weeks ago, the American Psychological Association had its annual convention in New Orleans. I was proud of us for doing so, for putting our money where our mouths are, so to speak. The city did a great job of hosting our convention, and it was a blessedly uneventful week.

After a bit of ambivalence, I took the “Katrina Tour” on Monday morning before I left town. I felt like it would be wrong to come there and insulate myself in the French Quarter, and I was assured by several local people that they want us to see the damage. Further, they assured me that the neighborhoods I would visit — no tour buses are allowed in the 9th Ward — would not be offended, because there are virtually no people there. How right they were.

I saw entire, huge neighborhoods virtually abandoned. It was not the hurricane. It was not even the flooding. What gave these houses a knockout blow was the mold. Black mold is evil. To beat the mold, one has to completely gut the inside of the house, throw away all of the infected drywall, spray the studs with bleach, and then rebuild the entire house.

And the money. With staggering and unflinching irony, many insurance policies, I was told, will only pay what the damage would have cost to fix before the hurricane. Since the hurricane and the floods and the mold and the exodus, there are few skilled tradespeople and fewer materials with which to rebuild. The unemotional law of supply and demand has skyrocketed costs beyond most people’s ability to pay. And for those who could afford to rebuild, there is the specter of pouring hundreds of thousands of dollars into the only functional house on your block. No neighborhood, no neighbors, only gruesome views of where your friends used to live.

It broke my heart.

When I got back to my hotel, I started chatting in my broken and dysfunctional Spanish with the lovely young maid who

was cleaning the room. She and her husband moved here illegally a year ago, because they didn’t have enough money to buy food for their family in Honduras. They send most of what they make home, and live in conditions that they find tolerable only in comparison to where they used to live. When I asked her if she had kids, she began to softly cry, and told me of her son, who remains in Honduras with her mother, and to whom she sends most of her money. She cannot visit him, and he cannot come to see his parents, because they entered the United States illegally. She works 12 hours a day, every day, but does not mind because her work is clean and air conditioned — her life is neither.

I learned that this young woman was part of a huge workforce of people who were brought here to do work, paid at rates for which even poor Americans will apparently not move to New Orleans, and this was before the storms. Like everyone else, they were evacuated for six months, and then returned to the devastated city. Nobody asked them if they were legal, because tourists want clean rooms and New Orleans wants tourists. I don’t have enough facts to accuse a major hotel chain of breaking labor and immigration laws with impunity, but I do not believe that this maid was making minimum wage with time-and-a-half for overtime.

This experience made me realize that both political parties are wrong, very wrong, about immigration. (Admittedly, this came as no surprise; I usually think that both parties wrong about almost everything.) Porous borders allow American businesses to avoid paying a living wage, because the people they import like cargo work off the books and are willing to live in squalor. So Americans remain unemployed and illegal aliens clean our hotel rooms.

In life, you should make it easier for people to do what you want them to do and harder for them to do what you don’t want them to do. A sensible immigration policy would make it easier for people of color — let’s face it, I never met a Canadian who had trouble emigrating to the United States —

*Continued on p. 3*

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

## Online First

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

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

### How do I reference Online First articles?

According to Erin Barrett of APA, the reference should follow the format of Ex. 72 on p. 272 of the Publication Manual (no month or day needed; year only). Give the page numbers (or an article number) if they are available, but if not, the volume number will suffice.

Author, A. A., Author, B. B., & Author, C. C. (2005). Title of article. Title of Periodical, xx, xxxxxx. Retrieved month day, year, from URL.

There are no page numbers or volume numbers, so I gather than an appropriate citation would look like this:

Swanson, J. W., Van McCrary, S., Swartz, M. S., Van Dorn, R. A., & Elbogen, E. B. (2006). Overriding psychiatric advance directives: factors associated with psychiatrists' decisions to preempt patients' advance refusal of hospitalization and medication. *Law and Human Behavior*. Retrieved August 8, 2006, from [www.springerlink.com](http://www.springerlink.com).

Once my paper is accepted for publication, how long before it is published on Online First? Once a manuscript is accepted for publication, it is immediately submitted for production. About six weeks later the corresponding author is sent page proofs via email. Provided that the author responds to these proofs quickly, the manuscript will be published within a couple of weeks. Thus, the time from acceptance to online publication can be as minimal as two months..

If my manuscript is published once online and then a second time in print, can I count it as two publications when submitting information for my annual performance evaluation? By all means – if chutzpah is considered by your dean to be a virtue.

**In closing, I urge you to visit Online First for the latest – and of course the best – research on law and human behavior.**

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### Presidential Column

#### Continued from p. 2

to come here legally and more difficult for people to come here illegally. This of course is exactly the opposite of our current policy, and it doesn't take an economist to figure out whose interests this serves.

Rich people, all over the world and throughout history, need only one thing.

Rich people need poor people.

So my trip to New Orleans was heartbreaking, yet I was glad I went. Glad to put some money into this economy. Glad to meet some of the most resilient people I've ever had the honor to meet. And oddly, glad to have my heart broken, because there are some truths that are worth knowing even if they make you really sad.

Joel A. Dvoskin

AP-LS NEWS, Fall 2006

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## Description of *Law and Human Behavior*

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

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



# Review: The Fitness Interview Test – Revised

by Ronald Roesch, Patricia A. Zapf, & Derek Eaves

Reviewed by: Joel A. Dvoskin, Ph.D., ABPP & Naomi E. Sevin Goldstein, Ph.D.

As people who frequently espouse full disclosure of one's biases, we must start this review with a declaration: We think the world of Ron Roesch. In the early 1980s, he and his colleague, Stephen Golding, were the first social scientists to systematically study trial competence, and publication of their book was a watershed moment in law and psychology.

It is no surprise, then, that Dr. Roesch and his colleagues have done it again. The Fitness Interview Test-Revised (FIT-R)<sup>1</sup> is a structured interview and rating scale designed to assess competence to stand trial (CST), one that will complement the MacArthur Network's<sup>2,3</sup> outstanding work on the MacArthur Competence Assessment Tool – Criminal Adjudication (MacCAT-CA). The FIT-R is a substantial revision of the original FIT<sup>4</sup> and follows a strong tradition of addressing forensic and psycholegal questions with structured clinical judgment.

Most of psychology features trade-offs between idiopathic and nomothetic assessment. The beauty of structured clinical judgment is that it is not only empirically based and psychometrically sound, but it also allows the clinician to assess the individual defendant, as required by law and common sense. Though rigid formulas and actuarial schemes have the advantage of objectivity, our legal obligation is to assess only the case that is before us. Because the FIT-R is based on solid research, like the HCR-20 and other guided clinical assessment schemes, it allows for individual assessment without sacrificing accuracy, reliability, and validity.

The first thing that strikes one about this manual is its clarity. Each of the authors writes in an especially clear and practical style, so it is no surprise that this manual is very, very easy to read and understand. The test itself is disarmingly simple and easy to administer.

The second important aspect of this manual is its practical utility. This, too,

should come as no surprise. Though all of the authors have extensive practical experience, Derek Eaves has a long record of service in British Columbia's criminal justice system, and he has a clear understanding of practitioners' needs for a methodology that can easily be applied to actual evaluations. As a result, the FIT-R was designed for use as a screening tool, and it is organized to individually address each of the legal criteria for CST. Following the interview, the evaluator completes a rating scale assessing the degree of incapacity for each criterion and makes an overall determination of the defendant's competence. Because of this utility and simplicity, the FIT-R has tremendous promise of finding its way into common practice within forensic psychology. Also notable, although the FIT-R was designed for use with adults, it has been used in a study of juveniles, and results suggest that it is methodologically sound with that population, as well.<sup>5</sup>

Third, Drs. Roesch, Eaves, and Zapf's methodological rigor is evident in the research that forms the basis of their instrument and manual. The FIT-R shows perfect sensitivity and negative predictive power. Readers, however, are well advised to take to heart the explicit caveats provided in the manual. Screening instruments, by design, over-identify incompetence, and a positive screen indicates nothing more than the need for an evaluation. Similarly, the FIT-R cannot predict competence at the time of trial; it can only screen capacities at the time of examination. These limitations, however, were planned, and the screening tool meets its original goal of systematically identifying individuals in need of further evaluation.

Fourth, although the FIT-R was developed by a Canadian team, the instrument is sophisticated about American law and criminal procedure. The FIT was originally designed as a guide for Canadian evaluations of fitness to stand trial, but it was expanded for use in the U.S. and Britain (as well as in other countries in the British Commonwealth). The introductory ("Background")

section, though brief, is very useful and surprisingly complete. It contains an overview of legal standards for CST in the U.S. and for fitness to stand trial in Canada. It also includes summaries of assessment procedures, research, and key case law in the two countries. To balance the brevity of the overview with the need for completeness, the authors provide references to more extensive reviews of relevant legal scholarship and social science research.

It is considered poor form to write a review that contains no negative criticisms, which proved challenging in this instance. However, no instrument is perfect. In the section entitled "Suggestions for Assessing Mental Disorder," although the authors mention mental retardation, they neglect to highlight learning disabilities, traumatic brain injury, and other forms of neuropathology that might interfere with ability to proceed; they do, however, briefly mention these possibilities elsewhere in the manual. Further, although the manual contains a coding sheet to guide decision making about competence, based on the FIT-R interview, information about scoring interpretation and presentation is limited. Finally, if the FIT-R is to be used as the basis for expert testimony, little information is offered to help the evaluator prepare for direct- and cross-examination questions about the FIT-R's admissibility in court. Despite these limitations, the FIT-R clearly meets its primary goals of being a user-friendly, structured screening tool that covers all important legal criteria of CST and improves the uniformity of evaluations.

## Footnotes

<sup>1</sup> Roesch, R., Zapf, P. A., & Eaves, D. (2006). *Fitness Interview Test-Revised: A structured interview for assessing competency to stand trial*. Sarasota, FL: Professional Resource Press (available at <http://www.prpress.com/books/FITR.html>).

<sup>2</sup> Hoge, S. K., Bonnie, R. J., Poythress, N. G., & Monahan, J. (1999). *MacArthur Competence Assessment Tool-Criminal Ad-*

judication (MacCAT-CA). Odessa, FL: Psychological Assessment Resources.

<sup>3</sup> Poythress, N., Monahan, J., Bonnie, R., Otto, R., & Hoge, S. (2002). *Adjudicative competence: The MacArthur Studies*. New York: Kluwer/Plenum.

<sup>4</sup> Roesch R, Webster C, & Eaves D. (1984). *The Fitness Interview Test: A Method for Assessing Fitness to Stand Trial*. Toronto: University of Toronto Centre of Criminology.

<sup>5</sup> Viljoen, J. L., Vincent, G. M., & Roesch, R. (2006). Assessing adolescent defendants' adjudicative competence: Interrater reliability and factor structure of the Fitness Interview Test – Revised. *Criminal Justice and Behavior*, 33, 467-487.

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## Legal Update, Continued from p. 1

### Legislative intent

At times, courts have determined that the UPA and other parenting laws are not specific enough to inform the legal questions surrounding gay parenting. The justices in *West v. Superior Court* (1997) decided that they did not have jurisdiction to determine whether a non-biological parental figure could establish parental rights. They further stated that it is not the judiciary's position to develop new social policy; rather any changes would have to be made by the legislature. Likewise, the court in *Janis C. v. Christine T.* (2002) determined that a non-biological caregiver was not entitled to visitation because the current legislative statues did not specifically state whether a person in her situation could be given visitation rights. The court chose not to interpret the statute in a way that would give the woman rights to the children she helped raise for the first years of their life.

In contrast, some courts are willing to second-guess the legislature or common law. The court in *Carvin v. Britain* (2005) stated, "We adapt our common law today to fill the interstices that our current legislative enactment fails to cover." Meanwhile, the court in *Chambers v. Chambers* (2002) assumed that "The court cannot imagine that the General Assembly would have intended [the child] to be thrown into poverty... Rather it is much more likely that it would have expected an adult, who acted in tandem with her committed life partner to bring an infant into the world, to support him as his 'parent'."

Similarly, the court in *L.S.K. v. v. H.A.N* (2002) was willing to assume legislative intent. AP-LS NEWS, Fall 2006

Without specific guidance from legislators, the court chose to apply equitable principles. According to the court, equity dictates that a lesbian caregiver should have parental responsibilities. This outcome was fair because it protected the interests and welfare of the children.

### Intent of parents

One major reason some courts are willing to overlook the plain reading of parenting statutes is because the non-biological caregiver had the "intent" to be a parent. Intent is often found when the biological parent and non-biological caregiver have lived together and raised the children together for multiple years (*K.M. v. E.G.*, 2005).

A California court found intent to parent in a case in which both partners were artificially inseminated at the same time. After each woman gave birth, they gave the children a hyphenated last name made up of both parents' last names, breast fed each other's children and parented each other's children as their own (*Elisa B. v. Superior Court*, 2005). Similarly, the non-biological partner in *Chambers v. Chambers* (2002) had actively participated in the in-vitro fertilization process, had lived with the children, and had been active in raising the children. Thus, the court found that the non-biological caregiver should be considered a parent.

Intent is not enough in some cases, however. The biological parent in the case of *Janis C. v. Christine T.* (2002) had executed a will and other documents that named the non-biological caregiver as the "co-parent" of the children and appointed her to care for the children in the event of her incapacity or death. The couple had two children through the in-vitro process, and gave them both a last name that was a combination of both of the women's last names. The women jointly chose the children's names, godparents, pediatrician, and school. The entire family publicly treated the non-biological caregiver as the children's parent. These behaviors were not enough, however, to convince the court to determine that the non-biological mother was a legal parent.

Similarly, the court in *Wakeman v. Dixon* (2006) determined that a caregiver who had helped raise her partners' three-year-old and five-year-old children since birth

was not entitled to parental rights. The couple had made all parenting decisions together, including the decision for the biological parent to undergo in-vitro fertilization. Additionally, the biological mother had went to great lengths to give the non-biological caregiver permission to make health decisions for the child and otherwise treated her as an equal parent. These behaviors were not enough to convince the court to treat the caregiver as a parent.

### Legal contracts and documents

Some parents have tried to avoid these legal dilemmas by filing legal documents that explicitly demonstrate their intentions regarding parenthood. In *Sharon S. v. Superior Court* (2003), the non-biological mother had filed paperwork to legally adopt her partner's children through a "second-parent adoption." After the break up, the biological mother tried to nullify the adoption; however, the court determined that the adoption should be allowed, reinforcing the legality of second-parent adoptions.

Other courts are not persuaded by these legal agreements. The Supreme Judicial Court of Massachusetts decided that two women had an implied contract in which the non-biological caregiver would financially support the child (*T.F. v. B.L.*, 2004). Nevertheless, the court declared the contract to be unenforceable, stating that "prior agreements to enter into [parenthood] should not be enforced against individuals who subsequently reconsider their decisions (p. 1251, citing prior cases)."

Likewise, the court in *Wakeman v. Dixon* (2006) ruled that co-parenting agreements were unenforceable. The lesbian couple had entered into two written agreements that declared that having the children (through in-vitro fertilization) was a joint agreement, and that each partner would "equally share in providing [for] the child" until the children were grown. The agreement further stated that they would both be "psychological parents" to the children, and that the children would live in their joint home. In the event of the death of one of the women, the children would remain with the surviving parent; in the event of separation of the parents, the parents would continue to provide for the children and raise the children.

Continued on p. 29



# Expert Opinion

Editors: Matthew Huss & Eric Elbogen

## Revisiting the ‘Irreconcilable Conflict between Therapeutic and Forensic Roles’: Implications for sex offender specialists

Christmas Covell, Ph.D. & Jennifer Wheeler, Ph.D.

The principle of avoiding dual roles has become well established in the fields of forensic psychology and forensic psychiatry. Conflicts invariably arise when a professional assumes both a therapeutic and forensic role when treating or assessing a single person. In therapeutic roles, clinicians are primarily responsible to their patients, seeking to improve their condition or well being through the development of generally long-term empathic, supportive relationships. In contrast, clinicians in forensic roles are responsible to a third party about specific psycho-legal issues through the integration of information gathered from a variety of sources. The nature, purpose, and ethical standards of these relationships are unique, and assuming both roles in any particular circumstance or case invites clinical, legal, and ethical dilemmas.

In their discussion of the “irreconcilable conflict between therapeutic and forensic roles,” Greenberg and Shuman (1997) highlight the consequences of failing to adequately distinguish these two roles. Such dual roles have the potential to (intentionally or unintentionally): harm the individual being treated/evaluated, compromise the quality and utility of the professional services provided, impede legal proceedings, and damage the image/reputation/credibility of the profession.

The principle of avoiding dual roles has been highlighted in the relevant literature for psychologists and psychiatrists (Heilbrun, 2001; Heilbrun, DeMatteo, & Marczyk, 2004; Melton, Petrila, Poythress, & Slogobin, 1997) and is explicitly addressed in relevant ethical standards and professional guidelines (American Academy of Psychiatry & the Law, 1995; American Psychological Association, 2003; Committee on Ethical Guidelines for Forensic Psychologists, 1991) for these professions. The seriousness of potential repercussions for engaging in dual professional relationships with an individual is recognized in the Ethical Guidelines for Clinical Psychologists (APA, 2003), as well as the Specialty Guidelines for Forensic Psychologists (Committee on Ethical Guidelines for Forensic Psychologists, 1991). All of these guidelines discourage dual relationships and recommend clinicians make every effort to reduce the potential harm when such relationships are unavoidable.

### Role Conflicts in the Field of Sex Offender Management

Although well-established in the fields of psychology and psychiatry in general, the importance of avoiding dual roles does not appear to be as widely appreciated in the field of sex offender-specific assessment and treatment. Mental health professionals from all disciplines (e.g. psychology, psychiatry, social work, counseling, etc.) are regularly called upon to evaluate and manage

sexual offenders. These “sex offender specialists” (“SOSs”) have diverse training backgrounds and therapeutic orientations (e.g. cognitive-behavioral, psychopharmacological, psycho-dynamic), but they typically share some degree of expertise in human behavior (e.g. behavioral observation, clinical interviewing, documentation and report writing) that is considered useful for managing sexual offenders. Depending on the nature and degree of their mental health training, SOSs assume different roles in the context of sex offender management. For example, generally only psychiatrists and doctoral-level psychologists will conduct comprehensive psychological evaluations that include psychological testing, and only physicians or qualified nurse practitioners will administer psycho-pharmacological medication. Therefore, depending on the nature of their education and training, some SOS’s will have a *therapeutic* role with sex offenders, while other SOSs will have a *forensic* role.

Generally speaking, the term “therapeutic” refers to the process of treating an injury, illness, or behavioral disorder. Accordingly, the primary function of a sex offender specialist in a therapeutic role is to facilitate positive behavioral changes in the sexual offender (and thus, prevent future sexual offenses from occurring). Therapeutic roles for SOSs include: performing intake assessments for treatment planning, conducting individual and/or group therapy, administering psycho-pharmacological treatment, and evaluating and reporting treatment progress.

The focus of “forensic” services, on the other hand, is to help inform decision-making in an adversarial context, such as a court of law, licensing board, or parole board. Accordingly, the primary function of an SOS in a forensic role is to help a third-party decision-maker by addressing relevant “psycho-legal” issues. Forensic roles for SOS include conducting sexually Violent Predator (SVP) evaluations, and pre-sentencing/release risk assessments.

Failure to maintain adequate separation of roles has a number of counter-therapeutic consequences in sex offender management. First, it can impede a client’s willingness to provide information necessary for either effective intervention or an accurate forensic evaluation (for example, if an offender is aware that his therapist will be offering an opinion about his parolability). At the same time, dual roles could lead to ill-advised placement in the community (if a well-meaning but biased therapist under-estimates the offenders’ risk), and/or unfair detention/restriction (if a well-meaning but biased therapist over-estimates the offenders’ risk). Such practices could also generate unnecessary stress, loss, wasted time and resources and litigation, or even result in an outcome that sets a precedent with repercussions for other clients and

professionals. For these reasons, providing meaningful forensic work products and delivering effective treatment are essential to the common goal of preventing future sexual offenses, and require that SOSs be particularly vigilant in avoiding role conflicts.

### **Recent improvements in Recognition of Dual Role Conflicts in the Field of Sex Offender Management**

The issue of dual role conflicts in the field of sex offender management has historically received little to no attention. However, interest in and concern regarding this issue appears to have grown in recent years. For example, the importance of distinguishing therapeutic from forensic roles has been specifically described with regard to the evaluation of sexual offenders in recent publications (Heilbrun, 2003; Hoberman, 1999). In a recent revision of the practice standards for sex offender treatment specialists, the issue of dual role conflicts is the subject of some discussion (Association for the Treatment of Sexual Abusers, 2005, pg. 5):

“Members recognize that there may be potential conflicts of interest when they provide both evaluation and treatment services to the same person. When it is necessary to fulfill both functions (for example, in rural settings or institutions), members take reasonable steps to manage and resolve any conflicts in the best interest of the client. And the community” (ATSA, pg. 5)

In some states, a few changes in practice have slowly taken place that reflect an emerging recognition of the problem of dual roles. For example, in Washington, clinicians offering treatment and evaluation services for the state’s Special Sex Offender Sentencing Alternative are discouraged from providing forensic evaluation and treatment services to the same individuals, in order to avoid questioning evaluator conclusions and potential bias of evaluators (who may suggest treatment for the individual being evaluated for their own gain). In addition, Washington’s Parole Board has historically required offenders’ therapists to provide opinions on the offenders’ risk of re-offense, which has been used to inform decisions regarding the offenders’ parolability. The Board recently changed their practice, and now pursues independent evaluations for those clients who appear before the board. Finally, a separate department has been created for the sole purpose of completing annual forensic evaluations of Sexually Violent Predators who have been civilly committed to the state treatment facility.

Although these changes represent an increasing recognition of the problem of dual role conflicts in the area of sex offender management, SOSs need to be increasingly vigilant of potential conflicts as public policy and related legislation regarding sex offender management continue to change rapidly.

### **Suggested Practices for Recognizing and Reducing Dual Role Conflicts**

Regular and continued training on practice standards with forensic populations (such as sex offenders), consistent support for and availability of adequate supervision, and the establishment of systems-level entities (e.g., separate units, panels, or individu-

als for forensic evaluation or decisions regarding sanctions, etc.) will help maintain distinctions in therapeutic and forensic roles. Greater attention paid to the nature, cause, and impact of such conflicts through research and related publications is also essential.

SOSs evaluating sex offenders, particularly in correctional contexts, should be vigilant to maintaining distinctions between clinical and forensic evaluations. These distinctions begin at the point of referral: What is the referral question? Is that question clinical, or psycho-legal? Who is the “audience” for the report? For what purpose will the report be used?

For *therapeutic* sex offender evaluations, SOSs need to keep in mind that the purpose of the evaluation is to inform treatment planning and delivery; thus, referral questions should be consistent with such a purpose. Although a third party may later use the information obtained from this evaluation, this is not the purpose of the therapeutic evaluation. Examples of therapeutic sex offender evaluations include: intake assessments (for treatment), treatment plan, progress report, and a treatment summary. To further avoid potential role conflicts, SOSs performing these types of evaluations should also consider: *Do I have the appropriate education and training to assess a sexual offender’s treatment needs and/or deliver effective treatment?* This includes basic clinical skills, knowledge of sexual offenders, knowledge of risk-based treatment principles, experience delivering cognitive-behavioral therapy, and access to professional consultation and/or supervision. *Do I (or will I foreseeably) have another role with the individual being evaluated that might impair my clinical judgment and/or therapeutic alliance?*

For *forensic* sex offender evaluations, the purpose of the evaluation is to provide clinically relevant data to a third party, who must make an important decision about the offender. In these circumstances the evaluator addresses the “prongs” of the psycho-legal question, but is not the party who decides on the “ultimate issue” (Melton, Petrila, Poythress, & Slogobin, 1997). Though a therapist may use the forensic evaluation to help guide treatment planning, this is not the purpose of the evaluation. Examples of forensic sex offender evaluations include: Sexually Violent Predator evaluations, pre-sentence risk assessments, and pre-release risk assessments. To further avoid potential role conflicts, SOSs performing these types of evaluations should also consider: *Do I have the appropriate education and training to address the psycho-legal question?* This includes basic clinical skills, knowledge of sexual offenders, knowledge of specific elements of psycho-legal question, knowledge of/access to current relevant professional literature/research, and access to professional consultation. *Do I (or will I foreseeably) have another role with the individual being evaluated, which might impair my objectivity and/or my credibility?*

### **Summary**

SOSs assume numerous and diverse roles in the treatment and evaluation of sexual offenders. Although the overriding goal of every sex offender specialist is to prevent future victims, professionals differ from one another with regard to the particular role



they may play in pursuing that goal. Specifically, some sex offender specialists have a role that is “therapeutic” in nature (i.e. for the purpose of facilitating adaptive behavioral change in the offender, such as conducting therapy), while others have a role that is “forensic” in nature (i.e. for the purpose of assisting a third party who will make decisions about the offender, such as conducting sexually violent predator evaluations).

Differences and incompatibilities between therapeutic and forensic roles have been previously described (e.g. Greenberg & Shuman, 1997; Heilbrun, 2001; Melton, Petrila, Poythress, & Slogobin, 1997), and standards based on the principle of avoiding dual roles are well-established in the fields of forensic psychology and psychiatry (American Academy of Psychiatry & the Law, 1995; American Psychological Association, 2003; Committee on Ethical Guidelines for Forensic Psychologists, 1991; Heilbrun, DeMatteo, & Marczyk, 2004;). Furthermore, the importance of distinguishing therapeutic from forensic roles is now receiving increasing attention, and has been specifically described with regard to the evaluation of sexual offenders (Heilbrun, 2003; Hoberman, 1999), and potential conflicts are noted in the relevant professional standards (Association for the Treatment of Sexual Abusers, 2005, pg. 5). Unfortunately, the importance of this principle and the urgent need for its consistent application does not appear to be as widely recognized, let alone adopted, by many professionals in the specialized field of sex offender assessment and treatment.

In summary, to establish and maintain adequate distinctions between therapeutic and forensic roles in the field of sex offender management, SOSs are encouraged to:

- § Be familiar with ethical principles and guidelines for clinical and forensic practice;
- § Clarify referral question prior to accepting the referral;
- § Know the purpose of the evaluation, and the audience;
- § Conduct an informed consent procedure;
- § Clarify their role, the nature of evaluation, and limitations of confidentiality;
- § Recognize that everyone has his/her own role in management of the offender;
- § Know what their role is (and is not); and
- § Recognize that some role conflicts are unavoidable, and in these cases, great care should be taken to minimize the frequency and impact of these conflicts.

At the same time, SOSs should make effort to avoid:

- § Accepting a third-party referral unless they have training in clinical forensic evaluation techniques and expertise in the specific psycho-legal issue;

- § Accepting a referral to conduct a forensic evaluation of a party they have treated, are treating, and/or will treat;
- § Conducting treatment with a party they have evaluated forensically;
- § Diminishing the value of their unique contribution;
- § Being afraid to acknowledge counter-transference/vicarious trauma and seek consultation or supervision; and
- § Falling prey to the erroneous belief that they are not vulnerable to bias.

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# AP-LS Teaching Techniques

## Creating Witnesses to Teach about Witnesses: A Classroom Demonstration

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### Abstract

Students in two sections of an upper-level undergraduate class on memory were unsuspecting witnesses to a brief encounter. Their memory for what they had witnessed was tested at intervals of 2 weeks and approximately 8 months. At the second test, students also evaluated the effectiveness of the demonstration. There were 3 main findings: First, the students made numerous errors at both delay intervals, although they remembered slightly more after 8 months than they did after 2 weeks; second, they did not remember less (at both retention intervals) than they expected to remember (i.e., they were not overconfident); and third, they perceived the demonstration to be a helpful instructional device.

### Introduction

Eyewitness memory is a popular topic in both introductory psychology courses and upper-level courses on cognitive psychology. In addition to its usefulness for illustrating the operation of basic memory processes within a naturalistic setting, it has also recently become something of a “hot topic” within the larger social milieu. This increasing public interest can be seen, for example, in the recent spate of books and articles published on the issues of recovered memory (e.g., Brenneis, 1997; Loftus & Ketcham, 1994; Lynn & McConkey, 1998) and erroneous convictions based on eyewitness identifications (e.g., Scheck, Neufeld, & Dwyer, 2000; Wells et al., 1998).

As a large number of psychological issues can be taught effectively through classroom demonstrations (e.g., Ware & Johnson, 1996), the purpose of the present research was to explore the pedagogical effectiveness of an in-class eyewitness memory demonstration. Specifically, it addresses the question of whether making students witnesses facilitates their learning about eyewitness memory.

### Method

#### Participants

Participants were students in two sections of an upper-level undergraduate course on memory taught by the author. The two sections were taught during consecutive class periods. Eighty-six students (out of a total enrollment of 101) participated in Phase 1, and 45 students participated in Phase 2.

#### Procedure

*Target event.* A female confederate interrupted class on the pretext of looking for a student. A brief dialogue with the instructor established that she was looking in the wrong classroom. The confederate came several steps inside the doorway so that she was in full view of the entire class. She adhered to a rehearsed script so that the conversation would be nearly identical for both sections. The entire interaction took approximately 15 seconds.

*Phase 1 testing.* Two weeks after the target event, students in both classes were tested on their memory for the event. Participation was voluntary, and students who participated received extra credit (all students who were present that day participated,  $N = 86$ ). They were told to imagine that the woman who had interrupted class was suspected of assaulting a person later that same day, making their eyewitness memory relevant to the case. The students were asked 13 questions about the event (see Table 1), encompassing both verbal (e.g., “What was the name of the person she was looking for?”) and descriptive information (e.g., “What color was her hair?”). Choices were given for some questions (e.g., “Was her hair straight or curly?”) but not for others (e.g., “What color was her sweater?”). Students were told to guess if they were unsure.

In addition, they were asked to estimate the percentage of their classmates who they thought would answer the question correctly (12 students who did not witness the target event made only these estimates). Although these estimates are a somewhat atypical measure of eyewitness confidence—as opposed to a straight confidence judgment for each question—it was felt that they would better suit the demonstration’s instructional purposes. Furthermore, any discrepancy between the students’ estimated percentage correct and the observed percentage correct would still demonstrate a general tendency toward overconfidence (or underconfidence).

*Phase 2 testing.* Approximately 7 months after Phase 1 (8 months after the target event), all of the students in both sections for whom addresses could be found ( $N = 86$ ) were sent a follow-up questionnaire along with a stamped, addressed return envelope. Forty-five students returned completed questionnaires, for a 52% response rate. A cover letter informed them of the purpose of the study and described the questionnaire, which had two parts.

In the first part of the questionnaire, they were given the same instructions as at Phase 1 and answered the same 13 questions, with the sole modification that their estimates were to reflect what percentage of their classmates they thought would be correct at present. Signed consent for combining data from Phases 1 and 2 was obtained. In addition, they were asked how many times they had thought about the demonstration prior to completing the Phase 2 questionnaire (less than 2 times, 3-5 times, or more than 5 times).

The second part of the Phase 2 questionnaire was an evaluation of the demonstration’s pedagogical effectiveness. Students rated their agreement with 7 statements (e.g., “The demonstration helped me to understand concepts relating to eyewitness memory”) on a 7-point scale ranging from -3 (strongly disagree) to +3 (strongly agree).

*Continued on p. 10*



### Creating Witnesses Exercise Continued from p. 10

agree). This part of the questionnaire contained no identifying information; Parts 1 and 2 were separated upon receipt by an assistant to the experimenter.

### Results

#### Memory: Phase One

Students' memory performance is shown in Table 1. It ranged from very poor (e.g., no one recalled the name of the student the target was seeking) to quite good (e.g., 71.6% correctly remembered that she was blond). The mean number of correct answers was 4.9 out of 13, or 37.7% ( $SD = 1.6$ ,  $Mdn = 5$ ). The mean estimated percent correct across all questions was 39.2%. Students' estimates of the percentage of witnesses who would be correct exceeded their actual accuracy for 7 of the 13 questions and fell below it for the other 6 questions, demonstrating no consistent tendency toward over- or underconfidence. In other words, they did not think they would remember more (or less) information than they actually did overall.

Table 1  
Performance on the Eyewitness Memory Questionnaire, Phases 1 and 2

Question	<sup>a</sup> Phase 1 (% Correct)		<sup>b</sup> Phase 2 (% Correct)	
	Actual	Estimated	Actual	Estimated
1. Class she was looking for.	18.9	25.7	37.5	26.2
2. Name of person seeking.	0.0	7.5	2.5	6.8
3. Hair color.	71.6	48.2	70.0	41.6
4. Hair length.	43.2	42.7	40.0	42.8
5. Hair style (straight or curly?).	47.3	49.6	50.0	44.1
6. Race.	82.4	80.2	90.0	80.2
7. Age.	40.6	53.8	62.5	50.2
8. Carrying anything (yes or no?).	78.4	50.6	95.0	51.6
9. If "Yes" to #7, carrying what.	58.6	35.5	39.5	36.3
10. Wearing glasses (yes or no?).	28.4	45.9	60.0	42.4
11. Color of t-shirt.	1.4	24.9	7.5	24.6
12. Color of sweater.	8.1	23.1	15.0	23.8
13. Color of pants.	24.3	22.2	55.0	27.2

Note. All questions pertained to the target. Questions were asked in free response format except those with choices noted in parentheses.

<sup>a</sup> $N = 74$  for actual, 86 for estimated, except Question 9 ( $N = 58$  actual, 70 estimated).

<sup>b</sup> $N = 40$  for actual, 44 for estimated, except Question 9 ( $N = 38$  actual, 42 estimated).

#### Memory: Phase Two

Table 1 also shows students' memory performance after an 8-month delay. The mean number of correct answers was 6 out of 13, or 46.2% ( $SD = 1.9$ ,  $Mdn = 6$ ). The mean estimated percent

correct across all questions was 38.3%, approximately the same as at Phase 1. Students' estimates of the percentage of witnesses who would be correct exceeded their actual accuracy for 4 of the 13 questions and fell below it for the other 9 questions, demonstrating a slight tendency toward underconfidence. This underconfidence effect appears to be the result of their improved accuracy relative to Phase 1, without a corresponding increase in their estimates of how well they expected the class as a whole would perform.

The students reported not having thought about the demonstration a great deal since the class ended. Sixty-seven percent said they had thought about it twice or less, 26% reported thinking about it 3-5 times, and only 7% said that they had thought about it more than 5 times. Thus, the improvement in accuracy occurred even in the absence of much additional rehearsal.

#### Evaluation

The findings of the evaluation were very positive overall. For example, 62% of participants strongly agreed that the demonstration helped them to understand important concepts, and 82% strongly agreed that such a demonstration should be used in future sections of the class. In addition, a majority of participants strongly disagreed that the demonstration took up class time unnecessarily (71%). A summary of results of the evaluation is presented in Table 2. It is interesting to note that participants' evaluations were favorable despite their perception that the demonstration did not have a strong direct effect on their test performance (Statement 4). As a manipulation check, the evaluation also showed that most students were unaware of the nature of the demonstration (67% strongly disagreed with Statement 5: "I suspected when the demonstration took place that it was part of a class experiment").

Table 2  
Students' Evaluation of the Demonstration and Explanation of Results

Statement	Mean	SD	Mdn
1. Helped me to understand concepts relating to eyewitness memory.	2.57	0.70	3.00
2. Helped me to understand how eyewitness memory research is done.	2.16	1.04	2.00
3. Took up class time unnecessarily.	-1.98	1.96	-3.00
4. My exam performance benefited.	0.82	1.90	1.00
5. I suspected when it took place that it was part of a class experiment.	-1.78	1.95	-3.00
6. I learned more about eyewitness memory than I would have without the demonstration.	1.60	1.72	2.00
7. This demonstration, or one like it, should be used in future class sections.	2.76	0.57	3.00

Note. Evaluations were made on a scale ranging from -3 (strongly disagree) to +3 (strongly agree).  $N_s = 42$  for Question 1, 45 for Questions 2-7.

## Discussion

The present experiment provided an effective demonstration of eyewitness memory. The demonstration yielded three main findings. First, it conveyed to students the fallibility of memory: two weeks after witnessing the event, they were correct on an average of fewer than 5 of 13 questions (several of which were asked in a two-alternative forced choice format). Their slightly improved accuracy nearly 8 months after the event can likely be attributed to the in-class presentation and discussion of the results, as they reported rehearsing the information relatively little since the class ended. Without such intervening elaboration of the target event, witnesses' memory typically deteriorates fairly rapidly (Deffenbacher, 1996). Students were not suspicious of the nature of the demonstration when it took place. Thus, the present findings also support the feasibility of conducting eyewitness research in field settings (Cutshall & Yuille, 1989).

Second, students did not expect to remember more than they did at either delay interval, suggesting that they were not overconfident about their memory for the event. However, because they did not make confidence judgments about their own memories—instead merely estimating class performance as a whole—it was not possible to construct a direct measure of the relationship between individuals' accuracy and their confidence. Third, students perceived this naturalistic demonstration as a very useful pedagogical device, suggesting that it would make a worthwhile addition to instructors' teaching repertoire.

There are two limitations to the present demonstration. First, the procedure did not vary whether or not participants were exposed to misinformation. Misinformation research addresses the effect of misleading post-event information (Loftus, 1992); it is a large sub-field of eyewitness memory research and is particularly relevant to suggestibility effects and the recovered memory debate (e.g., Loftus, 1993). Second, the procedure did not include a lineup identification task. Visual identification is an important component of many, if not most, eyewitness situations (Wells, 1993).

Adding either or both of these components to the present demonstration procedure would be relatively easy, especially if multiple class sections were available. For example, one section could be presented with misleading information, while another section was not; or one section could view a target-present lineup, while another section viewed a target-absent lineup. Incorporating these task elements would further enhance the effectiveness of using an eyewitness demonstration as an instructional tool.

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## Author Note

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

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

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# Social Science and the Death Penalty

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

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In *Death by Design*, Dr. Craig Haney explores how ordinary, law-abiding human beings are swept up into participating in a legal system designed to kill its “worst” offenders. **Winner of the Herbert Jacob Book Prize for the “Most Outstanding Book Written on Law and Society in 2005” by the Law and Society Association**, *Death by Design* presents capital punishment as a complex social psychological scheme in which interrelated forces combine to create a legal system that is anything but just.

Drawing on his own findings as well as the data collected by other noted death-penalty researchers, Haney argues that the aforementioned forces enable-even encourage-jurors to engage in legalized violence. Haney posits that, as long as the United States continues to utilize this form of ultimate punishment, certain safeguards need to be in place in order to protect capital defendants’ right to due process. In *Death by Design*, Haney appears to do the impossible: present a comprehensive, compelling, and provocative summary of the issues surrounding the death penalty that can be read by academicians, legal professionals, and laypersons alike.

In Chapter 1 (Blinded by the Death Penalty: The Supreme Court and the Social Realities of Capital Punishment), Haney discusses Supreme Court doctrine and ties social scientific research to both attitudes toward the death penalty and decision-making in capital trials. He posits that, while the American legal system is theoretically designed to safeguard capital defendants’ due-process rights, the Court is ignorant of the way capital punishment is actually applied. He notes that the Court reinstated the death penalty under the assumption that certain protections be in place (e.g., “individualized” sentencing;

competent counsel; presentation of mitigation); however, the Court has done very little to ensure that capital defendants actually benefit from these reforms.

In Chapter 2 (Frameworks of Misunderstanding: Capital Punishment and the American Media), Haney explores the impact that the mass media has on capital defendants’ due-process rights. He argues that the media sensationalizes violent crime and demonizes defendants, rather than presents a balanced picture of the cause of crime. The reasoning behind this emphasis is two-fold: First, graphic, sensational stories attract a larger audience (which ultimately sells more newspapers). Second, citizens are drawn to stereotypical “happy endings” in which good triumphs over evil. Haney suggests that while the aforementioned effects are unintentional, their impact is tremendous: Portraying capital defendants as something less than human relieves society of its responsibility as being a possible cause of crime and assuages the guilt that jurors may feel when sentencing a defendant to death.

In Chapter 3 (Constructing Capital Crimes and Defendants: Death Penalty Case-Specific Biases and Their Effects), Haney argues that the media frequently portrays a biased view about the causes and consequences of crime. Rather than acknowledge that attributing responsibility for criminal behavior is an extraordinarily complex task, the media tends to place sole responsibility on the personality of the defendant, rather than the situational forces that inevitably influence acts of crime. This “ultimate attribution error” taints the public’s perception of capital defendants and is exacerbated by the fact that people are given very little legal framework with which to process this informa-

tion. Consequently, myths and misperceptions about both the causes of crime and what happens to a defendant after s/he is convicted abound. As a result, erroneous decisions are made-both at the voting polls and in the jury rooms-that ultimately jeopardize capital defendant’s due-process rights.

In Chapter 4 (The Fragile Consensus: Public Opinion and Death Penalty Policy), Haney notes that the public’s opinion about capital punishment has fluctuated over time, with the lowest support for the death penalty taking place in the 1960s. One decade later, public sentiment began to shift as people looked to the legal system to for severe punishment, as opposed to rehabilitation. In spite of this backlash, social scientific research proved that attitudes toward the death penalty were not one-dimensional and absolute; rather, people appeared to be able to distinguish between the types of cases eligible for the death penalty. Social scientists concluded that death-penalty attitudes are extraordinarily complex and a function of people’s knowledge about the system of capital punishment. Ironically, the more people know about the way the death penalty is applied, the less likely they are to support it. In essence, many people support the death penalty without explicitly knowing what it is they are advocating. Haney notes that this “pluralistic ignorance” is compounded by the fact that the social scientific data collected over the last few decades has cast serious doubt about the fairness of death penalty imposition, its deterrence effect, the financial feasibility, and the failure of procedures to prevent erroneous convictions and executions.

In Chapter 5 (A Tribunal Organized to Convict and Execute? On the Nature of Jury Selection in Capital Cases), Haney

discusses the impact that death qualification (i.e., the part of voir dire in which prospective jurors are questioned about their beliefs regarding the death penalty) has on capital trials. In essence, Haney argues that death-qualified jurors (i.e., those eligible for capital jury service) are demographically, attitudinally, and behaviorally homogeneous. Specifically, death-qualified jurors are more likely to be Caucasian men. They are more likely to espouse prosecution attitudes and weigh aggravating circumstances (i.e., arguments for death) more heavily than mitigating circumstances (i.e., arguments for life). Finally, death-qualified jurors are more likely to be pro-conviction and pro-death.

In Chapter 6 (Preparing for the Death Penalty in Advance of Trial: Process Effects in Death-Qualifying Capital Juries), Haney suggests that jurors encounter not-so-subtle legal disapproval by being excluded from future participation in capital trials if they are unable to impose the death penalty. Death qualification also forces jurors to both imagine themselves in the penalty-phase proceeding and make a public commitment to the imposition of the death penalty. In essence, Haney argues that the legal system trusts decision-making in capital cases to people who, in some degree, favor capital punishment.

In Chapter 7 (Structural Aggravation: Moral Disengagement in the Capital Trial Process), Haney discusses the concept of structural aggravation (i.e., features of the system of capital punishment that encourage moral disengagement and allow normal, law abiding citizens to overcome the prohibitions of violence and condemn others to death). He suggests that the legal system encourages capital jurors to view crime in an oversimplified, dichotomous fashion while simultaneously minimizing the legal violence in which jurors are being asked to participate. Consequently, capital jurors become desensitized to the gravity of the life-and-death decision they are being asked to make.

In Chapter 8 (Misguided Discretion: Instructional Incomprehension in the System of Death Sentencing), Haney concludes that capital jury instructions are difficult, if not impossible, for laypersons to comprehend. Even more disturbingly, Haney's research has found the

comprehension errors are not evenly-distributed in that jurors have a much more difficult time understanding the concept of mitigation than understanding the concept of aggravation. The aforementioned effect makes capital juries even more likely to return a sentence of death.

In Chapter 9 (Condemning the Other: Race, Mitigation, and the "Empathic Divide"), Haney explores the discrimination that African-American defendants face in the legal system. For example, African-American defendants are significantly more likely to receive the death penalty when their victims are white than when they are an ethnic minority. African-American defendants face further discrimination when tried by juries comprised of all-White Jurors. Haney concludes that such racism amplifies the already-punitive nature of capital juries by increasing the "empathic divide."

In Chapter 10 (No Longer Tinkering With the Machinery of Death: Proposals for Systemic Reform), Haney suggests some avenues for legal reform that will enhance capital defendants' due-process rights. He posits that lawmakers look honestly at the social context in which the system on capital punishment functions and allow social scientific research to have an impact in legislative decision-making. Although Haney's suggested reforms are both viable and well-conceptualized, he acknowledges that they may not be enough adequately protect capital defendants' due-process rights as long as we continue to utilize the ultimate punishment.

In Concluding Thoughts: Death is Different, Haney views the death penalty as a symbol of crime and punishment and argues that the presence of the death penalty affects society at large, not just defendants on trial for their lives. He concludes that, in spite of legal protections designed to safeguard capital defendants' right to due process, the system falls far short of dispensing justice. Haney concludes that people's preexisting attitudes, combined with sensational pretrial publicity, death-qualified jurors, and incomprehension jury instructions create a system designed to perpetrate the very violence the legal system is designed to combat.

## The AP-LS Book Series

*Death by Design* is an award winning book published in the AP-LS Book Series. For more information on books in the Series, please see page 32.

Written (or read) a new AP-LS Book Series book you want reviewed? Recommendations for books that you would like to see reviewed in the AP-LS News should be forwarded to Jennifer Groscup, (jgroscup@jjay.cuny.edu). Offers to review the work of others, or recommendations as to who an appropriate review might be for your own work are always appreciated.

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

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



# NEW COLUMN presented by the Minority Affairs Committee: Diversity in Psychology and Law

Roslyn Caldwell, Chair

## *The Ambassadors Program:*

### **A Novel Approach to the Recruitment of Minority Undergraduate Students to Graduate Study in Psychology and Law**

The Minority Affairs Committee is pleased to announce the *Ambassadors Program*, which is designed to recruit minority undergraduates to graduate study in psychology and law. The program involves sending psychology and law experts to 10-15 Historically Black Colleges and Hispanic Serving Institutions to introduce students to the field and develop mentoring pipelines between the institutions and psychology and law graduate programs. The experts will meet with students and present their specialty areas of research, as well as provide students with an overview of the field, information on relevant graduate programs, and the opportunity to discuss career options.

Ambassador visits will begin this fall and will be coordinated with psychology departments and such student organizations as Psi Chi, Black Student Association, Mecha, La Raza, McNair and TRIO. The program will have an evaluation component and will survey participating students and college staff to assess whether the program is effective. Applications by minority students nationwide to major psychology and law programs and minority student representation in Division 41 will also be monitored.

For more information, and/or to volunteer to serve as an expert, please contact Roslyn M. Caldwell, PhD, Minority Affairs Committee Chair, at [rcaldwell@jjay.cuny.edu](mailto:rcaldwell@jjay.cuny.edu).

## **\*\*\*Diversity in Psychology & Law Research Award\*\*\***

### **PURPOSE OF AWARD**

The Minority Affairs Committee (MAC) was established by the American Psychology-Law Society to facilitate activities and develop opportunities within the division that embrace, respect and value diversity. The purpose of the Diversity in Psychology and Law Research Awards are to support undergraduate and graduate research on issues related to psychology, law, multiculturalism and/or diversity (i.e., research pertaining to psycholegal issues on race, gender, culture, sexual orientation, etc.). These awards are not exclusively to students from underrepresented groups, but are also for students who are conducting research related to the general aims of the MAC. It is the committee's desire that these awards will be a positive way to support the research of many students from underrepresented groups, as well as to support research about issues of interest and importance to underrepresented groups.

### **AWARD AMOUNTS**

Three awards in the amount of \$1000.00 each with an option of a third place split of \$500.00 each.

### **ELIGIBILITY FOR AWARDS**

Current full and part-time undergraduate and graduate students from underrepresented groups may apply. Applicants must be student members of AP-LS. Underrepresented groups include but are not limited to: racial/ethnic minorities; first-generation college students; lesbian, gay, bisexual, and transgendered students; and physically disabled students. Applicants wishing to submit a proposal that is associated with their advisor's project and/or grant should request funding only for expenses not covered by the advisor's existing funding. In addition, the project contained within the grant proposal should primarily be the original work of the student applicant.

### **APPLICATIONS**

Applications will be awarded on a competitive basis and selected based on such criteria as the impact on diversity and multiculturalism, and the ability for the project to be completed within 1 year of project start date (March 1, 2007). Award applications should contain the following: A single cover letter on letterhead which provides all contact information. A 10-page maximum, double-spaced, typewritten project description containing the following information: 1) Introduction: A clear, concise statement of the research problem, significance of the project to diversity in psychology and law, and specific objectives to be accomplished during the award period. 2) Background: An overview of relevant literature related to psychology, law, multiculturalism and/or diversity. Applications should include discussion of the project's impact on the field of psychology and law, potential for successful continuation in the future, and anticipated benefits to diversity and multiculturalism as it relates to the fulfillment of the award's purpose. 3) Project Design: A detailed description of the expected course of the project including information related to methodology. Award recipients will need to submit a summary of the project within three months of the completion date. 4) Budget: A detailed project budget with justification of items and dollar amounts (Award recipients will need to submit copies of all financial receipts to the MAC Chair). 5) Curriculum vitae of applicant. and 6) A letter of support from the applicant's research advisor who is willing to serve as the advisor of the project. If the applicant's proposal is related to the advisor's project, the letter of support should contain such information including mention of the student's original work (see eligibility for awards).

### **APPLICATION SUBMISSION DEADLINE**

Applications must be **postmarked by December 1, 2006**. Please direct all inquiries to Roslyn M. Caldwell, Ph.D., Minority Affairs Committee Chair, (212) 484-1197 or E-mail: [rcaldwell@jjay.cuny.edu](mailto:rcaldwell@jjay.cuny.edu). Notification of awards will be announced by February 1, 2007.

### **TO APPLY**

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

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

## FEATURE ARTICLE:

### The Prison Mess and Psychology's Duty by Stephen A. Ragusea Psy.D., ABPP

Currently, I practice in both Florida and Pennsylvania, so I get to see how governments work in two of our fifty United States. In both of my home states, my elected government continues to participate in a quiet crisis that is devouring our youth, our mentally ill, and our tax dollars. As has been true for more than two decades, the United States incarcerates a higher percentage of its population than any other nation in the world. Most are under the age of 30 and approximately 15 % of the total are people who meet the DSM-IV criteria for a mental illness. About half of those 15% are considered seriously mentally ill, suffering from problems like bi-polar disorder and schizophrenia.

According to a recent 215-page report by Human Rights Watch (ISBN: 1564322904), "One in six U.S. prisoners is mentally ill. Many of them suffer from serious illnesses such as schizophrenia, bipolar disorder, and major depression. There are three times as many men and women with mental illness in U.S. prisons as in mental health hospitals." One of the report's authors, Jamie Felner, observed, "Prisons have become the nation's primary mental health facilities."

How did we get into this mess? Some of it started when politicians decided that they could get elected and stay elected by being "tough on crime." They voted for mandatory minimum sentences, taking discretion away from the judiciary. And, although approximately half of these prisoners were convicted of non-violent, drug related offenses, rather than voting for funding to pay for alcohol and drug treatment, our elected officials decided to spend our hard-earned tax dollars on building more prisons. The result of this national movement was that we currently incarcerate approximately 1% of our population. More than 2.5 million Americans now live behind bars, and that's the equivalent of every man, woman and child in the cities of Philadelphia, Columbus, and Seattle.

In Florida, the Department of Corrections website ([www.dc.state.fl.us/pub/timeserv/doing](http://www.dc.state.fl.us/pub/timeserv/doing)) proudly proclaims that the average amount of time served by prisoners has nearly doubled in the last decade, a figure true for both violent and non-violent offenders! And what of the mentally ill in prison? On November 18, 2003, the Tallahassee Democrat reported, "Florida's law enforcement AP-LS NEWS, Fall 2006

and corrections systems are rapidly evolving into the state's de facto mental health treatment providers. More often than not, our law enforcement officers, prosecutors, defense attorneys, judges and parole officers are being forced to serve as the first responders and overseers of a system ill equipped to deal with an under-funded treatment system that's stretched beyond capacity."

Northward in Pennsylvania, the trend is up, up, up! Recently, the number of inmates in the state prison system topped 40,000 for the first time, with an increase of 5.5%, which put 26 prisons at 115% of their capacity. Given that it currently costs \$28,000 to incarcerate each inmate per year, the state's taxpayers are paying \$1,120,000,000 just to feed and care for all those convicts. And, by the way, that very grand total doesn't include the prisoners in the state's county jails and federal prisons. Just in case you're worried that Pennsylvania's not doing enough, fear not, the state has just opened two more 1,000-bed prisons!

Where does all the money for prisons come from? Taxes, of course. And, to a significant degree, the money for building prisons was stolen from our public mental health system. Part of John F. Kennedy's vision for an American Camelot included a national system of well-funded community mental health centers that would serve the mentally ill in their own hometowns, thereby permitting the closing of a well-developed system of state mental hospitals that had been providing inpatient treatment for the severely mentally ill. Those of us old enough to remember the 1970s recall an era of widely available, well funded, mental health care provided through local Community Mental Health Centers. Oddly enough, the systematic under-funding and disempowering of our Mental Health Centers coincided with the increase in funding of the prison system to support the "Get Tough on Crime" movement that spread like a well-intentioned plague from sea to shining sea.

Is there anything to be done about all this? There are pressures building which will undoubtedly force some changes. According to a recent article in the New York Times, "State legislatures, facing budget crises, are rethinking tough sentencing laws passed in the last two decades; in the past year, 25 states have passed laws eliminating some of the lengthy

mandatory minimum sentences, restored early release for parole and offered treatment instead of incarceration for some drug offenders."

But an emptying wallet isn't enough. As one of what former APA president Pat DeLeon calls, "the learned professions," psychologists should be leading the battle for prison reform. As doctors of behavior, academic psychologists should be researching new solutions to our social problem of crime and punishment. Clinical psychologists who work in the system should be developing and implementing alternative treatment models for the imprisoned mentally ill. And, *all psychologists* should be demanding government action to correct this inhumane, ill-conceived, foolishness. Can you imagine a hundred thousand psychologists remaining passively silent as 275,000 mentally ill Americans are mistreated? We have. Can you imagine America's psychologists saying nothing as prisons are turned into "the nation's primary mental health facilities?" We have.

For starters, what we need is the establishment of new kinds of special judicial institutions, sometimes referred to as "Mental Health Courts" and "Drug and Alcohol Courts." These new courts operate under a different set of regulations and expectations from our normal criminal courts. Provision is made to include mental health professionals, judges are given wide discretion, and the focus is more on rehabilitation and prevention than it is on punishment. These courts are a good place to begin. Then, we need to improve the funding for our mental health system and stop wasting billions on the largest prison system in the history of the world.

If you think these issues are important, say so to the leadership of the American Psychological Association as well as those in your state psychological association. Talk to your elected representatives. Contribute your time and energy to make things change.

We are psychologists, doctors of behavior. We can do better. It is our duty to do better.

*Stephen A. Ragusea, Psy.D., ABPP, is a family and forensic psychologist with offices in Key West, Florida and State College, Pennsylvania.*

[www.raguseaforapa.com](http://www.raguseaforapa.com)



# Division 41/American Psychology-Law Society

## Executive Committee (EC) Meeting Minutes

### New Orleans, LA, August 9, 2006

Attending: Eve Brank, Roslyn Caldwell, Mary Connell, Brian Cutler, Kevin Douglas, Amy Douglass, Joel Dvoskin, Eric Elbogen, Edie Greene, Patty Griffin, Jennifer Groscup, Margaret Bull Kovera, Chris Kunkle, Brad McAuliff, Steve Penrod, Lynn Peterson, Alison Redlich, Randy Salekin, Jennifer Skeem, Beth Wiggins, and Patty Zapf

**I Meeting was called to order at 3:10 p.m. by President Gary Wells.**

**II Executive Committee meeting minutes from March 2006 were approved.**

**III Treasurer's Report (see 2007 budget below)**

Treasurer Margaret Bull Kovera reported that the Division is in good financial shape. A revised 2006 budget was presented, as was a projected budget for 2007. Margaret noted that APLS needed to retain student members as members once they graduate to keep up the membership, and the budget, of the division. Various strategies were discussed and an ad hoc committee on membership initiatives was formed. This committee will report back to the EC at the March meeting.

**IV Old Business**

Margaret Kovera had raised the issue of the EC needing to consider a dues increase to balance the budget without dipping into reserves at the EC meeting last March and, at that time, the EC decided to discuss the possibility of a dues increase at the August meeting. Discussion ensued regarding raising dues and the EC eventually unanimously decided upon a dues increase of \$20 (from \$60 to \$80) for members but no dues increase for student members.

**V Proposal for Scientific Review Paper on Interrogations/Confessions**

The EC voted unanimously to have Bill Thompson, chair of the Scientific Review Paper committee, proceed with his proposal for a scientific review paper on in-

#### 2006 AP-LS Budget

<i>INCOME</i>	Budget
Dues & Contributions	\$ 185,000.00
LHB Editorial Expenses	\$ 18,750.00
Interest Income	\$ 10,000.00
Royalties	\$ 60,000.00
Advertising	\$ 0.00
<b>TOTAL INCOME</b>	<b>\$ 273,750.00</b>

#### *EXPENSES*

##### Meetings & Conferences:

APA Convention Program	\$ 14,000.00
APA EC Meeting	\$ 3,000.00
APLS EC meeting at APA	\$ 15,000.00
Midwinter EC Meeting	\$ 12,500.00
APLS Conference	\$ 15,000.00
Div. Leadership Conference	\$ 1,500.00
SUB-TOTAL	\$ 61,000.00

##### Publications:

Newsletter Expenses	\$ 2,000.00
Subscriptions to LHB	\$ 73,000.00
Editor Expenses for LHB	\$ 18,750.00
Web Site Expenses	\$ 12,000.00
SUB-TOTAL	\$ 105,750.00

##### Administrative Costs:

General Operating Exp.	\$ 52,000.00
Presidential Expenses	\$ 3,100.00
Treasurer Expenses	\$ 1,000.00
SUB-TOTAL	\$ 56,100.00

##### Awards and Committees:

Awards & Dissertations	\$ 5,000.00
Grants-in-Aid	\$ 15,000.00
Interdisciplinary Grant	\$ 10,000.00
Student Committee	\$ 3,000.00
Education Outreach Comm.	\$ 0.00
Minority Affairs Comm.	\$ 16,000.00
Careers & Teaching Comm.	\$ 1,000.00
Rels w/ Other Organizations	\$ 0.00
Mentoring Comm.	\$ 600.00
Specialty Guidelines	\$ 500.00
SUB-TOTAL	\$ 51,100.00

<b>TOTAL EXPENSES</b>	<b>\$ 273,950.00</b>
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terrogative confessions provided that he find another person to serve on the committee with a more prosecution-oriented stance so as to provide a more balanced writing committee.

**2. Proposal from Ad Hoc Committee on APLS Committee Issues**

Edie Greene, chair of the ad hoc committee on committee issues, put forth a proposal from the committee that included the following: committee membership will typically be for no more than 3 years and will be staggered; committee chairs will be appointed for a 3-year term and will typically be chosen from the current committee members; new committee members will be widely recruited and recommended to the President by the committee chair; and committee turn-over should occur at the same time as the Executive Committee turn-over. The proposal was passed unanimously and the guidelines will be posted on the website.

In addition, the ad hoc committee proposed disbanding both the Committee on Relations with Other Committees and the Women's Committee. This proposal also passed unanimously.

**3. Psychology-Law Listserv**

Joel Dvoskin proposed that a disclaimer be placed on the website regarding the psyllaw listserv and any other links posted on our website. This passed unanimously.

**4. Continuation of the joint EAPL and APLS meetings in the future**

Gary Wells raised the issue of whether to continue to hold a joint conference with EAPL and AANZAPL every fourth year in lieu of the annual APLS meeting in those years. Discussion ensued with the majority of the EC arguing in favor of holding an APLS meeting every year and discontinuing the joint conference every fourth year. Joel Dvoskin made a motion that APLS meet annually, reserve the right to co-locate another meeting with another organization if we so choose, and notify EAPL that if they would like to propose a co-meeting we will consider it. The motion passed unanimously.



Gary Wells proposed that we pay for Joel Dvoskin (as President) to attend the joint meeting in Australia. Margaret Kovera proposed allotting up to \$2500 for Joel's expenses. The motion passed unanimously with Joel abstaining.

## **VI. Committee Reports and Reports from Representatives**

### **1. Report of APA Council Representatives**

Patty Griffin and Beth Wiggins reported that APA has a new "Centering on Mentoring" initiative that includes a website ([www.mentoring.apa.org](http://www.mentoring.apa.org)).

APA had a \$5 million surplus in 2005 and in 2006 APA should have a surplus of approximately \$140K. There is a lot of money being put into information technology with a new integrated website proposed for Dec 2007.

There were over 7000 advance registrants for this APA convention with an estimated 9000 attendees. APA has decided that member dues will be ramped up faster for early career psychologists because if it were to stay at 8 years APA would go into deficit.

APA is still taking comments on the PENS (Psychological Ethics and National Security) report. This can be read report online and comments can be sent to [pens@apa.org](mailto:pens@apa.org).

### **2. Fellows Committee Report**

No new business to report.

### **3. Educational Outreach Committee**

Lavita Nadkarni requested that the funds budgeted for this committee be given to the Minority Affairs Committee in an effort to bolster their initiative to provide educational outreach to underrepresented groups.

### **4. Interdisciplinary Funding**

Randy Salekin and Kevin Douglas requested a budget increase so as to provide for two interdisciplinary funding awards given the large number of high quality proposals submitted this year. Discussion ensued and the EC voted to increase the budget for this committee to \$10,000 from \$5,000 to allow for the possibility of funding two proposals next year.

### **5. APLS Book Award Committee**

No new business to report.

### **6. Careers and Training Committee**

Alison Redlich reported that this committee has changed its name to the Teaching, Training, and Careers Committee as this name better reflects the activities and emphases of this committee.

### **7. Law and Human Behavior**

Brian Cutler reported that submissions are up by 7% this year over last year. The first three issues of 2006 were delayed but have been printed and mailed. The publisher is committed to publishing and mailing future issues on time. Manuscripts accepted by Brian Cutler's editorial team will be published beginning in January 2007. There are currently 12 manuscripts published online at the Springerlink page. Journal operations are running smoothly and the quality of manuscripts accepted for publication is excellent.

### **8. Psychology, Public Policy, and Law**

No new business to report.

### **9. Book Series**

Ron Roesch reported that, in addition to the six books already published or forthcoming, a seventh book by Levesque should be in the hands of the publisher by August and published in 2007.

Levesque, R. J. R. (in press). *Adolescents, media and the law: What developmental science reveals and free speech requires*. Book sales in the series have been terrific, with Craig Haney's book topping sales with about 1500 copies sold as of March 2006. In addition, his book was selected by the Law and Society Association to receive the Herbert Jacob Book Prize as "the most outstanding book on law and society in 2005."

### **10. Undergraduate Research Award Committee**

Livia Gilstrap reported that the call will be more widely advertised this year including being posted on the APLS website, advertised with the APLS student section, in the APLS newsletter, and on the psylaw email distribution list. In addition, the committee is looking into the possibility of sending an email to the APLS members list in August or September.

### **11. Mentorship Committee**

Ryann Haw reported that the mentorship committee is recruiting both clinical and non-clinical "year-round" mentors and would like at least one non-clinical student member. Interested parties are asked to contact Ryann Haw at [ryannah@bigbend.edu](mailto:ryannah@bigbend.edu).

In addition, this committee requested a budget increase from \$600 to \$1000 to accommodate the expected increase in conference costs for 2008.

### **12. Newsletter**

Jennifer Groscup reported that several new columns have been added to the newsletter over the last year: Roslyn Caldwell is heading a column on diversity issues; Mark Costanzo and Alison Redlich are heading a column on careers and training; and Brian Cutler is heading a column on *Law and Human Behavior* issues and publishing in general. In addition, Matthew Huss and Eric Elbogen will serve as the new editors of the Expert Opinion column. Finally, as has been suggested by a number of members, Jenn Groscup would like to start a President's column if this is agreeable to the current and future Presidents of APLS.

### **13. Dissertation Awards Committee**

No new business to report.

### **14. Grants-in-Aid Committee**

No new business to report.

### **15. Committee on Relations with Other Organizations**

No new business to report.

### **16. Minority Affairs Committee**

Roslyn Caldwell reported that the MAC used their allotted budget of \$7,850 last year to create several awards/stipends: two Program of the Year Awards for graduate programs incorporating diversity; three Diversity in Psychology and Law Research Awards/Stipends for graduate student research related to diversity; three Conference Travel Awards that provided financial assistance to diverse students who attended the 2006 AP-LS Conference; and three Conference Presentation Awards for presentations that focused on diversity in psychology and law. The Committee also hosted a reception at the Conference.

*Continued on p. 28*



Editor: Marc Boccancini, Ph.D.

Lucas, M., & Steveson, D. (2006). **Violence and abuse in psychiatric in-patient institutions: A South African perspective.** *International Journal of Law and Psychiatry*, 29, 195-203. In a sample of 127 South-African psychiatric inpatients, more than half reported experiences of abuse, with the main perpetrators being other patients. Findings also suggested that patients are more likely to be physically abused in the early stages of their hospital stay.

Placido, C.D., Simon, T.L., Witte, T.D., Gu, D., & Wong, S.C.P. (2006). **Treatment of gang members can reduce recidivism and institutional misconduct.** *Law & Human Behavior*, 30, 93-114. Survival analysis indicated that treated gang and non-gang members, who successfully completed programs for aggression, sex offending or psychiatric rehabilitation, were less likely to be reconvicted in general and for non-violent crimes than their matched, untreated counterparts. No group differences were found for violent reconvictions.

Strang, H., Sherman, L., Angel, C.M., Woods, D.J., Bennett, S., Newbury-Birch, D., et al. (2006). **Victim evaluations of face-to-face restorative justice conferences: A quasi-experimental analysis.** *Journal of Social Issues*, 62, 281-306. Crime victims ( $N=210$ ) across 4 separate samples in Australia and the UK reported feeling less fear, less anger, and more sympathy towards offenders after participating in restorative justice conferences.

Timmons-Mitchell, J., Bender, M.B., Kishna, M.A., & Mitchell, C.C. (2006). **An independent effectiveness trial of**

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

**multisystemic therapy with juvenile justice youth.** *Journal of Clinical Child and Adolescent Psychology*, 35, 227-236. Compared to youths in a treatment as usual condition ( $n=45$ ), youths assigned to Multisystemic Therapy ( $n=48$ ) showed a significant reduction in re-arrest and an improvement in four areas of functioning (school/work, home, community, moods/emotions).

## DELIQUENCY/ANTISOCIAL BEHAVIOR

Budhani, S., Richell, R. & Blair, J. (2006). **Impaired reversal but intact acquisition: Probabilistic response reversal deficits in adult individuals with psychopathy.** *Journal of Abnormal Psychology*, 115, 552-558. In a sample of 37 male inmates ( $n=20$  psychopathic,  $n=17$  nonpsychopathic control), psychopathic participants performed as well as controls in the acquisition phase of a novel probabilistic response reversal task. Individuals in the psychopathic group made significantly more errors than those in the control group during the reversal phase of the task and overall.

Cale, E.M., & Lilienfeld, S.O. (2006). **Psychopathy factors and risk for aggressive behavior: A test of the "threatened egotism" hypothesis.** *Law & Human Behavior*, 30, 51-74. Among 98 incarcerated males, psychopathy Total and Factor 2 scores (summed z-

scores of SRPS-II and PPI-SF) were significantly correlated with a tendency to perceive possible ego threats as more threatening and to react angrily to perceived ego threats; Factor 1 was not significantly related to either.

De Kemp, R.A.T., Scholte, R.H.J., Overbeek, G., & Engels, R.C.M.E. (2006). **Early adolescent delinquency: The role of parents and best friends.** *Criminal Justice and Behavior*, 33, 488-510. In a sample of 433 Dutch adolescents, the adolescents' delinquent behavior was associated with their best friends' delinquent behavior. Higher levels of parental support and monitoring, as well as lower levels of psychological control, were associated with decreased levels of adolescent delinquency.

Diamond, P.M., & Magaletta, P.R. (2006). **The Short-Form Buss-Perry Aggression Questionnaire (BPAQ-SF): A validation study with federal offenders.** *Assessment*, 13, 227-240. Data from 1,346 incarcerated federal offenders (971 males, 375 females) generally supported a 4-factor model (physical aggression, verbal aggression, anger and hostility) of BPAQ-SF across gender. Cronbach's alpha for the 4 factors ranged from .62-.77 and were comparable across gender. Factor scores were related to other measures of aggression in expected direc-

tions, providing evidence for concurrent validity.

Eklund, J.M., & Klinteberg, B. (2006). **Stability of and change in criminal behavior: A prospective study of young male lawbreakers and controls.** *International Journal of Forensic Mental Health*, 5, 83-95. Stability and change in criminal behavior from early adolescence to early adulthood was examined in a sample of 277 males followed from the 1960's to the 1990's. Findings suggest a distinction between adolescence limited and persistent criminality, and supported the suggestion of a common set of risk factors related to offending.

Epstein, M.K., Poythress, N.G., & Brandon, K.O. (2006). **The Self-Report Psychopathy Scale and passive avoidance learning: A validation study of race and gender effects.** *Assessment*, 13, 197-207. Among adult probationers ( $N=169$ ), SRPS Total Score and intelligence each accounted for a small portion of variance in passive avoidance errors (PAE;  $\Delta R^2 = .04$  for both). Trait anxiety, gender and race did not moderate the relationship between PAE and the SRPS Total, Primary or Secondary Score. SRPS Total Score  $\delta - \% \delta - s$  predictive value was reduced to  $\Delta R^2 = .02$  after controlling for intelligence.

Goodman, G., Bass, J.N., Geenens, D.L., & Popper, C.W. (2006). **The MAVRIC-C and MAVRIC-P: A preliminary reliability and validity study.** *Journal of Personality Assessment*, 86, 273-290. Internal consistency for the MAVRIC-C and MAVRIC-P, self-report and parent-report of children's aggression, were .82 and .89 after excluding 2 items, respectively, among 82 inpatient and low-risk children and their mothers. Intraclass correlation AP-LS NEWS, Fall 2006

tions between the measures were higher for observable behaviors than for internal states. A cutoff of 16 for both scales achieved the highest hit rate, which was significantly related to psychiatric risk status.

Gudjonsson, G.H., Einarsson, E., Bragason, O.O., & Sigurdsson, J.F. (2006). **Personality predictors of self-reported offending in Icelandic students.** *Psychology, Crime & Law, 12*, 383-393. Students ( $N=1,603$ ) completed personality measures and a self-report measure of offending. 98% admitted at least one offense in the past year. Measures of Socialization, Psychoticism, Impulsiveness, Lie, and Extraversion predicted offending in both males and females. Impulsivity was the best predictor for males; lack of socialization was the best predictor for females.

Guy, L.S., & Douglas, K.S. (2006). **Examining the utility of the PCL:SV as a screening measure using competing factor models of psychopathy.** *Psychological Assessment, 18*, 225-230. In separate samples of males either incarcerated ( $n=188$ ) or in a forensic hospital ( $n=175$ ), correlations between PCL-R and PCL:SV Total scores, Factors 1-4, and indices based on different factor models ranged from .60 to .95. AUCs for the PCL:SV when the PCL-R cutoff was set at 30 were .90 and .95 for incarcerated and hospitalized males, respectively; when the PCL-R cutoff was set at 25, both AUCs increased to .98.

Hartmann, E., Nørbech, P. B., & Grønnerød, C. (2006). **Psychopathic and nonpsychopathic violent offenders on the Rorschach: Discriminative features and comparisons with schizophrenic inpatient and university student samples.** *Journal of Personality Assess-*

*ment, 86*, 291-305. Psychopathic offenders (P-VOs;  $n=16$ ) scored significantly higher on scales measuring preoccupation with aggressive imagery and features of masochistic and sadistic features than nonpsychopathic (NP-VOs;  $n=24$ ) violent offenders, university students ( $n=42$ ), and schizophrenic inpatients (IS;  $n=36$ ). Social perception, interpersonal relationships and social skills, along with masochistic features, discriminated between psychopathic and nonpsychopathic offenders.

Hicks, B.M. & Patrick, C.J. (2006). **Psychopathy and negative emotionality: Analyses of suppressor effects reveal distinct relations with emotional distress, fearfulness, and anger-hostility.** *Journal of Abnormal Psychology, 115*, 276-287. Prediction based upon two PCL-R factors (interpersonal/affective traits and impulsive/antisocial behaviors) was superior to total scores alone for all three negative emotionality (NEM) facets in a sample of 241 male inmates. Suppressor effects were observed for two NEM facets (emotional distress and fearfulness) and a net suppressor effect was found for the third (anger-hostility) when the two PCL-R factors were used concurrently as predictors.

Kaczmarek, T.L., Hagan, M.P., & Kettler, R.J. (2006). **Screening for suicide among juvenile delinquents: Reliability and validity evidence for the Suicide Screening Inventory (SSI).** *International Journal of Offender Therapy and Comparative Criminology, 50*, 204-217. The reliability and validity of the Suicide Screening Inventory (SSI) was examined in a sample of adjudicated delinquents ( $N=442$ ). Estimates of reliability indicated moderate internal consistency. There was a moderate

correlation ( $r=.53$ ) between the SSI and the Reynold's Adolescent Depression Scale.

Kiehl, K.A., Bates, A.T., Laurens, K.R., Hare, R.D. & Liddle, P.F. (2006). **Brain potentials implicate temporal lobe abnormalities in criminal psychopaths.** *Journal of Abnormal Psychology, 115*, 443-453. Event-related potentials (ERP) were measured for 80 male inmates with no Axis I diagnoses. According to scores on the PCL-R, 41 inmates were classified as psychopathic, 39 as nonpsychopathic. Compared to nonpsychopathic inmates, psychopathic inmates showed late ERP negativities, enlarged N2, reduced P3 and aberrantly large N550.

Kiriakidis, S.P. (2006). **Perceived parental care and supervision: Relations with cognitive representations of future offending in a sample of young offenders.** *International Journal of Offender Therapy and Comparative Criminology, 50*, 187-203. The Parental Bonding Instrument was administered to 152 juvenile offenders to assess intentions to reoffend. Intentions to reoffend in the future were predicted by attitudes toward offending and perceived behavioral control of future offending.

Larsson, H., Andershed, H. & Lichtenstein, P. (2006). **A genetic factor explains most of the variation in the psychopathic personality.** *Journal of Abnormal Psychology, 115*, 221-230. Pairs of monozygotic and dizygotic twins aged 16-17 years ( $N=2,198$  pairs) were examined to determine genetic and environmental influences on the development of psychopathic traits as measured by the Youth Psychopathic Traits Inventory (YPI). Genetic influences accounted for 51%, 43%, and 56% of the variation on the grandiose/

manipulative, callous/unemotional, and impulsive/irresponsible dimensions, respectively.

Lynam, D.R., Hoyle, R.H., & Newman, J.P. (2006). **The perils of partialling: Cautionary tales from aggression and psychopathy.** *Assessment, 13*, 328-341. Analysis of data from 696 incarcerated males revealed that internal consistency for proactive and reactive (P/R) aggression, Antisocial Process Screening Device's (APSD) Factors 1 and 2, and PCL-R's Factors 1 and 2 were different before and after partialling. For all three constructs, regression analyses indicated that several subscales related differentially to personality scales before and after partialling.

McCarty, C.A., Vander Stoep, A., Kuo, E.S. & McCauley, E. (2006). **Depressive symptoms among delinquent youth: Testing models of association with stress and support.** *Journal of Psychopathology and Behavioral Assessment, 28*, 85-93. Depressive symptoms, exposure to stressful events, and caregiver support were measured in a sample of 228 incarcerated youth (170 boys, 58 girls). The number of stressful life events was positively ( $\hat{a}=.25$ ) associated with depressive symptoms, while caregiver support was negatively ( $\hat{a}=-.19$ ) associated with depressive symptoms. A stronger relationship was found between stressful life events and depression in boys ( $r=.43$ ) as compared to girls ( $r=.11$ ).

McCoy, W.K. & Edens, J.F. (2006). **Do black and white youths differ in levels of psychopathic traits? A meta-analysis of the Psychopathy Checklist measures.** *Journal of Consulting and Clinical Psychology, 74*, 386-392. A meta-analysis of 14 indepen-



dent studies and data reported in the PCL-YV manual (total  $N=2,199$ ) found that black youths scored significantly higher than white youths (mean weighted effect size  $d = .20, p = .03$ ), although the magnitude of the effect was small (1.5 points on a 40-point scale) and varied considerably across samples.

Mitchell, D.G.V., Richell, R., Leonard, A. & Blair, R.J.R. (2006). **Emotion at the expense of cognition: Psychopathic individuals outperform controls on an operant response task.** *Journal of Abnormal Psychology, 115*, 559-566. In a sample of 35 male inmates (16 psychopathic, 19 normal comparison), response latencies of individuals with psychopathy were not modulated by emotion, while response latencies increased for the comparison group when the target stimuli were bracketed by positive or negative relative to neutral images.

Neumann, C.S., Kosson, D.S., Forth, A.E., & Hare, R.D. (2006). **Factor structure of the Hare Psychopathy Checklist: Youth Version (PCL: YV) in incarcerated adolescents.** *Psychological Assessment, 18*, 142-154. Confirmatory factor analysis (CFA) indicated that a 3-factor (interpersonal, affective and lifestyle), 4-factor (with the additional of antisocial tendencies), and parceled 4-factor models were good fits for PCL-YV data from separate samples of incarcerated male adolescents from US and Canada ( $n=505$ ) and from the UK ( $n=233$ ). Comparison of factor structures across samples showed fair to good similarity, and CFA for the combined samples indicated that the 3- and 4-factor models exhibited good fit while the parceled 4-factor model exhibited excellent fit.

Patrick, C. J., Edens, J. F., Poythress, N. G., Lilienfeld, S. O., & Benning, S. D. (2006). **Construct validity of the Psychopathic Personality Inventory two-factor model with offenders.** *Psychological Assessment, 18*, 204-208. Data from 96 pretrial male inmates and 89 incarcerated male offenders showed weak correlations between the Fearless Dominance (PPI-I) and the Impulsive Antisociality (PPI-II) factors ( $r=.04$  and  $.00$ , respectively). These 2 factors differentially correlated with measures of aggression, work ethics, heroism, antisocial features, dominance, borderline features, anxiety, somatic complaints, alcohol problems, drug problems, and suicidal ideation.

Poythress, N.G., Skeem, J.L. & Lilienfeld, S.O. (2006). **Associations among early abuse, dissociation, and psychopathy in an offender sample.** *Journal of Abnormal Psychology, 115*, 288-297. In a sample of 615 inmates, a self-reported history of childhood abuse was weakly associated with global psychopathic traits, but was directly and moderately related to the impulsive/irresponsible factor of psychopathy. Dissociative experiences did not mediate the relationship.

Schaeffer C.M., et al., (2006) **A comparison of girls' and boys' aggressive-disruptive behavior trajectories across elementary school: Prediction to young adult antisocial outcomes.** *Journal of Consulting and Clinical Psychology, 74*, 500-510. Boys ( $n=402$ ) and girls ( $n=402$ ) were assessed in first grade for aggressive-disruptive behavior (AD) and again at age 19-20 for antisocial personality disorder (ASPD). Boys in both the high and the low AD groups were more likely to meet criteria for ASPD as young adults. Boys whose AD increased across

time met criteria for ASPD more often than girls with steady low-moderate AD.

Vazsonyi, A.T., Cleveland, H., & Wiebe, R.P. (2006). **Does the effect of impulsivity on delinquency vary by level of neighborhood disadvantage?** *Criminal Justice and Behavior, 33*, 511-541. Using the National Longitudinal Study of Adolescent Health data set of more than 20,000 male and female adolescents, levels of impulsivity and deviance were found to vary by level of neighborhood disadvantage, although the relation between impulsivity and deviance did not vary.

Vitacco, M.J., Neumann, C.S., Caldwell, M.F., Leistico, A.M., & van Rybroek, G.J. (2006). **Testing factor models of the Psychopathy Checklist: Youth Version and their association with instrumental aggression.** *Journal of Personality Assessment, 87*, 74-83. In a sample of 122 juvenile offenders in treatment, the modified 3-factor model and the 4-factor model of PCL:YV demonstrated good fit, as well as a unidimensional factor model of instrumental aggression for the Aggression Rating Form. Structural equation modeling indicated that instrumental aggression related best to the 4-factor model ( $r^2=.20$ ); only the Interpersonal and Antisocial factors significantly correlated with instrumental aggression ( $r=.48$  and  $-.34$ , respectively).

Weaver, C. M., Meyer, R. G., Van Nort, J. J., & Tristan, L. (2006). **Two-, three-, and four-factor PCL-R models in applied sex offender risk assessments.** *Assessment, 13*, 208-216. Confirmatory factor analysis was used to compare factor models with and without testlets in a sample of 1,566 adult male sex offenders. Inclusion of testlets in all models significantly improved

overall fit indices, and the 3-factor model with testlet provided the best model fit.

## FORENSICEVALUATION

Archer, R.P., Buffington-Vollum, J. K., Stredny, R. V., Handel, R. W. (2006). **A survey of psychological test use patterns among forensic psychologists.** *Journal of Personality Assessment, 87*, 84-94. Among 152 forensic psychologists, the most frequently used tests with adults were MMPI-2 for multiscale inventories; the Weschler Intelligence scales for cognitive/achievement; the Trail Making Tests for neuropsychology; PCL-R & SV for risk assessment; the Static 99 for sex offender risk assessment; the Mac-CAT-CA for competency or sanity evaluations, and the SIRS for malingering.

Bacchocchi, J.R., & Bagby, R.M. (2006). **Development and validation of the Malingering Discriminant Function Index for the MMPI-2.** *Journal of Personality Assessment, 87*, 51-61. In Study 1 (590 psychiatric patients and 534 validity coached participants), discriminant function analysis extracted and validated 17 scales to be used as part of the Malingering Discriminant Function Index (MDF-I), which was less affected by validity scale coaching than the F scales. In Study 2, logistic regression indicated that MDF-I added significant incremental validity to individual and combination of F-scales in predicting patients ( $n=200$ ) vs. coached participants ( $n=150$ ). Lexcen, F.J., Hawk, G.L., Herrick, S. & Blank, M.B. (2006). **Use of video conferencing for psychiatric and forensic evaluations.** *Psychiatric Services, 57*, 713-715. In a sample of 72 forensic inpatients undergoing compe-

tence evaluations, Intraclass correlations indicated good to excellent reproducibility for both local and remote (video conferencing) conditions as determined by 4 raters' scores on the Brief Psychiatric Rating Scale (BPRS) and the MacArthur Competence Assessment Tool-Criminal Adjudication (MacCAT-CA).

Poythress, N., Lexcen, F.J., Grisso, T., & Steinberg, L. (2006). **The competence-related abilities of adolescent defendants in criminal court.** *Law & Human Behavior, 30*, 75-92. Adolescent males directly filed in criminal court ( $n=105$ ) performed better than adults filed in criminal court ( $n=165$ ) on the MacCAT-CA's Understanding scale; they also performed better than adults and same-aged peers charged in juvenile court ( $n=118$ ) on Reasoning's Recognizing Relevant Information subscale. The direct filed adolescents were also more resistant to peer influence, with a larger portion retaining original choice in MacJEN's attorney consultation and plea agreement vignettes.

Rosen, G.M., Sawchuk, C.N., Atkins, D.C., Brown, M., Price, J.R., & Lees-Haley, P.R. (2006). **Risk of false positives when identifying malingered profiles using the Trauma Symptom Inventory.** *Journal of Personality Assessment, 86*, 329-333. Undergraduates who were instructed to answer the TSI honestly ( $n=60$ ) scored significantly lower on the Atypical Response (ATR) scale than those who answered as malingerers ( $n=101$ ;  $d=1.35$ ).

Stredny, R.V., Archer, R.P., & Mason, J.A. (2006). **MMPI-2 and MCMI-III characteristics of parental competency examinees.** *Journal of Personality Assessment, 87*, 113-115.

Court-ordered parental competency examinees ( $N=127$ ) showed elevated scores on the MMPI-2 and the MCMI-III validity scales ( $M=64.37$  for the L scale and 71.35 for the Desirability scale). Elevations were highest for MMPI-2 scales 4 and 6 and MCMI-III Histrionic, Narcissistic and Compulsive scales, but all fell below their respective standard cutoff scores.

Viljoen, J.L., & Roesch, R. (2005). **Competence to waive interrogation rights and adjudicative competence in adolescent defendants: Cognitive development, attorney contact, and psychological symptoms.** *Law & Human Behavior, 29*, 723-742. Significant predictors of adolescent defendants' ( $N=152$ ) scores on the Grisso's Miranda Scales (GMS) and the Fitness Interview Test (FIT) included: age; intelligence, verbal ability, attention, BPRS for Children excitation scale, time spent with attorneys, and SES. Verbal ability was the strongest predictor overall, except for the Nature of Interrogation on the GMS, which was significantly predicted by attention and SES.

Viljoen, J.L., Vincent, G.M., & Roesch, R. (2006). **Assessing adolescent defendants' adjudicative competence: Interrater reliability and factor structure of the Fitness Interview Test-Revised.** *Criminal Justice and Behavior, 33*, 467-487. Factor analysis supported a three-factor structure for the revised Fitness Interview Test (FIT-R) in a sample of 152 male and female adolescent defendants (age range 11 - 17). The factors were: understanding and reasoning about legal proceedings, appreciation of the charges and possible consequences of proceedings, and the ability to communicate with counsel.

## LAW ENFORCEMENT, CONFESSIONS, & DECEPTION

Davis, M., Markus, K.A., Walters, S. B., Vorus, N., & Connors, B. (2005). **Behavioral cues to deception vs. topic incriminating potential in criminal confessions.** *Law & Human Behavior, 29*, 683-704. Behavioral coding of 28 videotaped statements to assistant district attorneys revealed that word/phase repeats, verbal disfluency, protracted headshake, nonverbal overdone, and "I don't know" statements discriminated between true/false (T/F) utterances; T/F, nonverbal animation, gesture amount and speech speed discriminated between certain levels of incriminating potential (IP).

Edelstein, R.S., Luten, T.L., Ekman, P., & Goodman, G. S. (2006). **Detecting lies in children and adults.** *Law & Human Behavior, 30*, 1-10. Undergraduates ( $N=144$ ) were more accurate in detecting truth-telling for adults and lying for children. Discrimination between truth and lies was on average at chance levels and did not differ by the target's age. Judgment of truth-telling was biased towards adult targets, and females were more likely to judge targets as being truthful. Participants who were more accurate in judging children were also more accurate in judging adults ( $r=.39$ ).

Huthwaite, J.S., Martin, R.C., Griffith, H.R., Anderson, B., Harrell, L.E., & Marson, D.C. (2006). **Declining medical decision-making capacity in mild AD: A two-year longitudinal study.** *Behavioral Sciences and the Law, 24*, 453-463. Healthy older adults ( $n=15$ ) were compared with mild Alzheimer's disease patients ( $n=20$ ) on decisional capacity standards (evidenc-

ing choice, appreciation, reasoning, and understanding) over two years. At baseline, AD patients were lower than controls in all areas but understanding. Over time, AD patients declined on appreciation, reasoning, and understanding, but were able to at least communicate a choice at all points.

Mann, S., & Vrij, A. (2006). **Police officers' judgments of veracity, tenseness, cognitive load, and attempted behavioural control in real-life police interviews.** *Psychology, Crime & Law, 12*, 307-319. 84 police officers in the UK reviewed videotapes of suspect interviews in three conditions (Deception, Underlying factors, Deception plus). Total accuracy in Conditions 1 and 3 was 68.13%, and Condition 3 participants were better at detecting lies. Raters saw suspects as thinking harder and controlling behavior more when lying, and being tenser when truthful.

Oorsouw, K.V., & Merckelbach, H. (2006). **Simulating amnesia and memories of a mock crime.** *Psychology, Crime & Law, 12*, 261-271. Undergraduates in the Netherlands participated in a mock crime and were asked to cooperate ( $n=30$ ) with investigations or to simulate amnesia ( $n=30$ ). Simulators recalled less information initially, but they also recalled less correct information and made more commission errors when told to respond honestly. A Symptom Validity Test identified few simulators as faking.

Peruche, B.M., & Plant, E.A. (2006). **The correlates of law enforcement officers' automatic and controlled race-based responses to criminal suspects.** *Basic and Applied Social Psychology, 28*, 193-



199. Officers ( $N=46$ ) completed a computer shoot-out simulation and a measure of attitudes towards Black people (ATB). Officers with Positive Personal Contact (PPC) with Black people had more positive attitudes toward the group; those with Negative Personal Contact reported more negative attitudes. Officers high in PPC and officers with negative beliefs about the criminality of Black people exhibited greater reductions in shooting bias on the task.

Peterson, C., & Parsons, B. (2005). **Interviewing former 1- and 2-year olds about medical emergencies 5 years later.** *Law & Human Behavior*, 29, 743-754. Six and seven years old children ( $N=38$ ) were asked to recall a trip to the emergency room (target events) 5 years after being injured. Those who were 2-years old at time of event recalled more of the event and were more accurate than those who were 1-year old. Significantly more former 1-year olds amalgamated other events with the target event than former 2-year olds.

Strömwall, L.A., Hartwig, M., & Granhag, P.A. (2006). **To act truthfully: Nonverbal behaviour and strategies during a police interrogation.** *Psychology, Crime & Law*, 12, 207-219. 30 undergraduate males ( $n=9$ ) and females ( $n=21$ ) were interrogated by police officers about a self-experienced event, and were told to either lie or tell the truth about the event. No differences were found between liars and truth tellers in non-verbal behavior, vocal behavior, and neither group showed any significant change in behavior from the first to the second half of the interrogation. Liars were more nervous, found the interrogation more strenuous, and planned their stories more often than truth-tellers. For both

groups, the most common strategy used to seem truthful was to *not make any excess movements*.

Sturidsson, K., Langstrom, N., Grann, M., Sjostedt, G., Asgard, U., & Aghede, E. (2006). **Using multidimensional scaling for the analysis of sexual offence behavior: A replication and some cautionary notes.** *Psychology, Crime & Law*, 12, 221-230. Four coders reviewed 30 cases of sexual assault in Sweden to evaluate interrater reliability on 33 crime-related variables. Raters agreed 100% on 10 variables, including blindfolding, weapons, disguise and sexual variables. Researchers failed to replicate multidimensional scaling (MDS) dimensions found by Canter and Heritage (1990) using data from 146 cases.

Vrij, A., & Mann, S. (2006). **Criteria-Based Content Analysis: An empirical test of its underlying processes.** *Psychology, Crime & Law*, 12, 337-349. 80 undergraduates were interviewed by a police officer in two ways (Information-Gathering or Behavioural Activation Interview [BAI]). Students were split into two groups (Truth-telling/Deception). CBCA was used to assess truthfulness. Truth tellers had higher CBCA scores in both interview types, and everyone's CBCA score was higher in the information-gathering interview than the BAI. Liars required more cognitive effort and tried to control their speech.

Wagland, P., & Bussey, K. (2005). **Factors that facilitate and undermine children's beliefs about truth telling.** *Law & Human Behavior*, 29, 639-655. 72 children (37 females, 35 males) predicted a fictional child character would be more likely to tell the truth about an adult transgression when punishment was not expected, re-

gardless of encouragement, and when encouraged if punishment was expected. They also rated truth telling as more positive when punishment was not expected and lying as more negative when punishment was expected.

Westcott, H.L., & Kynan, S. (2006). **Interviewer practice in investigative interviews for suspected child sexual abuse.** *Psychology, Crime and Law*, 12, 367-382. Transcripts from interviews with children alleging sexual abuse ( $N=70$ ) were evaluated for adherence to the *Memorandum of Good Practice on Video Recorded Interviews with Child Witnesses for Criminal Proceedings* and other variables. 93% of interviewers maintained the proper phase order outlined in the *Memorandum*. Problem behaviors included asking utility questions during rapport-building (88%) and inconsistencies in closure phases.

## MENTALHEALTH SERVICES

Galloway, A.L., & Drapela, L.A. (2006). **Are effective drug courts an urban phenomenon? Considering their impact on recidivism among a nonmetropolitan adult sample in Washington state.** *International Journal of Offender Therapy and Comparative Criminology*, 50, 280-293. Recidivism, defined as rearrest, was significantly lower among drug court graduates than probationers. The differences in recidivism were present after controlling for the effects of age, race, gender, and number of days at risk in the community.

Holmberg, G., & Kristiansson, M. (2006). **Contacts with public services, with special reference to mental health care, preceding a serious crime: A retrospective study of 268 subjects of forensic psychiat-**

**ric investigations.** *International Journal of Law and Psychiatry*, 29, 281-289. Of 268 Swedish individuals who were subjected to forensic psychiatric investigation, 50% had received psychiatric services during the six-month period prior to the crime. Contacts with psychiatric services during the six-month period preceding the crime were significantly more common in women and patients with severe mental disorder diagnoses.

Junginger, J., Claypoole, K., Laygo, R. & Crisanti, A. (2006). **Effects of serious mental illness and substance abuse on criminal offenses.** *Psychiatric Services*, 57, 879-882. In a sample of 113 offenders participating in a jail diversion program who had a current diagnosis of schizophrenia spectrum or major mood disorder and co-occurring substance abuse disorder, none had been arrested for a behavior that was a direct expression of psychiatric symptoms, while 23% of index offenses were a direct or indirect result of substance abuse.

Leukefeld, C.G., Hiller, M.L., Webster, J.M., Tindall, M.S., Martin, S.S., Duvall, J., et al. (2006). **A prospective examination of high-cost health services utilization among drug using prisoners re-entering the community.** *Journal of Behavioral Health Services & Research*, 33, 73-85. Among 565 drug-using male offenders, those who were younger, white or lived in urban areas reported more drug use pre-incarceration, which was related to drug use at one year post-release. However, post-release drug use was not associated with health service utilization.

Skeem, J.L., Markos, P., Tiemann, J., & Manchak, S. (2006). **"Project HOPE" for homeless individuals with co-**

## occurring mental and substance abuse disorders:

**Reducing symptoms, victimization, and violence.** *International Journal of Forensic Mental Health*, 5, 1-13. Project HOPE, an intensive outreach program for homeless individuals with mental illness and substance abuse, was evaluated in a sample of 69 clients. Treatment completion was associated with more stable housing, fewer psychiatric and substance abuse problems, and better relationships. Victimization rates decreased from 67% to 16% with treatment, and violence rates decreased from 46% to 20% with treatment.

## JURY DECISION-MAKING

Adams, C.M.S., & Bourgeois, M.J. (2006). **Separating compensatory and punitive damage award decisions by trial bifurcation.** *Law & Human Behavior*, 30, 11-30. Among 59 juries of 5-7 mock jurors, bifurcation reduced mean variability in compensatory awards between juries by decreasing the likelihood of awarding extreme amounts, and it decreased the amount awarded for both low and high severity cases. No effect of bifurcation was observed for punitive awards. Bifurcation also led jurors to use certain kinds of evidence more appropriately for both compensatory and punitive awards.

Bothwell, R.K., Pigott, M.A., Foley, L.A., & McFatter, R.M. (2006). **Racial bias in juridic judgment at private and public levels.** *Journal of Applied Social Psychology*, 36, 2134-2149. Mock jurors (220 college students, 186 prospective jurors) reviewed a sexual harassment case that varied by race and sex of the defendant and plaintiff (black/white; male/female). White mock jurors found the plaintiff more at fault

with a Black defendant, especially if the plaintiff was Black. Less compensation was recommended when the defendant or the plaintiff was Black.

Brewer, N., & Wells, G.L. (2006). **The confidence-accuracy relationship in eyewitness identification: Effects of lineup instructions, foil similarity, and target-absent base rates.** *Journal of Experimental Psychology: Applied*, 12, 11-30. Undergraduates and community members ( $N=1,200$ ) viewed a taped crime simulation and evaluated a simultaneous lineup in which instructions (biased/unbiased), foil (similar/not similar), and target (present/absent) were manipulated. Biased instructions resulted in fewer rejections and more false positives in both target conditions. Witnesses were more confident in making correct identifications than other choices, and confidence was related to accuracy overall in those who chose a target.

Bright, D.A., & Goodman-Delahunty, J. (2006). **Gruesome evidence and emotions: Anger, blame, and jury decision-making.** *Law & Human Behavior*, 30, 183-202. Mock jurors ( $N=102$ ) who viewed photographic evidence were more likely to convict than those who did not, regardless of whether the photos were gruesome or not. There was no significant effect for verbal evidence. Anger at the defendant was a significant mediator between gruesome photos and prosecution evidence sufficiency and between gruesome photos and verdicts.

Butler, B. (2006). **NGRI revisited: Venirepersons' attitudes toward the insanity defense.** *Journal of Applied Social Psychology*, 36, 1833-1847. Venirepersons ( $N=300$ ) rated an NGRI defense vignette and gave information about atti-

tudes toward the insanity defense. 32% found the defendant NGRI, which was related to greater support for the insanity defense, higher receptiveness to legal standards for insanity, and more positive attitudes toward mental illness with low endorsement of myths about NGRI. Demographic variables related to NGRI verdicts included age, education, occupation, prior jury service, and political views.

Carlsmith, K.M. (2006). **The roles of retribution and utility in determining punishment.** *Journal of Experimental Social Psychology*, 42, 437-451. In Study 1, undergraduates ( $N=132$ ) rated retribution information as the most relevant information in sentencing decisions, compared to incapacitation and deterrence information. In Study 2 ( $N=42$ ), retribution information was used early and most frequently in sentencing decisions, followed by incapacitation information. Retribution information had the strongest influence on decision confidence, and Study 3 ( $N=35$ ) showed that this effect persisted regardless of when such information was used in the decision process.

Davies, M., Pollard, P., & Archer, J. (2006). **Effects of perpetrator gender and victim sexuality on blame toward male victims of sexual assault.** *The Journal of Social Psychology*, 146, 275-291. Heterosexual undergraduates ( $N=141$ ) were asked to read a scenario that varied in three ways: perpetrator gender, victim sexual orientation, and prior sexual experience of the victim (none or promiscuous). Male participants perceived the victim of an assault by a male more negatively when the victim was a homosexual male or when the victim was a het-

erosexual man who was attacked by a woman.

Eberhardt, J.L., Davies, P.G., Purdie-Vaughns, V.J., & Johnson, S.L. (2006). **Looking deathworthy: Perceived stereotypicality of black defendants predicts capital-sentencing outcomes.** *Psychological Science*, 17, 383-386. 44 photos of convicted capital murderers (Black defendant/White victim) were rated by 51 undergraduates on stereotypicality; highly stereotypically Black defendants were more likely to be sentenced to death (57.5%) than low stereotypically Black defendants (24.4%). In a Black defendant/Black victim condition (118 photos, 18 raters), stereotypicality did not influence death sentences.

Englich, B., Mussweiler, T., & Strack, F. (2005). **The last word in court – a hidden disadvantage for the defense.** *Law & Human Behavior*, 29, 705-722. The prosecution's sentencing recommendation in a simulated rape case influenced defense attorneys' ( $N=42$ ) counter recommendation in Study 1 ( $\zeta^2=.23$ ) and judges' ( $N=42$ ) sentencing decisions in Study 2 ( $\zeta^2=.19$ ). Mediation analysis revealed that defense attorneys' recommendations mediated, rather than counteracted, the influence of prosecution's recommendation on judges' decisions.

Horowitz, I.R., Kerr, N.L., Park, E.S., & Gockel, C. (2006). **Chaos in the courtroom reconsidered: Emotional bias and juror nullification.** *Law & Human Behavior*, 30, 163-181. Mock jurors ( $N=520$ ) were affected by emotionally biasing information only when they received nullification instructions in a nullification-relevant case ( $\zeta^2=.008$ ); they were more likely to find the defen-



dant guilty with a sympathetic victim than with an unsympathetic victim ( $\zeta^2=.012$ ). These participants reported feeling more upset after reading the trial transcript, which mediated the relationship between the condition (nullification instructions/nullification-relevant case) and guilty verdicts.

Mitchell, T.L., Haw, R.M., Pfeifer, J.E., & Meissner, C.A. (2005). **Racial bias in mock juror decision-making: A meta-analytic review of defendant treatment.** *Law & Human Behavior, 29*, 621-637. Meta-analyses of findings from studies examining racial bias in verdicts ( $k=46$ ) and sentencing judgments ( $k=20$ ) indicated that mock jurors were significantly more likely to render guilty verdicts and longer sentences to other-race defendants ( $d=.092$  and  $.185$ , respectively). Characteristics associated with more racial bias included lack of jury instructions in verdicts ( $d=.157$ ), community samples in sentencing ( $d=.394$ ), and Black participants in both ( $d=.428$  and  $.731$ , respectively).

Rose, M.R., Nadler, J., & Clark, J. (2006). **Appropriately upset? Emotion norms and perceptions of crime victims.** *Law & Human Behavior, 30*, 203-219. In Study 1, 118 participants rated a victim's mild emotional reaction as more unusual than a severe one, but only when the crime was serious or when the victim was a female. In Study 2, 80 participants rated a severe emotional reaction as more unusual than a mild one, but only when the crime was less serious.

Ruback, R. B., & Shaffer, J. N. (2005). **The role of victim-related factors in victim restitution: A multi-method analysis of restitution in Pennsylvania.** *Law & Human Behavior, 29*, 657-681. Criminal court

judges ( $N=147$ ) rated that they believed restitution was most important for the goal of compensation and for property or violent crime victims. They primarily relied on victims' input, extent of victims' injury and replacement costs in ordering and deciding amount of restitution. Analysis of actual sentencing in restitution-eligible cases ( $N=55,119$ ) revealed that restitution was more likely and in higher amounts in property offense and more serious offense.

van Prooijen, J-W. (2006). **Retributive reactions to suspected offenders: The importance of social categorizations and guilt probability.** *Personality and Social Psychology Bulletin, 32*, 715-726. In four studies (Study 1:  $N=122$ ; Study 2:  $N=95$ ; Study 3:  $N=106$ ; Study 4:  $N=86$ ) manipulating ingroup/outgroup status of suspects and guilt certainty in participants (certain/uncertain), results indicated that participants reacted more harshly toward ingroup offenders when guilt was certain. When guilt was uncertain, reactions were less severe toward ingroup offenders.

Wiener, R.L., Arnot, L., Winter, R., & Redmond, B. (2006). **Generic prejudice in the law: Sexual assault and homicide.** *Basic and Applied Social Psychology, 28*, 145-155. *Experiment 1:* Undergraduates ( $N=82$ ) rated packets of crime patterns and completed a culpability survey. Evidence of generic prejudice (charge bias, crime category bias) was shown for sexual assault cases, and time constraints had an effect on guilt certainty (different effects depending on bias condition). *Experiment 2:* A deliberative condition was added to the procedure ( $N=135$ ). Generic prejudice was shown again, and time

condition had an effect on the decision-making process.

## RISK ASSESSMENT

Cunningham, M.D., & Sorensen, J.R. (2006). **Actuarial models for assessing prison violence risk: Revisions and extensions of the Risk Assessment Scale for Prison (RASP).** *Assessment, 13*, 253-265. Four logistic regression models based on data from incarcerated males ( $N=13,341$ ) indicated that age and education were the most consistent predictors of prison violence. The models performed better with female inmates, and with inmates either in the community or in close custody. Using variable weights based on 3 logistic regression models, higher scores were associated with higher prevalence of institutional violent misconduct.

De Vogel, V., & De Ruiter, C. (2006). **Structured professional judgment of violence risk in forensic clinical practice: A prospective study into the predictive validity of the Dutch HCR-20.** *Psychology, Crime & Law, 12*, 321-336. 127 male offenders at a forensic psychiatric facility were given the Dutch HCR-20. There were no significant differences between rater groups (researchers, treatment supervisors, and group leaders) in final judgments. The HCR-20 had good predictive validity overall.

Edens, J.F., & Ruiz, M. A. (2006). **On the validity of validity scales: The importance of defensive responding in the prediction of institutional misconduct.** *Psychological Assessment, 18*, 220-224. Among 349 male inmates, categories of the PAI Antisocial Features (ANT) and Positive Impression Management (PIM) scales created by cut scores and their interaction

significantly predicted general, aggressive-defiant, and physically violent infractions, while only high ANT scores predicted covert aggression. Analysis of base rates revealed that those high on ANT acted out regardless of PIM, but those low on ANT only acted out when PIM was elevated, which held true for all types of infractions except covert.

Edens, J.F., Skeem, J.L., & Douglas, K.S. (2006). **Incremental validity analyses of the Violence Risk Appraisal Guide and the Psychopathy Checklist: Screening Version in a civil psychiatric sample.** *Assessment, 13*, 368-374. Among 695 previously hospitalized psychiatric patients, the PCL:SV alone was more accurate in classifying those with any violent act in the follow-up period than the VRAG or VRAG without PCL:SV items. The correlation between PCL:SV and violent acts remained almost unchanged after controlling for VRAG ( $r=.31$  and partial  $r=.29$ , respectively), but the correlation between VRAG and violent acts became nonexistent after controlling for PCL:SV.

Fioritti, A., Ferriani, E., Rucci, P., & Melega, V. (2006). **Characteristics of homicide perpetrators among Italian forensic hospital inmates.** *International Journal of Law and Psychiatry, 29*, 212-219. Findings indicate patients who committed or attempted homicide showed later onset of mental disorders, later contact with mental health services, and lower disability scores, except for higher scores at BPRS "hostility" and "suspiciousness" factors, compared to hospital inmates who did not commit or attempt homicide.

Gosden, N.P., Kramp, P., Gabrielsen, G, Andersen, T.F., & Sestoft, D. (2006). **Mental**



**disorders and charges of violent offences: A study of male adolescent remand prisoners.** *International Journal of Law and Psychiatry*, 29, 186-194. Remanded adolescent males from Denmark ( $N=100$ ) were assessed for ICD-10 diagnoses using the SCAN, K-SADS, and SCID-II. No significant associations were found between violent charges and mental disorder diagnoses. There was a significant association between violent charges and non-Danish ethnicity.

Griffin, M.L., & Hepburn, J.R. (2006). **The effect of gang affiliation on violent misconduct among inmates during the early years of confinement.** *Criminal Justice and Behavior*, 33, 419-466. Results indicate that gang affiliation was associated with violent misconduct among male inmates ( $N=2,158$ ) beyond the individual risk factors generally attributed to youth, ethnicity, violent history, and prior incarceration. Rates of misconduct were 47.5% for prison gang members, 41.1% for street gang members, and 24.9% for non-members.

Mitchell, O., & Mackenzie, D.L. (2006). **Disconfirmation of the predictive validity of the Self-Appraisal Questionnaire in a sample of high-risk drug offenders.** *Criminal Justice and Behavior*, 33, 449-466. The psychometric properties of the SAQ were examined in a sample of 238 drug offenders younger than 36 years of age. Findings suggest that the SAQ failed to predict recidivism; half of the SAQ subscales exhibited substandard levels of reliability, although the total scores exhibited high levels of reliability.

Nicholls, T.L., Brink, J., Desmarais, S. L., Webster, C.D., & Martin, M. (2006). **The Short-Term Assessment of Risk and**

**Treatability (START): A prospective validation study in a forensic psychiatric sample.** *Assessment*, 13, 313-327. START total scores in a sample of 51 inpatients did not vary significantly across psychiatrist, nurse and social worker raters. Interrater agreement between the three professions was .87. Point-biserial correlations between START total scores and observed aggressive behaviors ranged from -.13 to .27.

Tengström, A., Hodgins, S., Müller-Isberner, R., Jöckel, D., Freese, R., Özokuy, K., & Sommer, J. (2006). **Predicting violent and antisocial behavior in hospital using the HCR-20: The effect of diagnoses on predictive accuracy.** *International Journal of Forensic Mental Health*, 5, 39-53. Forensic hospital patients in Germany ( $N=220$ ) were assessed with the HCR-20 for violent and antisocial behavior during a one year period. Overall, the HCR-20 predicted antisocial behavior but not violent behavior.

Urheim, R., & VandenBos, G.R. (2006). **Aggressive behavior in a high security ward: Analysis of patterns and changes over a ten-year period.** *International Journal of Forensic Mental Health*, 5, 97-104. Aggressive and violent behavior of 51 patients in a Norwegian forensic hospital were examined over a ten-year period using the Staff Observation Aggression Scale. 20% of patients caused 80% of the violent and aggressive behavior. Female patients caused 50% more violent encounters than would be expected, given their representation in the patient population.

Walters, G.D. (2006). **Use of the Psychological Inventory of Criminal Thinking Styles to predict disciplinary adjustment in male inmate program participants.** *International*

*Journal of Offender Therapy and Comparative Criminology*, 50, 166-173. The Psychological Inventory of Criminal Thinking Styles was administered to male inmates ( $N=219$ ) who were followed for a period of 24 months for evidence of disciplinary adjustment problems. The Cutoff scale was able to predict total, nonaggressive, and aggressive incident reports.

## SEX OFFENDERS

Barbaree, H.E., Langton, C.M., & Peacock, E.J. (2006). **The factor structure of static actuarial items: Its relation to prediction.** *Sexual Abuse: A Journal of Research and Treatment*, 18, 207-226. Principal components analysis was used to examine RRASOR, STATIC-99, VRAG, SORAG, and MnSOST-R scores from 311 sex offenders. The RRASOR was highly correlated with a Persistence component, which was a significant predictor of sexual recidivism. The VRAG and SORAG were highly correlated with an Antisocial Behavior component, which was a significant predictor of violent recidivism.

Bogaerts, S., Vanheule, S., & Desmet, M. (2006). **Personality disorders and romantic adult attachment: A comparison of secure and insecure attached child molesters.** *International Journal of Offender Therapy and Comparative Criminology*, 50, 139-147. The relationship between adult romantic attachment style and personality disorders was examined in a sample of Belgian child molesters ( $N=84$ ). Results show that the schizoid personality disorder differed between securely and insecurely attached child molesters.

Bruggen, L. K., Runtz, M. G., & Kadlec, H. (2006). **Sexual revictimization: The role of**

**sexual self-esteem and dysfunctional sexual behaviors.** *Child Maltreatment*, 11, 131-145. Female university students ( $N=402$ ) with a history of childhood sexual assault scored lower on the control and moral judgment subscales of the Sexual Self-Esteem Inventory, had more sexual concerns, and were twice as likely to have had a sexual assault since the age of 14. The relationship between child abuse and revictimization was mediated by sexual self-esteem, sexual concerns and high risk sexual behaviors.

Craig, L.A., Beech, A., Browne, K.D. (2006). **Cross-validation of the Risk Matrix 2000 sexual and violent scales.** *Journal of Interpersonal Violence*, 21, 612-633. The Risk Matrix 2000 Sexual/Violence was compared for predictive accuracy with the SVR-20 and Static-99 in a sample of sexually- ( $n=85$ ) and nonsexually-violent ( $n=46$ ) offenders. The Risk Matrix 2000 was predictive of violent recidivism in the sex offense and combined offender groups.

Craig, L.A., Browne, K.D., Beech, A., & Stringer, I. (2006). **Psychosexual characteristics of sexual offenders and the relationship to sexual reconviction.** *Psychology, Crime & Law*, 12, 231-243. 2, 5, and 10-year follow-up data from 119 male sexual offenders was used to evaluate the predictive accuracy of the Multiphasic Sex Inventory (MSI). Factor analysis identified four factors (Sexual Deviance, Sexual Desirability, Dysfunction/Justification, Normal). Sexual Deviance provided predictive validity beyond an established actuarial risk instrument at 2 and 5-years.

Faller, K. C., Birdsall, W. C., Vandervort, F., & Henry, J. (2006). **Can the punishment fit**



**the crime when suspects confess child sexual abuse?** *Child Abuse and Neglect*, 30, 815-827. Predictors of more severe sentencing among 218 male sex offenders were: prior sex crime conviction, child under the age of 9 when abuse started, penetration of child 12 or younger, and penetration with aggravation. Offender confessions were not associated with sentence severity.

Fazel, S., Sjostedt, G., Langstrom, N., & Grann, M. (2006). **Risk factors for criminal recidivism in older sexual offenders.** *Sexual Abuse: A Journal of Research and Treatment*, 18, 159-167. All Swedish adult male sexual offenders ( $N=1,303$ ) released during 1993-1997 were examined for criminal reconviction (average follow-up: 8.9 years). Rates of repeat offending, sexually and violent, were examined by four age bands. Recidivism rates decreased significantly in older age bands. A stranger victim in a sexual offence was a risk factor for reoffense.

Hackett, S., Masson, H., & Phillips, S. (2006). **Exploring consensus in practice with youth who are sexually abusive: Findings from a Delphi study of practitioner views in the United Kingdom and the Republic of Ireland.** *Child Maltreatment*, 11, 146-156. Practitioners ( $N=78$ ) specializing in working with youth who are sexually abusive generally agreed that youthful offenders are different from adult sexual offenders, should be treated differently, and that the term pedophile should not be used for youths. Practitioners also agreed that treatment methods used with adult sexual offenders may not be developmentally appropriate for youthful offenders.

Hèbert, M., Parent, N., Daignault, I.V., & Tourigny, M. (2006). **A typological analysis of behavioral profiles of sexually abused children.** *Child Maltreatment*, 11, 203-216. Children ( $n=123$ ) who were admitted to the hospital for evaluation after allegation of sexual abuse were compared with children ( $n=123$ ) from a nearby public school. Cluster analysis resulted in four clusters, with the children in the clusters differing in coping strategies, behavioral problems, family cohesion, sexual behavior, and type of abuse.

Hensley, C., Tallichet, S.E., Singer, S.D. (2006). **Exploring the possible link between childhood and adolescent bestiality and interpersonal violence.** *Journal of Interpersonal Violence*, 21, 910-923. Retrospective analyses of 261 inmates revealed that respondents with less education and less convictions for crimes against people were more likely to have had sex with animals during childhood or adolescence than other respondents in the sample.

Langdon, P.E., & Talbot, T.J. (2006). **Locus of control and sex offenders with an intellectual disability.** *International Journal of Offender Therapy and Comparative Criminology*, 50, 391-401. Locus of control was assessed in three groups of participants with intellectual disabilities: sex offenders who had undergone psychological treatment, sex offenders who had no history of treatment, and nonoffenders. Results indicated significantly fewer cognitive distortions for the treatment group as compared to the no treatment group. All three groups exhibited an external locus of control.

Langevin, R. (2006). **Acceptance and completion of treatment among sex offenders.** *International Journal of Of-*

*fender Therapy and Comparative Criminology*, 50, 402-417. Expressed desire for treatment, treatment attendance, and completion of at least one course of therapy were examined for sex offenders ( $N=778$ ) from the 1960's-2000's. Overall, 50.6% expressed a desire for treatment, 42.0% attended treatment, and 13.6% completed therapy. Findings suggest that the desire for and completion of treatment has declined over time.

Looman, J. (2006). **Comparison of two risk assessment instruments for sexual offenders.** *Sexual Abuse: A Journal of Research and Treatment*, 18, 193-205. The predictive validity of the SORAG and the STATIC-99 for sexual and violent recidivism was assessed in sample of 258 high-risk sex offenders. Actual recidivism rates were slightly lower than the published rates for the SORAG and STATIC-99. The SORAG was found to have moderate predictive accuracy for both sexual and violent recidivism over a 5-year follow-up period and the Static-99 predicted sexual recidivism only.

Seto, M.C., Cantor, J.M. & Blanchard, R. (2006). **Child pornography offenses are a valid diagnostic indicator of pedophilia.** *Journal of Abnormal Psychology*, 115, 610-615. In a sample of male patients ( $N=685$ ) assessed for illegal or clinically significant sexual behaviors, child pornography offenders ( $n=100$ ) were significantly more likely to show arousal patterns during phallometric testing consistent with pedophilia than other patients, including those convicted of a sexual offense against a child ( $n=178$ ). The data suggest child pornography offending may be a stronger indicator of pedophilia than is a sexual offense against a child.

Thornton, D. (2006). **Age and sexual recidivism: A variable connection.** *Sexual Abuse: A Journal of Research and Treatment*, 18, 123-135. Recidivism data from a sample of male sex offenders ( $N=752$ ) indicated that those released at a younger age were more likely to be general criminals, while those released at an older age were more sexually specialized. Sexual recidivism declined by approximately .02 with every year of age. The ages of 18-24 were the highest recidivating group for sex offenses (80%).

Vandiver, D.M. (2006). **A prospective analysis of juvenile male sex offenders: Characteristics and recidivism rates as adults.** *Journal of Interpersonal Violence*, 21, 673-688. Male sex offenders ( $N=300$ ) arrested for sex offenses as juveniles were followed for 3-6 years after becoming adults. Sexual recidivism occurred in 4.3% of the sample and more than half were arrested for a nonsexual offense. Predictive variables for general recidivism were: victim age, offender age, and victim sex.

Vandiver, D.M., & Teske, R. (2006). **Juvenile female and male sex offenders: A comparison of offender, victim, and judicial processing characteristics.** *International Journal of Offender Therapy and Comparative Criminology*, 50, 148-165. Juvenile females sex offenders ( $n=61$ ) were younger than juvenile male sex offenders ( $n=122$ ) at the time of their arrest for a sex offense. Additionally, female offenders perpetrated against victims of both genders, whereas males were more likely to choose female victims.

Webster, S.D. et al. (2006). **Inter-rater reliability of dynamic risk assessment with**

**sexual offenders.** *Psychology, Crime & Law*, 12, 439-452. *Study 1:* 7 forensic psychologists rated 4 cases using the Structured Assessment of Risk and Need (SARN); inter-rater reliability was good overall (84.3% agreement). *Study 2:* Two samples of qualified or trainee forensic psychologists (51 and 37) rated two cases using the SARN. Overall agreement for each sample was 72.1% and 70.5%.

Woodhams, J., & Grant, T. (2006). **Developing a categorization system for rapists' speech.** *Psychology, Crime & Law*, 12, 245-260. Descriptions of 16 rape cases were coded using the pragmatics-based system; the system classified 91% of the utterances. 76% of the subscales had inter-rater reliability of >.70. Highly correlated subscales were collapsed into 5 subscales (Interrogatives, Commissives, Constantives/Assertives, Directives, and Expressives/Acknowledgements).

## WITNESS ISSUES

Benton, T.R., Ross, D.F., Bradshaw, E., Thomas, W.N., & Bradshaw, G. (2006). **Eye-witness memory is still not common sense: Comparing jurors, judges and law enforcement to eyewitness experts.** *Applied Cognitive Psychology*, 20, 115-129. A sample of 205 participants consisting of jurors ( $n=111$ ), judges ( $n=42$ ), and law enforcement personnel ( $n=52$ ) were asked to agree or disagree with 30 eyewitness-related statements. According to eyewitness experts ( $n=64$ ), rates of correct responses were 13% for jurors, 40% for judges, and 40% for law enforcement personnel.

Brace, N.A., Pike, G.E., Allen, P. & Kemp, R.I. (2006). **Identifying composites of famous**

**faces: Investigating memory, language and system issues.** *Psychology, Crime and Law*, 12, 351-366. Undergraduates ( $N=56$ ) rated composite pictures of famous people created by the E-FIT system in four conditions (operator from memory, operator from photo, person describing from memory, describing from photo). Operator composites were seen as more similar to participants' memory of the person than described. 117 undergraduates then tried to name the composites; composites from a persona describing a photograph were more recognizable than composites described from memory. Again, operator composites were better than described ones.

Brewer, N., Caon, A., Todd, C., & Weber, N. (2006). **Eyewitness identification accuracy and response latency.** *Law & Human Behavior*, 30, 31-50. Quicker lineup identification was associated with correct (vs. incorrect) identification, shorter response latency, and shorter lineups among mock eyewitnesses who made positive identification after watching videos of staged crimes. The optimal time boundary for discriminating between correct and incorrect identifications varied with length of response latency and lineups.

Hershkowitz, I., Orbach, Y., Lamb, M., Sternberg, K., & Horowitz, D. (2006). **Dynamics of forensic interviews with suspected abuse victims who do not disclose abuse.** *Child Abuse and Neglect*, 30, 753-769. Audio-taped forensic interviews ( $N=100$ ) of children (ages 4-13) in Israel were examined to compare interviews involving allegations of abuse to those without allegations. Children who did not later make an allegation tended to give more uninformative responses. Interviewers tended to direct more

utterances and make fewer requests for information toward non-disclosing children.

Itsukushima, Y., Nishi, M., Maruyama, M., & Takahashi, M. (2006). **The effect of presentation medium of post-event information: Impact of co-witness information.** *Applied Cognitive Psychology*, 20, 575-581. In two experiments, participants presented with misleading information performed worse than those presented with consistent information no matter the medium (video, manuscript). Those presented with the manuscripts with misleading information were more misled than those shown a misleading video.

Lane, S.M. (2006). **Dividing attention during a witnessed event increases eyewitness suggestibility.** *Applied Cognitive Psychology*, 20, 199-212. 144 undergraduates viewed a slide sequence depicting the theft of \$20 and a calculator. Participants then listened to music and identified names of popular songs. The Divided Attention (DA) group ( $n=72$ ) completed both tasks simultaneously, while the Full Attention (FA) group ( $n=72$ ) viewed the slides before they began the music task. DA participants were more likely than FA participants to endorse items not present in the slides but suggested afterwards.

Levi, A.M. (2006). **An analysis of multiple choices in MSL lineups, and a comparison with simultaneous and sequential ones.** *Psychology, Crime and Law*, 12, 273-285. In previous Modified Sequential Lineup (MSL) research by this author, confident witnesses were usually correct, but accurate witnesses remained unconfident. Compared to other types of lineups, MSL did not differ in the number of correct or incorrect choices.

MSL did offer a larger lineup size and had stronger reliability.

McQuiston-Surrett, D., Malpass, R. & Tredoux G. (2006). **Sequential vs. simultaneous lineups: A review of methods, data, and theory.** *Psychology, Public Policy, and Law*, 12, 137-169. A moderator analysis of 45 experiments comparing sequential and simultaneous lineups revealed that two factors, the stopping rule used in sequential lineups, and whether lineup members are counterbalanced, influence whether the experiment finds an advantage for sequential lineups.

Paterson, H.M., & Kemp, R.I. (2006). **Co-witness talk: A survey of eyewitness discussion.** *Psychology, Crime & Law*, 12, 181-191. Undergraduates in Australia who had witnessed a serious event in the presence of another witness were surveyed ( $N=60$ ). Events included physical assault (30%), cause of serious injury or death (27%), and robbery (18%). Most respondents did discuss the event with a co-witness (86%), mostly initially to "provide information" (44%). 24% were encouraged by the police to talk to other witnesses (14% discouraged).

Pozzulo, J.D., & Dempsey, J. (2006). **Biased lineup instructions: Examining the effect of pressure on children's and adults' eyewitness identification accuracy.** *Journal of Applied Social Psychology*, 36, 1381-1394. *Experiment 1:* Adults ( $n=55$ ; age: 18-42 years) and children ( $n=84$ , age: 10-14 years) viewed a video and were given instructions (neutral/biased) for a target-absent, simultaneous lineup. Children were less likely to reject the lineup correctly in the neutral condition; both children and adults had an in-



crease in incorrect rejections in the biased condition. A second Experiment replicated the results from Experiment 1.

Pozzulo, J.D., & Marciniak, S. (2006). **Comparing identification procedures when the perpetrator has changed appearance.** *Psychology, Crime & Law*, 12, 429-438. Undergraduates ( $N=240$ ) viewed a tape and tried to identify the assailant in a lineup (sequential/simultaneous); the assailant's appearance changed from video to lineup. When the target was present, overall, the witnesses were less likely to make correct identifications when the perpetrator changed appearance. Witnesses were more likely to choose incorrectly with sequential lineups. When the target was absent, correct rejections did not differ based on lineup format.

Wells, E.C., & Pozzulo, J.D. (2006). **Accuracy of eyewitness with a two-culprit crime: Testing a new identification procedure.** *Psychology, Crime & Law*, 12, 417-427. Undergraduates ( $N=150$ ) tried to identify an assailant and accomplice from a simultaneous, sequential, or two-person serial lineup. Accomplices were identified more than assailants regardless of lineup procedure. Correct rejection rates were higher for two-person serial than sequential lineups for both offenders.

Wessel, E., Drevland, G.C.B., Eilersen, D.E., & Magnussen, S. (2006). **Credibility of the emotional witness: A study of ratings by court judges.** *Law & Human Behavior*, 30, 221-230. Unlike laypersons, judges' ( $n=53$ ) ratings of witness and statement credibility were not affected by a witness' emotional expression in a videotaped statement. A main effect for emotional expression was observed for likelihood of offender's guilt but not for verdict. Principal component analysis indicated that elements of the statement and nonverbal cues accounted for 60% of variance in credibility judgments, but only the former was significantly correlated with credibility judgments ( $r=.57$ ).

### **Executive Committee Minutes Continued from p. 17**

Diversity recruitment efforts were also initiated by creating a list with contact information of the psychology departments at Historically Black Colleges and Hispanic Serving Institutions (4-year colleges). In addition, a Psychology and Law Handbook was created that entails an overview of the field of psychology and law, website links, and a listing with contact information for psychology and law graduate programs, internship and postdoctoral sites. This handbook will be mailed to the psychology departments at Colleges/Institutions during the Fall.

This committee also requested a budget increase from \$7,850 to \$16,000 to launch an Ambassador's Program. Given that this is a request for a substantial amount of funds, Margaret Kovera proposed some program evaluation in terms of looking at student membership in terms of its diversity and other measures of diversity to evaluate of the success of the program. This proposal was passed unanimously.

#### **17. Conference Advisory Committee**

Brad McAuliff reported on the results of an online evaluation of the 2005 conference in La Jolla and indicated that the survey was recently updated to evaluate the 2006 conference in St. Petersburg. A link to this survey will be sent to all conference attendees via email. The results will be used to continue to improve future conferences.

#### **18. 2006 APA Program Chairs**

The EC thanked Eric Elbogen and Amy Douglass for a doing a wonderful job of organizing the Division 41's programming and hospitality at the 2006 APA Convention.

#### **19. 2008 APLS Conference Chairs**

Michele Galietta, Kevin O'Neil, and Eve Brank will co-chair the conference in 2008, to be held at the Hyatt Regency Jacksonville-Riverfront from Thursday March 6<sup>th</sup> to Saturday March 8<sup>th</sup> 2008 in Jacksonville, FL. Pre- and post-conference workshops will be held on Wednesday March 5<sup>th</sup> and Sunday March 9<sup>th</sup>. Announcements regarding the conference will be placed in the APLS Newsletter and the co-chairs will begin accepting abstracts on May 1, 2007

with a deadline for submissions of September 21, 2007.

The program chairs requested monies to help defray start-up costs and to pay for online programming software. A motion to grant then co-chairs \$15,000 for these purposes was passed unanimously.

#### **VII. Visit from Bruce Frumkin regarding CAPP representation**

Bruce Frumkin indicated that he has learned that Division 41 qualifies for a representative on CAPP since we have more than 51% of our membership that pays the psychology practice dues for APA. Discussion ensued regarding how to nominate a representative. Joel Dvoskin proposed that he would meet with Russ Newman and Kathy Nordel and then make recommendations. This proposal passed unanimously.

#### **VIII. Visit from Steve Breckler regarding APA Science Directorate**

Steve Breckler indicated that there is a new Office for Applied Psychological Science and that the science directorate is serious about expanding the scope and definition of psychological science. Practical applications of psychological science is currently an area of emphasis and APLS is strongly encouraged to become involved with this new science directorate office and to voice our needs to this new office.

In addition, APA has formed a Public Policy Action Network (PPAN); interested individuals can sign up for notifications regarding opportunities where advocacy is needed. Contact [hkelly@apa.org](mailto:hkelly@apa.org) for more information.

Finally, the Science Policy Insider News (SPIN) is a newsletter that comes out monthly. Interested individuals can access this via APA's website.

**The next meeting will be held in March 2007 in Tucson, Arizona.**

**The meeting was adjourned at 11:50 a.m.**

**Respectfully submitted,  
Patricia A. Zapf**

## Legal Update, Continued from p. 5

dren jointly. The couple separated when the children were three and five years old. The non-biological parent sought visitation pursuant to the parental agreement, however the Florida court found these agreements to be unenforceable.

Still other courts have declined to rule on the legitimacy of legal documents that declare partners to be parents of their children. Prior to the birth of their child, the parents in the *Kristine H. v. Lisa R.* (2005) case had filed legal paperwork with the court to have Lisa recognized as a legal parent. She was also listed as “father” on the birth certificate. The court refused to determine whether the legal document was valid; because Kristine had requested that the court declare Lisa to be a legal parent, she was forbidden from later asking the court to invalidate that decision.

### Best interest of child

Typically courts rely on a “best interest of the child” standard when deciding cases including adoption, custody, and visitation. Courts in cases such as those described here are no exception. The *Kristine H. v. Lisa R.* (2005) court determined that it would be unfair to both the children and non-biological caregiver if the court was to deny the caregiver status as a parent. Similarly, the *L.S.K. v. H.A.N.* (2002) court determined that both women parents were responsible for the emotional and financial support of the child; The court in *Sharon S. v. Superior Court* (2003) held that a non-biological caregiver should be able to adopt her life partner’s child because the adoption was in the child’s best interest.

Many courts overlook the best interests standard, finding, for example, that other legal principles (e.g., reliance on the black letter of the UPA law) are more dispositive (State ex rel. D.R.M., 2001). The court in *Lofton* went further, however, and found that it was in the child’s best interest not to be adopted by a gay man. The state legislature had passed a law explicitly denying all gays the right to adopt. The Florida Supreme Court found that the legislature was expressing a preference for children to be placed in two-parent, heterosexual homes. The court could find

nothing that made such a law unreasonable, and upheld the law.

### Inconsistencies in judicial rulings

State courts have come to differing conclusions concerning the rights and responsibilities of gay parents, despite often using the same standards (e.g., the best interest of the child standard). A ruling by the U.S. Supreme Court would help settle these disputes and offer gay parents some legal certainty. Nevertheless, the U.S. Supreme Court recently declined to decide a pair of cases concerning gay parents’ rights (*Britain v. Carvin*, 2006; *Sharon S. v. Annette F.*, 2006).

Alternatively, state legislatures can give such issues serious consideration. Laws could be more specific in their definitions of parenting, specify the rights and responsibilities of gay parents, and offer specific legal processes which would solidify the parties’ intent (e.g., that the non-biological caregiver accepts legal responsibility for the child). Courts can also help promote legal certainty by declaring specific guidelines for determining who can be a legal parent, as did the court in *Carvin v. Britain* (2005). Such legal actions will provide certainty for the growing numbers of same sex partners and their families.

### REFERENCES

- Britain v. Carvin*, 126 S.Ct. 2021 (2006).  
*Carvin v. Britain*, 122 P. 3d. 161 (2005).  
*Chambers v. Chambers*, 2002 WL 1940145 (Del. Fam. Ct. 2002).  
*Elisa B. v. Superior Court*, 33 Cal.Rptr.3d 46 (Cal. 2005).  
*Janis C. v. Christine T.*, 294 A.D.2d 496 (N.Y.A.D. 2 Dept., 2002).  
*K.M. v. E.G.*, 33 Cal.Rptr.3d 61 (Cal. 2005).  
*Kristine H. v. Lisa R.*, 33 Cal.Rptr.3d 81 (Cal. 2005).  
*Lofton v. Secretary of the Department of Children and Family Services*, 358 F.3d 804 (Fl, 2004).  
*L.S.K. v. H.A.N.*, 813 A.2d 872 (2002).  
*Sharon S. v. Annette F.*, 126 S.Ct. (2006).  
*Sharon S. v. Superior Court*, 73 P.3d 554 (Cal. 2003).  
*State ex rel. D.R.M.*, 109 Wash. App. 182, 34 P.3d 887 (Div. 1 2001).  
*T.F. v. B.L.*, 813 N.E. 2d 1244 (Mass, 2004).  
*Wakeman v. Dixon*, 921 So.2d 669 (Fla.App. 1 Dist., 2006)  
*West v. Superior Court*, 69 Cal. Rptr. 2d 160 (Cal. Ct. App. 1997).

## Upcoming American Academy of Forensic Psychology CE Workshops

### San Diego 1/17/-07-1/21/07

- Advanced Topics in Criminal Forensic Assessment, Alan Goldstein, Wednesday.
- Advanced Topics in Expert Testimony: The Evidence, Stuart Greenberg/Randy Otto, Thursday.
- Comprehensive Child Custody Evaluations, Marsha Hedrick, Thursday.
- Advanced Topics in Expert Testimony: The Presentation, Randy Otto/Stuart Greenberg, Friday.
- The Role of the Forensic Psychologist in Death Penalty Litigation, Mark Cunningham, Friday.
- Jury Selection: Research & Practice, Margaret Bull Kovera, Saturday.
- Assessment of Psychopathy: An Overview of the Hare, Steve Hart, Saturday.
- Ethical Issues in Forensic Practice, Mary Connell, Sunday.
- Preparing for Board Certification in Forensic Psychology –ABPP, Ira Packer, Sunday.

### Albuquerque, 2/21/07-2/25/07

- Ethical Issues in Forensic Practice, Mary Connell, Wednesday.
- Role of the Forensic Psychologist in Death Penalty Litigation, James Eisenberg, Thursday.
- Custody Evaluations and Risk Management, David Martindale, Thursday.
- Preparing for Board Certification in Forensic Psychology –ABPP, Alan Goldstein, Friday.
- The Defendant: Impact of Mental Disability in the Criminal Law Process, Michael Perlin, Friday.
- Adolescents as Adults in Court, Elizabeth Cauffman, Saturday.
- Stalking: The State of the Science, Reid Meloy, Saturday.
- Forensic Assessment of Tort Liability & Damages, Charles Clark, Sunday.
- Law School Crash Course: Foundational Information For Effective Forensic Practice, Craig Lareau, Sunday.

### Montreal, 3/21/07-3/25/07

- Ethical Issues in Forensic Practice, Alan Goldstein, Wednesday.
- Forensic Mental Health Assessment: Principles & Cases, Kirk Heilbrun, Thursday.
- Children’s Memory: Interviewing Children to Preserve Accurate Testimony, Jodi Quas, Thursday.
- Psychological Independent Medical Examinations: Clinical, Ethical & Practical Issues, Lisa Piechowski, Friday.
- Risk assessment and risk management in probation and parole settings, Jennifer Skeem, Friday.
- Children, Divorce, and Custody: New Research and New Roles for Psychologists, Robert Emery Children, Saturday.
- Development Pathways to Severe Antisocial & Aggressive Behavior, Paul Frick, Sat
- Joel Dvoskin Treatment of Offenders with Co-Occurring Disorders: Risk Assessment and Treatment Planning, Sunday.
- Preparing for Board Certification in Forensic Psychology –ABPP, Bill Warnken, Sunday.



# Nominations, Awards, and Announcements

## American Academy of Forensic Psychology Dissertation Award Winners

This year's submissions for dissertation awards were impressive both in quality and quantity. The awards committee, consisting of William Foote, Ph.D., Rick Demier, Ph.D. and William Fremouw, Ph.D., reviewed 15 applications for the AAFP dissertation awards. Based upon their ratings, \$500.00 awards were presented to:

Amanda Fanniff, University of Arizona  
"Investigating an instrument to assess juveniles' competence to stand trial"

Melanie Farkas, Fordham University  
"Ability of malingering measures to differentiate simulated from genuine mental retardation"

Krissie Fernandez, Sam Houston State University  
"Validity scales of the Spanish-language version of the Personality Assessment Inventory"

Siji John, Sam Houston State University  
"A taxometric analysis of psychopathy in an incarcerated female population"

Wendy McCoy, Sam Houston State University  
"Predicting treatment outcome and recidivism in juvenile sex offenders: Utility of the JSOAP-II And ERASOR in an outpatient treatment program"

Philip O'Donnell, Loyola University of Chicago  
"The role of psychosocial risk factors and mental health needs in juvenile sentencing decisions"

Victoria Vagnini, University of Kentucky  
"Using ERP and RT to detect malingered neurocognitive deficit"

Zachary Walsh, Rosalind Franklin University of Medicine and Science  
"Psychopathy, ethnicity, socioeconomic status and violence: A further examination"

John Weir, University of South Florida  
"Subtyping psychopathy: Exploring the roles of degree of punishment, cognitive dissonance and optimism"

Jennifer Wisneski, Hofstra University  
"The MMPI-2 in contested child custody cases: Differences for parents in entrenched disputes"

**We congratulate these individuals and wish them well in the pursuit of their careers in psychology and law.**

Mary Alice Conroy, Ph.D.  
President-Elect, American Academy of Forensic Psychology

## Saleem Shah Award Nominations

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

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

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

## AP-LS Dissertation Award Program

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

To apply for the 2006 Awards, please attach the following items in an email to Eve Brank (ebrank@ufl.edu) by January 1, 2007: 1) the dissertation as it was turned in to the student's university, 2) the dissertation with all author (and advisor) identifying information removed, and 3) a letter support from the dissertation advisor. You must be a member of AP-LS in order to receive a dissertation award.

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

# Nominations, Awards, and Announcements

## Outstanding Teaching & Mentoring Award

Nominations are now being sought for the 2007 Award. Deadline: January 2, 2007

**Eligibility for 2007 Award:** Nominees should be persons who have made substantial contributions to student training in the field of psychology and law. To be eligible for the 2007 award, an individual must:

- be from a program or department that is **doctoral granting**. Persons teaching/mentoring in law schools only are also eligible
- have a doctoral degree (OR a law degree, whichever comes first, if both have been earned) for at least 7 years
- have been teaching and/or mentoring students in psychology and law for at least 5 years

### Nominations/Applications:

To apply, send 4 copies of a nomination package consisting of NO MORE THAN 15 TOTAL PAGES including the following:

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

### Self nominations are encouraged.

Send applications and questions to:  
Allison D. Redlich, Ph.D.  
Chair, Teaching, Training, and Careers Committee  
Policy Research Associates, Inc.  
345 Delaware Avenue  
Delmar, NY 12054  
Tel: 518-439-7415  
Fax: 518-439-7612  
Email: [aredlich@prainc.com](mailto:aredlich@prainc.com)

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## Congratulations to AP-LS Fellows!

Congratulations to the recently-elected fellows for AP-LS/Division 41. We elected one individual (Barry Ruback) who was already an APA fellow, and three individuals (Mark Cunningham, Alan Goldstein, and Rich Redding) who are APA fellows for the first time. In addition, we elected Brian Cutler to "Distinguished Member" status. The Cunningham, Goldstein, and Redding nominations needed confirmation by a vote of APA Council, which they received at the New Orleans convention.

AP-LS NEWS, Fall 2006

## AP-LS Award: Best Undergraduate Paper

### Description:

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

### Eligibility:

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

### Note about the 2007 Award:

On the years that the AP-LS conference is outside of North America (such as 2007), applicants may submit their work to be presented at the American Psychological Association's annual meeting which will be held in San Francisco on August 17-20, 2007. The winners will be recognized during a poster session at APA.

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

- Copy of poster or paper proposal submitted to the AP-LS conference (or APA).
- A statement by the student describing their role in initiating, conducting, analyzing and writing the project (150 words or fewer).
- APA style manuscript or thesis detailing the research to be considered for an award in less than 10 pages of text. Figures, tables and references can exceed the 10 pages although should be limited to what is absolutely necessary.
- Letter of support from the student's faculty supervisor; this letter must characterize the nature and extent of the student's contribution to the project.

**Submissions:** Submissions must be received either via email (preferred— in .pdf or .doc formats) or postal mail by the committee chair on or before November 1.

Email: [Veronica.Stinson@smu.ca](mailto:Veronica.Stinson@smu.ca)  
Mail: Veronica Stinson, Chair of the AP-LS Undergraduate Paper Award Committee,  
Department of Psychology,  
Saint Mary's University, Halifax, Nova Scotia  
Canada B3H 3C3

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



# Division News and Information

## APLS Book Series

I am pleased to announce that Chris Slobogin's latest book has been published in the APLS book series. This book will be of interest to those involved in assessments of risk and criminal responsibility. It addresses the question of admitting expert testimony from behavioral health experts in determining matters of culpability and dangerousness by examining a number of factors, including the source of the expert testimony, whether juries need it, and whether it is presented as proven or informed in the court. Slobogin makes the intriguing argument throughout that although expert testimony cannot be considered scientifically reliable or proven, it should nevertheless be included as long as it can be classified and understood as informed speculation because it makes legal factfinders attend more closely to the matters that the law considers pertinent to past mental states.

The book is available for purchase online from Oxford University Press: (<http://www.us.oup.com/us/collections/apls/?view=usa>). The cost is \$55.00 but APLS members can obtain it for a discounted price of \$41.25.

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

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

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

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

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

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

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

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

### Investigative Interviewing Conference Announcement

Many of the PowerPoint slides (and sometimes more), used to support papers given at the Second International Investigative Interviewing Conference, held in the University of Portsmouth between July 3rd and 7th, have been placed on the conference web site at [www.port.ac.uk/iii2](http://www.port.ac.uk/iii2). Currently there are over 20 and more are being placed there as authors consent. Whilst the authors reserve copyright, so the slides should not be copied or used other than for personal study, people (e.g. psychology and law students, police officers, etc) are very welcome to regard them as a source.

## AAFP Policy for Funding Post-Doctoral Candidates

The American Academy of Forensic Psychology has developed a new policy to subsidize the forensic diplomate application process for individuals who have completed an approved post-doctoral externship within the past two years.

### Procedure:

1. The candidate submits the Initial Application (for the diplomate in forensic psychology (for information, see [www.abfp.com](http://www.abfp.com)). Once approved to go forward, the candidate notifies the President of the American Academy of Forensic Psychology ([www.aafp.ws](http://www.aafp.ws)) of the wish to be considered for the subsidization.
2. The President of AAFP will request verification that the candidate has been approved to go forward with the diplomate certification process, and will then submit a voucher to reimburse candidate for the Initial Application fee.
3. As the candidate completes each step of the process, including the written examination, the practice sample review, and the oral examination, the fee for each step will be reimbursed in the same manner.
4. This subsidization will be considered for the candidate's initial effort through this process; should it be necessary to repeat a step, the subsidization will not be available.

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

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

The schedule for 2006-2007 can be found at [www.abfp.com](http://www.abfp.com), along with a listing of the specific topics covered in each workshops. More information also appears in Conference and Workshop planner on page 44 and detailed information about upcoming workshops appears on page 29.

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



# Division News and Information

## Report on the August 2006 meeting of the APA Council of Representatives submitted by Patty Griffin and Beth Wiggins (Div. 41 Council Representatives)

At its August 2006 meeting in New Orleans, the APA Council of Representatives devoted considerable time to discussing the ethics of psychologists' involvement in national security interrogations. Council heard opposing views from Lt. General Kevin C. Kiley, Surgeon General of the U.S. Army and Dr. Steven Reisner, senior faculty member at Columbia University's International Trauma Studies Program. Dr. Olivia Moorehead-Slaughter, chair of the APA Ethics Committee, gave an update on the continuing work of the Committee concerning this issue and reported that the committee is beginning work on a commentary/casebook to provide more concrete guidance to psychologists.

The Council adopted a resolution affirming APA's opposition to torture and other forms of cruel, inhuman, and degrading treatment or punishment. The text of the resolution is available at <http://www.apa.org/convention06/notortureres.html>  
A related press release is available at <http://www.apa.org/releases/notorture.html>.

Council also requested that APA President, Dr. Gerald Koocher, write a letter on behalf of the Council to all military psychologists and those working in the National Guard and Veterans Administration commending them for their many significant contributions and sacrifices.

In addition, Council:

- Adopted Guidelines for the Undergraduate Psychology Major, drafted by APA's Board Competencies of Educational Affairs (BEA) Task Force on Undergraduate Psychology Major. The guidelines, available at [www.apa.org/ed/resources.html](http://www.apa.org/ed/resources.html), provide support to academic departments by describing a set of learning goals and outcomes for the undergraduate psychology major designed to improve the quality of learning and teaching in psychology. The task force also developed a companion resource on effective assessment strategies for the competencies called the "Assessment Cyberguide." The guide is available online at [www.apa.org/ed/guidehomepage.html](http://www.apa.org/ed/guidehomepage.html).
- Adopted the report of the APA Working Group on Psychotropic Medications for Children and Adolescents. (A press release and full text of the report will be available the second week in September at <http://www.apa.org/releases/>.)
- Adopted the report of the APA Zero Tolerance Task Force. The task force reviewed 10 years of research on zero tolerance policies in schools and found that they did not have the desired effect of reducing violence and disruption and in some instances can actually increase disruptive behavior and dropout rates. The report recommends that zero tolerance policies not be abandoned but that teachers and school administrators be given more flexibility in the implementation of disciplinary actions.

- Adopted the report of the APA Task Force on Socioeconomic Status and established a Continuing Committee on Socioeconomic Status. The Committee will look at the effects of socioeconomic status on psychological development and well-being.

The Council took two actions concerning the accreditation of programs in professional psychology. The first item adopted as changes to the Association rules the recommendations of the June 2005 Summit on Accreditation. The item included changing the name of the Committee on Accreditation to the Commission on Accreditation and adding to the membership of that body. The membership changes include additional seats for internship programs, postdoctoral residency programs, a diversity seat, as well as the inclusion of open seats. Further, these changes highlight the continued efforts of the Committee/Commission for the inclusion of individual and cultural diversity in all aspects of the accreditation process. The second action deleted a clause in the Guidelines and Principles for Accreditation allowing for doctoral accreditation in "emerging substantive areas" and set forward a mechanism that allows for "developed practice areas" to be added to the scope of accreditation for doctoral programs.

Additionally, Council passed the association's 2007 budget that included reauthorization of the Association's public education campaign, modified the eight-year dues ramp-up schedule for early career members and increased the members' journal credit to \$55. Dues for 2007 will be \$270 for full members (dues increases are based on the consumer price index) and \$50 for APAGS members.

For more information, please contact either Patty Griffin or Beth Wiggins.

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## Membership in EAPL

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



# Division News and Information

## New Task Force for Div 41 and Div 37

An exciting new interdivisional Task Force is being formed to address the prevention of child maltreatment. Sponsored by Divisions 37 (Child, Youth, and Family Services) and 41 (American Psychology-Law Society), the Task Force will consider the current state of science on child maltreatment prevention and work to identify and disseminate promising programs and strategies. With this knowledge, the Task Force will be in a position to develop initiatives to reach out to practitioners – across the disciplines of law and psychology, as well as others - who work with parents, children, and families. An initial planning group met at the APA Annual Meeting in New Orleans to discuss the potential structure and objectives

of the Task Force. The overall goal of the Task Force developers, Bette Bottoms, Gail Goodman, and Joel Dvoskin, is for the Task Force to provide a central point of contact for all child abuse prevention activities across APA. With that in mind, the group's initial focus will be on uniting practice and research, which could take many forms (e.g., direct service, program development, meetings, publications for "front line" professionals). Division 41 members who are interested in participating on the Task Force should contact the Chairs, Sharon Portwood (sgportwo@email.uncc.edu) or Mary Haskett (mary\_haskett@ncsu.edu).

### EXECUTIVE COMMITTEE AND COMMITTEE CHAIRS

• President	Joel Dvoskin	<a href="mailto:JoeltheD@aol.com">JoeltheD@aol.com</a>
• Past-President	Gary Wells	<a href="mailto:glwells@iastate.edu">glwells@iastate.edu</a>
• President-Elect	Margaret Bull Kovera	<a href="mailto:mkovera@jjay.cuny.edu">mkovera@jjay.cuny.edu</a>
• Secretary	Patricia Zapf	<a href="mailto:pzapf@jjay.cuny.edu">pzapf@jjay.cuny.edu</a>
• Treasurer	Brad McAuliff	<a href="mailto:bdm8475@csun.edu">bdm8475@csun.edu</a>
• Member-at-Large	Kevin Douglas	<a href="mailto:douglask@sfu.ca">douglask@sfu.ca</a>
• Member-at-Large	Jennifer Skeem	<a href="mailto:skeem@uci.edu">skeem@uci.edu</a>
• Member-at-Large	Mary Connell	<a href="mailto:mary@maryconnell.com">mary@maryconnell.com</a>
• Council Representative	Patty Griffin	<a href="mailto:pgriffin@navpoint.com">pgriffin@navpoint.com</a>
• Council Representative	Beth Wiggins	<a href="mailto:bwiggins@fjc.gov">bwiggins@fjc.gov</a>
• Newsletter Editor	Jennifer Groscup	<a href="mailto:jgroscup@jjay.cuny.edu">jgroscup@jjay.cuny.edu</a>
• Publications Editor	Ron Roesch	<a href="mailto:roesch@sfu.ca">roesch@sfu.ca</a>
• <i>Law &amp; Human Behavior</i> Editor	Brian Cutler	<a href="mailto:lhb@email.uncc.edu">lhb@email.uncc.edu</a>
• <i>Psychology, Public Policy, &amp; Law</i> Editor	Steven Penrod	<a href="mailto:spenrod@jjay.cuny.edu">spenrod@jjay.cuny.edu</a>
• Webpage Editor	Adam Fried	<a href="mailto:afried@fordham.edu">afried@fordham.edu</a>
• Liaison to APA Science Directorate	Brian Bornstein	<a href="mailto:bbornstein2@unl.edu">bbornstein2@unl.edu</a>
• Liaison to APA Public Interest Directorate	Natacha Blain	<a href="mailto:natacha.blain@atlahg.org">natacha.blain@atlahg.org</a>
• Liaison to APA Practice Directorate	Michele Galietta	<a href="mailto:mgalietta@jjay.cuny.edu">mgalietta@jjay.cuny.edu</a>
• Teaching, Training, and Careers Committee	Allison Redlich	<a href="mailto:aredlich@prainc.com">aredlich@prainc.com</a>
• Dissertation Awards	Eve Brank	<a href="mailto:ebrank@ufl.edu">ebrank@ufl.edu</a>
• Educational Outreach Committee	Lavita Nadkarni	<a href="mailto:lnadkarn@du.edu">lnadkarn@du.edu</a>
• Fellows Committee	Kirk Heilbrun	<a href="mailto:kh33@drexel.edu">kh33@drexel.edu</a>
• Grants-in-Aid	Mario Scalora	<a href="mailto:mscalora1@unl.edu">mscalora1@unl.edu</a>
• Book Award Committee	Richard Redding	<a href="mailto:redding@law.villanova.edu">redding@law.villanova.edu</a>
• Undergraduate Research Award Committee	Livia Gilstrap	<a href="mailto:lgilstrap@uccs.edu">lgilstrap@uccs.edu</a>
• Committee on Relations with Other Organizations	Michele Galietta	<a href="mailto:mgalietta@jjay.cuny.edu">mgalietta@jjay.cuny.edu</a>
• Scientific Review Paper Committee	William Thompson	<a href="mailto:wcthomps@uci.edu">wcthomps@uci.edu</a>
• Diversity Affairs Committee	Roslyn Caldwell	<a href="mailto:rcaldwell@jjay.cuny.edu">rcaldwell@jjay.cuny.edu</a>
• Mentorship Committee	Ryann Haw	<a href="mailto:ryannah@bigbend.edu">ryannah@bigbend.edu</a>
• Division Administrative Secretary	Lynn Peterson	<a href="mailto:div41apa@comcast.net">div41apa@comcast.net</a>
• Conference Advisory Committee	Tonia Nicholls	<a href="mailto:tnichola@sfu.ca">tnichola@sfu.ca</a>
• 2006 APA Program Chairs	Amy Bradfield	<a href="mailto:abradfie@bates.edu">abradfie@bates.edu</a>
	Roslyn Caldwell	<a href="mailto:rcaldwell@jjay.cuny.edu">rcaldwell@jjay.cuny.edu</a>
	Michele Galietta	<a href="mailto:mgalietta@jjay.cuny.edu">mgalietta@jjay.cuny.edu</a>
• 2008 APLS Conference Chairs	Kevin O'Neil	<a href="mailto:oneilk@fiu.edu">oneilk@fiu.edu</a>
	Eve Brank	<a href="mailto:ebrank@ufl.edu">ebrank@ufl.edu</a>

# Division News and Information

## Forensic Specialty Council

What is the Forensic Specialty Council? Each Specialty recognized by APA (through CRSPPP – the Committee for Recognition of Specialties and Proficiencies in Professional Psychology) or by ABPP is represented on the Council of Specialties in Professional Psychology (COS). The representative to COS is the chair of the Specialty's Council (also known as a "synarchy"), which is composed of representatives of the major stakeholder organizations which comprise the Specialty. In the case of Forensic Psychology, the constituent organizations are AP-LS and ABFP (American Board of Forensic Psychology). I have been appointed, by the Presidents of the two organizations, as Chair of the Forensic Specialty Council (my second 3-year term will expire at the end of 2009). The other members of the Council are:

Richart (Rick) DeMier  
John Edens  
Antoinette Kavanaugh

Among the most important functions of the Specialty Council are:

1. Responsibility for coordinating the documentation to submit a request for renewal of recognition of our Specialty by CRSPPP (renewal due in 2008)
2. Establishing and updating Education and Training Guidelines for the Specialty

The Council's main focus at present is on the development of the Education and Training Guidelines. These guidelines will cover only "Forensic Psychology" as defined in our CRSPPP petition – the idea being to provide guidelines for consistent training of forensic psychology practitioners. These guidelines would not apply to those in "Legal Psychology" or any researchers/academics who may be called upon to provide testimony or other "non-

clinical" service. The guidelines will not be retroactive, will have to allow for "grandparenting", and will also have to have a future implementation date (that is, it will apply only to those who will begin training after acceptance of the guidelines).

Some of the major benefits from having E&T guidelines are: 1) it will allow for accreditation of Postdoctoral Forensic Psychology programs; 2) it should lead to consistency and improved quality of training; and 3) it will likely encourage graduate programs to develop "emphases" or "concentrations" in Forensic Psychology, including courses in this area.

In developing guidelines for Postdoctoral training in Forensic Psychology, we have to date adopted the following principles:

1. Specialization in Forensic Psychology will require broad-based training at the Graduate level, followed by specialized training at the Postdoctoral level (formal Residency or Fellowships). Again, these will be future requirements, putting Forensic Psychology on the same footing as other Specialties. Thus, specialization cannot be obtained solely at the Graduate level.
2. Education at the Graduate level must be from an APA or CPA accredited Doctoral Program. (At present, APA only accredits Graduate Programs in Clinical, Counseling, and School Psychology.) This will ensure that Forensic Psychologists have first achieved competency as general practitioners ("clinicians").
3. Postdoctoral Programs should be designed to allow and encourage their graduates to qualify for Board Certification in Forensic Psychology by ABPP. This is in keeping with the movement, throughout Psychology, to encourage ABPP certification for all Specialists.
4. In keeping with the above, the ideal will be for the Director of a Forensic Psychology Postdoctoral Fellowship (Residency) to be an ABPP in Forensic Psychology. However, at a minimum, there must be at least one faculty member involved in the postdoctoral training program who is an ABPP in Forensic.
5. The Council will be working on fleshing out the details of the E&T Guidelines, started with the base provided by our 2001 CRSPPP petition. **At this point, we are welcoming and soliciting input** regarding recommendations for the Guidelines at all levels of training (Graduate, Internship, and Postdoctoral). If you would like to provide input, please email to [ira.packer@umassmed.edu](mailto:ira.packer@umassmed.edu) and I will disseminate to the other council members. If it turns out that there is a lot of interest, I will try to develop a listserv.

Submitted by Ira K. Packer, Ph.D.

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### Fellow Status in the American Psychological Association

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

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

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



## SARMAC

The next meeting of the Society for Applied Research in Memory and Cognition (SARMAC) is scheduled to take place at Bates College in Lewiston, Maine from July 25, 2007 through July 29, 2007. Bates is a small residential liberal arts college with excellent facilities for hosting the biennial meeting, including a new dormitory for conference guests and a beautiful academic building for conference sessions. Bates is conveniently located 35 miles north of Portland, the largest city in Maine and a tourist hot spot. Bates is also well located for day trips to the stunning rocky Maine coastline (45 minutes) and the foothills of New Hampshire's White Mountains (45 minutes). Please mark your calendars for SARMAC VII and consider combining your conference attendance with an extended stay in the area. For more information about the conference or the area, please contact Amy Bradfield Douglass, [adouglass@bates.edu](mailto:adouglass@bates.edu) or the Executive Director of SARMAC, Mike Toglia, [Toglia@cortland.edu](mailto:Toglia@cortland.edu).

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### Law & Society Association Annual Meeting, Berlin, July 25-28, 2007

The Law & Society Association has released its call for participation in its annual meeting, which this year will be cosponsored by five other sociolegal scholarly associations and will be held in Berlin. We encourage psychology and law scholars to attend this exciting event! The meeting promises to be a very important one for people who are interested in empirical approaches to law and legal systems and want to explore the international and global possibilities of their work. There will be special graduate student activities too, to facilitate the development of international connections among the next group of sociolegal scholars. If you are interested in presenting your work, want some advice about organizing a panel, or just want to learn more about the meeting, you will find full details on the website at [http://www.lawandsociety.org/ann\\_mtg/am07/call.htm](http://www.lawandsociety.org/ann_mtg/am07/call.htm). Please feel free to email Program Committee members Valerie Hans ([Valeriehans@lawschool.cornell.edu](mailto:Valeriehans@lawschool.cornell.edu)) and Mona Lynch ([mlynch@email.sjsu.edu](mailto:mlynch@email.sjsu.edu)) with your questions. See you in Berlin!

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### Florida Psychological Association

The Florida Psychological Association is pleased to announce its 2006 Winter Conference "Assessment and the Law" on December 8-10, 2006 at the Amelia Island Plantation in Amelia Island, FL. Speakers will be: Dr. Yossef Ben-Porath Ph.D., whose research focuses on clinical assessment of psychopathology and personality with emphasis on applications of the MMPI-2 and MMPI-A. Stanley Brodsky, Ph.D., considered by many to be the nation's premiere expert on courtroom testimony. Richard Frederick Ph.D., one of the top psychologists in the country in the area of malingering and deception. Stephen Hart, PhD., who was very involved in the development of the PCL-R and is one of the authors of SARA, HCR-20 and SVR-20. And, Stan Jones, Ph.D., former director of APA's Ethics Office. Each workshop is worth 3 CPEs, and there will be a complementary luncheon on the 9th. Located just 30 miles North of Jacksonville International Airport, Amelia Island is one of Florida's Premier AAA-4 Diamond Destination Resorts. Come network and enhance your professional growth at Florida's premier forum for psychology professionals. For more information and registration visit [www.flapsych.com](http://www.flapsych.com) or call 850-656-2222.

## Calls for Conferences and Papers

### American Psychological Association

#### American Psychology – Law Society at APA 2007

AP-LS invites submissions for the meeting of Division 41 at the annual APA convention in San Francisco, August 17-20, 2007. AP-LS invites submissions on any topic related to psychology and law for posters, symposia or paper sessions. The deadline for submissions is December 1, 2006. To submit a proposal, please visit <http://apacustomout.apa.org/ConvCall/>. For more information about the conference, contact Amy Douglass ([adouglass@bates.edu](mailto:adouglass@bates.edu)) or Roslyn Caldwell ([rcaldwell@jjay.cuny.edu](mailto:rcaldwell@jjay.cuny.edu)).

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### Mental Health in Corrections Consortium

The Mental Health in Corrections Consortium (MHCC) has provided an annual conference for the last 14 years. MHCC is a grassroots organization dedicated to providing training and resource development to mental health professionals working in correctional environments. Our 2006 conference was attended by over 150 correctional professionals from across the country and from a variety of disciplines. MHCC plans to expand for 2007 and we are expecting an excellent conference.

MHCC '07 will be held April 16-18 in Kansas City MO. The conference theme for 2007 is "Offender Re-Entry and Re-Integration: Best Practice Models for Reducing Recidivism, Part II." This is the same theme as the 2006 conference; after an enthusiastic response in 2006 and an overwhelming request for additional training, MHCC opted for "Part II" in 2007. MHCC seeks program submissions designed toward skill development within this complex and critical area of correctional mental health practice. MHCC encourages practitioner, academic, and student based presentations, from a multidisciplinary perspective. MHCC is continuing its focus on students in correctional mental health by offering a student focused poster session, cash awards for quality student presentations, and a specific student networking opportunity. MHCC is also developing a separate track for correctional mental health administrators.

MHCC's 2007 keynote speaker is current APLS President, Dr. Joel Dvoskin, with his titled address: "If you don't want to see me back here, how about giving me a fighting chance to make it: Continuity of care for offenders with serious mental illness." This address will be an excellent start to another quality conference.

A formal call for papers is now available with a submission deadline of December 1, 2006. For further information please contact Steven C. Norton Ph.D. Executive Director MHCC, [nortonpsych@earthlink.net](mailto:nortonpsych@earthlink.net).

MHCC encourages your participation and attendance!

## Calls for Conferences and Papers

### Off the Witness Stand: Using Psychology in the Practice of Justice

The Center for Modern Forensic Practice and the Department of Psychology at John Jay College of Criminal Justice (CUNY) invite submissions for the conference

**Off the Witness Stand: Using Psychology in the Practice of Justice**  
**Justice**  
**New York City, NY**  
**March 1-3, 2007**

“Off the Witness Stand” is a centennial celebration and tribute to psychologist Hugo Munsterberg’s 1907 publication “On the Witness Stand”, will bring researchers, psychologists, and justice system practitioners together to examine where we stand in answering Munsterberg’s 1907 call to inform legal practice with science (and science with practice), and where we are headed with current and future research directions. Plenary and other invited speakers include Janet Reno, James Doyle, Thomas Grisso, Saul Kassin, Amy Klobuchar, Elizabeth Loftus, John Monahan, Steve Penrod, Barry Scheck, and Gary Wells.

The conference committee invites researchers, psychologists, criminal justice practitioners, and others to submit proposals for symposia, paper and poster presentations in any area related to the intersection of psychology and law, with special consideration given to proposals related to Munsterberg’s “On the Witness Stand”. These topics include, but are not limited to: perception, witness memory and testimony, deception detection, confessions, forensic assessment, competency and treatment in forensic settings, expert testimony, jury decision making, courtroom procedures, crime prevention, and the influence of psychological research on the legal system.

Proposals are to be submitted via the conference web-site before midnight, Friday, November 17, 2006. Proposal reviews will begin in late November and authors will be notified of the status of their proposal by December 22, 2006.

Please visit and bookmark the conference web-site - <http://www.jjay.cuny.edu/offthewitnessstand> - for registration information, to volunteer as a reviewer, for a full list of invited speakers, to view the conference program (available mid-January 2007), for travel and accommodation information, for suggestions for “things to do” in New York City, and for other updates.

Email [munsterberg@jjay.cuny.edu](mailto:munsterberg@jjay.cuny.edu) with any questions regarding the submission process or with general conference inquiries.

Sincerely,  
Munsterberg Conference Committee

**3rd International Congress of Psychology and Law**  
CALL FOR ABSTRACTS Use the following link : <http://www.sapmea.asn.au/conventions/psychlaw2007/index.html> and then go to menu button: ‘Call for Abstracts’

This will take you straight to the submission facility. Look for the 3rd International Congress of Psychology and Law and ‘click here for abstract submission’. Register your details and then a template and instructions will be emailed to you. To register you require your email address and a ‘password’ nominated by yourself.

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### Call for Papers

**BEHAVIORAL SCIENCES AND THE LAW** is planning a special issue of the journal dealing with “Behavioral Sciences and Elders: Legal, Clinical, and Research Issues.” Issues involving the elderly have received comparatively little attention in the psychology/law literature. This special issue of Behavioral Sciences and Law invites papers on any topic addressing this gap in the literature. Manuscripts should be approximately 20-30 pages, double spaced, and conform either to American Psychological Association format, or the Harvard Law Review Association’s Uniform System of Citation, but not both. Send manuscripts by email in Word to John Petrla at [Petrla@fmhi.usf.edu](mailto:Petrla@fmhi.usf.edu). The deadline for submission is **December 1, 2006**.

John Petrla, J.D., LL.M., Co-Editor  
Behavioral Sciences and the Law  
University of South Florida  
Department of Mental Health Law & Policy  
13301 Bruce Downs Boulevard  
Tampa FL 33612  
[Petrla@fmhi.usf.edu](mailto:Petrla@fmhi.usf.edu)  
813-974-9301

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### Psychology, Public Policy & Law: Editorial Statement

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



# Notes From The Student Chair



## AP-LS Student Officers E-mail Addresses

Chair, Peter Shore  
[phshore@gmail.com](mailto:phshore@gmail.com)

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

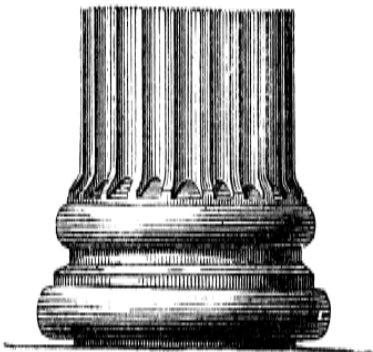
Chair Elect, Andrew Cassens  
[acassens@csopp.edu](mailto:acassens@csopp.edu)

Secretary/Treasurer,  
David Brillhart  
[dbrillhart@csopp.edu](mailto:dbrillhart@csopp.edu)

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

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

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



## By Peter Shore

Dear APLS Student Member:

I want to first take this opportunity and thank Christopher Kunkle for the two years he served as Chair-Elect and Chair. Thanks again Chris and best of luck at internship (and beyond!)

And to those who self-nominated and voted in this year's elections, thank you! The voter turnout was up 150%+ from last year. A special thanks is in order to Julie Singer, our web-editor, for doing such a great job in re-establishing our website and for facilitating all voting links.

I would like to congratulate the new APLS Student Section (APLS-SS) officers. This group brings a fine mixture of highly qualified and unique experiences to our section.

The 2006-2007 student officers are:

Chair-Elect, Andrew Cassens, M.A.

Secretary/Treasurer, David Brillhart, M.A.

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

Law Liaisons, Danielle Rynczak, J.D., M.A. and Jennifer Hurwitz

Clinical Liaisons, Nicole Machinski, M.A. and Andrew Stover, M.A.

Experimental Liaison, Lisa Hasel, M.S.

APAGS Liaison, Jennifer Hurwitz.

The primary initiative of the APLS Student Section (APLS-SS) for 2006-2007 will be to open the lines of communication amongst student members and members of the professional community. It is my hope to create a mentoring program aligning students with mentors of similar interests. Another goal of the APLS-SS will be to develop an electronic form brochure notifying new and existing student members of the activities and services of the student section. In addition, we will continue to update the student website, <http://www.unl.edu/ap-ls/student/index.html>, so that it will serve as an information base for new developments in the field of psychology and law. I would also like to bring the students' attention to the discussion board which is accessible by going directly to <http://aplsstudent.proboards61.com/>. There are several topics relevant to academic training, grants, and scholarships, as well as finding a job during and after the completion of your training. Additional topics of discussion are also encouraged. Please take the opportunity to join the discussion board and share your opinions and comments with fellow psychology and law students.

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

In the spirit of communication, I encourage students to contact me at any time with their ideas and comments you feel the student section should address in the coming year. For general comments, rants, raves, and the posting of announcements to the entire student section, please submit your E-mails to [aplsstudents@gmail.com](mailto:aplsstudents@gmail.com).

Sincerely,

Peter H. Shore, M.A.  
APLS - Student Section, Chair  
[phshore@gmail.com](mailto:phshore@gmail.com)

# Funding Opportunities

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

The Division 41 Grants-in-Aid Committee is accepting proposals for small stipends (maximum of \$500) to support empirical graduate research that addresses psycholegal issues (the award is limited to graduate students who are student affiliate members of AP-LS). Interested individuals should submit a short proposal (a maximum of 1500 words will be strictly enforced) in either a hard-copy (five copies) or electronic format that includes: (a) a cover sheet indicating the title of the project, name, address, phone number, and e-mail address of the investigator; (b) an abstract of 100 words or less summarizing the project; (c) purpose, theoretical rationale, and significance of the project; (d) procedures to be employed; and, (e) specific amount requested, including a budget. Applicants should include a discussion of the feasibility of the research (e.g., if budget is for more than \$500, indicate source of remaining funds). Applicants should also indicate that IRB approval has been obtained, or agree that it will be prior to initiating the project. Note that a prior recipient of an AP-LS Grant-in-Aid is only eligible for future funding if the previously funded research has been completed. Hard copies of the proposals should be sent to: Mario Scalora, Ph.D., Grants-In-Aid Committee Chair, Department of Psychology, University of Nebraska, 238 Burnett Hall, Lincoln, NE 68588-0308. Electronic submissions can be submitted via e-mail to [mscalora@unl.edu](mailto:mscalora@unl.edu) (paste your submission into your e-mail or include an attached file in word perfect, word, or ASCII format). **There are two deadlines each year: September 30 and January 31.**

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

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

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

## AP-LS Interdisciplinary Grant Award

The Executive Committee of the American Psychology-Law Society will offer up to \$5000 in seed money to facilitate interdisciplinary research projects. Up to two applications will be funded, both up to \$5000. We have in mind projects that would bridge the gap between the discipline of psychology and law, on the one hand, and other academic disciplines (e.g., medicine, sociology, political science, economics, public policy), on the other. Applicants must make clear how the proposal is truly interdisciplinary. We are particularly interested in proposals that advance theoretical development or propose methodological innovations. Money can be used to cover travel and meeting costs, data collection, pilot work, and other expenses related to the research. Successful grantees will be expected to present the results of their collaborative study at a meeting of the American Psychological Association. Deadline for receipt of proposals is Wednesday November 1, 2006.

Applications are limited to a maximum of two single-spaced pages, exclusive of references. As relevant, applications must address rationale for the proposal, methodology, intended use of funds, expected outcome(s) of the project, and how it could lead to larger inter-disciplinary funding opportunities. Applications also must explicitly describe how the research is truly interdisciplinary. Applications are limited to post-degree researchers.

To apply, please send the two-page application, as well as the names, affiliations, and contact information of all researchers, to Kevin S. Douglas, LL.B., Ph.D., Department of Psychology, Simon Fraser University, Burnaby, British Columbia, Canada, V5A 1S6, or email to [dougask@sfu.ca](mailto:dougask@sfu.ca).

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## Minority Affairs Committee Awards

The AP-LS Minority Affairs Committee has several funding awards each year. Please see the Diversity Column on page of this issue for mor information.

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## Book and Test Reviews

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



# Fellowships and Positions

## University of California, Irvine Assistant-Associate Professors, Psychology & Law

The University of California, Irvine invites applications for two positions in Psychology and Law at the level of Assistant or Associate Professor. These are two of three new faculty positions (one associate; two assistant) advertised this year to build an international center of excellence in Psychology and Law. One successful candidate will join the *Department of Criminology, Law & Society*; the other will have a joint appointment in the *Departments of Psychology & Social Behavior* and *Criminology, Law, & Society*. Applicants should have a record of successful research in an area that links psychology and law. Examples include psychological aspects of correction, rehabilitation, or prisoner reintegration; the role of science in legal decision making; mental illness and mental health law; application of cognitive psychology to decision making processes in law; psychological processes involved in interrogation and confessions; and broadly, application of social, clinical, personality, developmental or cultural psychology to legal issues. Candidates must have a Ph.D., and those who have a J.D. as well are especially encouraged to apply. Candidates must have an active program of research and demonstrated excellence in teaching. For associate and advanced assistant-level candidates, evidence of success in securing extramural funding to support research and graduate students is desired.

Applications must be uploaded electronically and should include: a letter of interest, curriculum vita, representative pre-prints/reprints, and three letters of reference. Please refer to the "Employment" link on following web site for instructions on how to apply:

<http://www.seweb.uci.edu/>

To ensure full consideration, application files should be completed no later than **October 11, 2006**. The University of California, Irvine, is an equal opportunity employer committed to excellence through diversity, has a National Science Foundation Advance Gender Equity Program, and is responsive to the needs of dual career couples. Please direct questions about these positions to [scole@uci.edu](mailto:scole@uci.edu).

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### Faculty Position

**The University of Alaska Fairbanks**, Department of Justice is seeking to fill an assistant professor position to begin August 2007. Teaching emphasis is on criminal justice systems at the undergraduate and graduate levels. Research and service are also required. For a detailed position description and to apply go to the following site:

[www.uakjobs.com/applicants/Central?quickFind=55346](http://www.uakjobs.com/applicants/Central?quickFind=55346)

UAF is an equal employment opportunity/affirmative action employer and educational institution. Women and minorities are encouraged to apply. **Position closes 11/01/2006 but review of applications will begin on 10/01/2006.**

## University of California, Irvine Assistant or Associate Professor, Department of Psychology and Social Behavior

The *Department of Psychology and Social Behavior* at the University of California, Irvine invites applications for a tenure-track position at the Assistant or Associate Professor level in Psychology and Law, broadly defined. The department has a longstanding commitment to interdisciplinary scholarship and the application of theoretically-grounded research to social problems. Applicants must have strong training in a primary area of psychology (e.g., clinical, cognitive, social, developmental) and their research should have implications relevant to law or policy. The area of research interest is open, but we would be especially interested in candidates who study psychological processes and sociocultural factors that influence initial, and unfolding trajectories of, involvement in the justice system. Candidates who study these issues with mentally ill or other high risk populations are particularly encouraged to apply. We are also interested in candidates who study issues related to forensic assessment (e.g., adjudicative and other competencies), interrogation and confessions, and decision making by participants in the legal system (e.g., witnesses, jurors, experts). Qualified candidates with other research interests are encouraged to apply, as well.

Candidates must have a Ph.D., a strong record of research, and demonstrated potential for excellence in teaching. The ability to teach advanced statistical methods (e.g., structural equation modeling) is desirable, but not required. For Associate level candidates, evidence of success in securing extramural funding to support research and graduate students is desired. A J.D. degree would be appealing, but is not required. Successful candidates will be affiliated with the *Center for Psychology and Law* (see [www.seweb.uci.edu/psychlaw](http://www.seweb.uci.edu/psychlaw)), and their work should complement and extend that of Center-affiliated faculty. This is one of three new faculty positions (two assistant; one associate) advertised this year to build an international center of excellence in Psychology and Law.

Application materials must be submitted electronically (please refer to the Employment link at the following website for instructions: <http://www.seweb.uci.edu/>). Candidates should submit a letter of interest, a curriculum vitae, and representative pre-prints/reprints, and arrange to have three letters of recommendation uploaded electronically.

To ensure full consideration, application files should be completed no later than **October 11, 2006**. Please direct questions about this position to [skeem@uci.edu](mailto:skeem@uci.edu). The University of California, Irvine, is an equal opportunity employer committed to excellence through diversity, has a National Science Foundation Advance Gender Equity Program, and is responsive to the needs of dual career couples.



# Fellowships and Positions

## John Jay College, CUNY, New York City

The Psychology Department has at least **three** tenure track positions available beginning Fall 2007. The Department is interested in psychologists who are committed to pursuing scholarship and teaching at the highest professional levels, and who are well-grounded in the science and practice of psychology. Successful candidates will be expected to bring a strong interest and demonstrated excellence (or potential for excellence) in teaching undergraduate and graduate students; develop and maintain an active and successful research and publication agenda in psychology; provide strong mentoring of students in research activities and/or supervision of clinical experience; and participate actively in public and professional service. The Psychology Department has significant strength in forensic psychology but seeks strong applicants from the following areas of psychology: 1) Counseling Psychology; 2) Multicultural Psychology, Diversity, or Differential Treatment of Minorities in the Legal System; and, 3) General Psychology (such as clinical psychology, clinical neuropsychology, cognitive psychology, biopsychology, quantitative psychology, history & systems of psychology, or forensic/psychology & law). Ph.D. or Psy.D. required for appointment as assistant professor; extraordinary senior candidates considered for advanced rank.

Review of applications will begin **October 15** and will continue until the positions are filled. Candidates should submit a letter of interest, a current curriculum vitae, and a description of teaching and research interests. At least three (3) letters of reference should be sent separately. Those candidates who are invited to interview will be asked to supply sample publications and present their research to the Department. Please mail all application materials to: Dr. Maureen O'Connor, Chair; Psychology Department; John Jay College of Criminal Justice; 445 W. 59<sup>th</sup> Street; New York, New York 10019. For additional information, please see: <http://web.jjay.cuny.edu/%7Epsy/2006%20faculty%20openings.pdf> or, email Dr. Maureen O'Connor at: [moconnor@jjay.cuny.edu](mailto:moconnor@jjay.cuny.edu). Please do not email application materials. John Jay College is an Equal Employment Opportunity/Affirmative Action/Immigration Reform and Control Act/Americans with Disabilities Act Employer.

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## Assistant Professor University of Florida

Applications are invited for a tenure-track assistant professor position to begin fall semester 2007 in the University of Florida Department of Criminology, Law and Society. Minimum qualifications include a Ph.D. in a relevant social/behavioral science and evidence of research and teaching excellence. Area of specialty is open. Submit a letter of application, curriculum vita, one sample of writing, and three letters of recommendation to Charles Frazier, Search Chair, Department of Criminology, Law & Society, PO Box 115950, Gainesville, FL 32611-5950. The University of Florida is committed to diversity in recruiting. Anyone requiring accommodations to make an application should contact Dr. Frazier. Application deadline is **November 10, 2006**.

## PSYCHOLOGY, POLICY AND LAW – UNIVERSITY OF ARIZONA

The Department of Psychology invites applications for an Associate Professor with tenure or a tenure-track Assistant Professor position in Psychology, Policy and Law to begin August 2007, contingent on final funding approval. We seek an individual doing excellent theoretical and empirical scholarship, ideally with a breadth of interests in the field and able to work with diverse students and colleagues, and who has experience with a variety of teaching methods and curricular perspectives. Candidates from underrepresented groups and women are especially encouraged to apply. An applicant must have a Ph.D. in Psychology (a Ph.D. and J.D. is preferred) and is expected to have an active scholarly program, with the potential to obtain external funding and be a highly productive scholar and effective teacher within our undergraduate and graduate programs. To apply, please submit an on-line faculty application for job #35151 at <http://www.uacareertrack.com>. Please be prepared to attach a letter of application, a concise statement of research and teaching interests, and curriculum vitae (see instructions for submitting letters of recommendation and selected reprints and pre-prints). Review of applications will begin 11/15/06 and will continue until position is filled. To ensure consideration applications must be received by **November 15, 2006**. Information about the department is available at <http://psychology.arizona.edu/>. The University at Arizona is an EEO/AA Employer – M/W/D/V.

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## Florida Mental Health Institute (FMHI)

The Department of Mental Health Law & Policy, Louis de la Parte Florida Mental Health Institute (FMHI), University of South Florida (USF) invites applications from qualified candidates for a 12 month, tenure earning faculty position, Position Number 9102, Research Associate Professor or Assistant Professor, depending on the qualifications of the applicant. The successful candidate will bring a national reputation and established research program (or demonstrate the potential for such) focused on the provision of public sector mental health and/or substance abuse services, with preference shown to applicants with research programs focused on critical needs populations (i.e., juvenile justice, corrections, abused and neglected children or adults) or financing of behavioral health services. In addition to securing sponsored research funds, the faculty member will be active in graduate teaching related to behavioral health services research, and will develop collaborative research partnerships with university colleagues, as well as local, state, and federal agencies. Full salary support will be made available for the first three years the faculty member is in the position. After that point, the faculty member will be expected to earn a minimum of 25 percent of their salary from external funding). Women and minorities are encouraged to apply. Applications must be received via overnight or US mail by January 16, 2007. Applications must include a cover letter detailing the applicant's qualifications for the position, including a description of the applicant's research program and obtained or pending external funding; full contact information for at least three references (approval to contact references is assumed unless otherwise stated); a current curriculum vitae; and reprints of three representative publications. Faxed and e-mailed applications will not be considered. Applications should be mailed to John Petrila, J.D., LL.M., Professor, Florida Mental Health Institute, MHC 2738, University of South Florida, 13301 Bruce Downs Blvd, Tampa, FL 33612.



# Fellowships and Positions

## University of Alabama, Psychology Department

The Department of Psychology at The University of Alabama has openings for three tenure-track faculty positions starting August 16, 2007, subject to availability of funding. Openings are in Clinical Child Psychology and Developmental Psychology. Candidates should possess a Ph.D. in psychology and should demonstrate clear potential for distinguished scientist careers. Applicants who have the ability and interest to teach graduate level statistics courses are encouraged to apply for the following two positions. The Department of Psychology at The University of Alabama has been recognized for its academic and research strengths by the University and has been given supplementary funding to expand. Concentrations at UA include Psychology-Law, Clinical Child, Clinical Health, Aging, Developmental, Cognitive, and Social Psychology. Applications should include a letter outlining qualifications, research interests, teaching philosophy, and potential fit with the department. Additionally, applications should include a current vita, select reprints, and 3-5 letters of recommendation. Application review will begin **November 1st** and will continue until the positions are filled. Send applications to Chair, Search Committee (specify area), Department of Psychology, The University of Alabama, Box 870348, Tuscaloosa, AL 35487-0348. Minority and women candidates are especially encouraged to apply. The University of Alabama is an Affirmative Action/Equal Opportunity Employer.

### *Clinical Child Psychology*

This is a tenure-track, Assistant Professor position housed within the Clinical Psychology PhD program in the Department of Psychology. The Clinical Psychology Program has a long and prominent history and has been APA-accredited since 1959. There are 16 Clinical faculty and the Clinical Child concentration has 4 faculty lines with current research interests in violence prevention, child and adolescent psychopathy, child and adolescent forensic psychology, and cognitive aspects of developmental disabilities. The clinical child program has active collaborations with our new Developmental Psychology program that combines the strengths of the Psychology Department and the Human Development and Family Studies Department. There are also opportunities for collaboration with the Psychology-Law and Health concentrations within the Department. We are especially interested in candidates whose research interests bring new knowledge and allow for collaboration with and expansion of current expertise. Specifically, applicants with research interests in the areas of internalizing disorders (anxiety or depression), emotion regulation, or attention disorders are encouraged to apply. Candidates with a potential for success in external funding will be favored. Candidates should be graduates of an APA-accredited clinical psychology program, have completed an APA-accredited internship, should be eligible for Alabama licensure, and should be able to provide clinical supervision. For more information, please contact Randy Salekin, Ph.D. at [rsalekin@bama.ua.edu](mailto:rsalekin@bama.ua.edu) or at (205) 348-6619.

### *Developmental Psychology*

This is a tenure-track position at the Assistant Professor level. The successful applicant will join other Psychology faculty and faculty in the Department of Human Development and Family Studies to make up the core of our new Developmental Psychology program. Candidates in any area of developmental psychology are encouraged to apply, but we are particularly interested in candidates whose research interests bring new dimensions to the Department and allow for collaboration and expansion of current expertise. Areas of foci in the department include Cognitive, Social, Clinical Child and Adolescent, Aging, Law, and Health Psychology. Candidates with clear potential for success in external funding will be favored. For more information, please contact Ed Merrill, Ph.D. at [emerrill@bama.ua.edu](mailto:emerrill@bama.ua.edu) or at (205) 348-1932.

## SOUTHERN METHODIST UNIVERSITY

The Department of Psychology in Dedman College at SMU anticipates filling three tenure-track faculty positions (at the level of assistant or associate professor) effective August 2007. Candidates must be committed to excellence in teaching at both the undergraduate and graduate levels and should demonstrate the ability to establish and maintain a highly productive and visible research program and generate external funding. Our department is developing a scientifically-oriented Doctoral Program in Clinical Psychology, and we are particularly interested in candidates who can contribute to this program. For the first position, we are seeking an individual who is conducting research on central nervous system processes related to psychopathology and who is qualified to teach courses in biological psychology. We anticipate filling this position with an individual who has a doctorate in either Biological or Clinical Psychology. For the second position, we are seeking an individual who is conducting research on developmental processes related to the etiology, assessment and/or treatment of psychological disorders of children and who is qualified to teach courses in developmental psychology. We anticipate filling this position with an individual who has a doctorate in either Developmental or Clinical Psychology. For the third position, we are seeking an individual who is applying concepts and methods from cognitive science to advance knowledge on clinical or forensic phenomena. This individual must be qualified to teach courses in cognitive psychology, and we anticipate filling this position with an individual who has a doctorate in Cognitive Psychology. Candidates hired into each of the three positions will affiliate with our Doctoral Program in Clinical Psychology. Candidates with expertise in advanced quantitative methods and/or cultural influences are especially desirable. Information on the SMU Department of Psychology and the Doctoral Program in Clinical Psychology can be found at <http://www.smu.edu/psychology/>. To ensure full consideration, applications must be postmarked by **November 1, 2006**, but the committee will continue to accept applications until the positions are filled. The committee will notify applicants of employment decisions after the positions are filled. Send a cover letter detailing research and teaching interests, a vita, representative publications or preprints, any available evidence of teaching effectiveness, and three letters of reference to the Faculty Search Committee, Department of Psychology, Southern Methodist University, Dallas, TX 75275-0442. SMU will not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. SMU also is committed to nondiscrimination on the basis of sexual orientation.

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## Full Professor University of Florida

Applications are invited for a Full Professor position to begin with the 2007 fall semester in the Department of Criminology, Law and Society, University of Florida. Qualifications include a Ph.D. in criminology/criminal justice or other relevant social/behavioral science, a nationally/internationally recognized record of scholarship, an established record of external funding, and an outstanding record in teaching and service. Areas of specialty are open in criminology, criminal justice, law and society, psychology and the law, and related areas. Submit a letter of application, curriculum vita, and names of three references who may be contacted for letters of recommendation to Ronald L. Akers, Chair, Search Committee, Department of Criminology, Law & Society, PO Box 115950, University of Florida, Gainesville, FL 32611-5950. The University of Florida is committed to diversity in recruiting. Anyone requiring accommodations to make an application should contact Dr. Akers. Review of applications will begin **November 10th** and continue until a successful candidate is identified. Salary competitive.

# Fellowships and Positions

## Psychology Department Chair The University of Texas At El Paso

The University Of Texas at El Paso, Department Of Psychology invites applications for Department Chair beginning June 2007. The department has 17 full-time faculty, over 600 undergraduate majors, and 48 graduate students in M.A. and Ph.D programs. UTEP is classified by the Carnegie Foundation as a Doctoral/STEM dominant, High Activity Research University. It currently ranks second among the academic components of the University of Texas System in annual research expenditures. UTEP is located in the El Paso/Ciudad Juarez metropolitan area with the largest bi-national population in the world. Candidates should have an active research program in Psychology, a record of having earned extramural funding, qualify for appointment at the rank of Professor, and have academic administrative experience in a doctoral granting department. Review of applications will begin on **November 1, 2006** and continue until the position is filled. Candidates should submit a letter of application summarizing research interests and qualifications and curriculum vita to this secure website: [www.chairpsych.utep.edu](http://www.chairpsych.utep.edu). The University does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, or sexual orientation in employment or the provision of services.

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## Post-doctoral and Graduate Research Assistant Positions, University of Aberdeen

Applications are invited for full-time funded research assistant positions (two posts, each for 3 years) to work on a research project which aims to develop objective and effective means of assessing the extent to which a particular eyewitness memory report can be relied on as evidence. The project team which is made up of experts from Israel, the Netherlands and Germany will adopt an integrated multi-pronged approach, using both correlational and experimental designs to examine potential predictors of memory accuracy, including content analyses, phenomenological (reality-monitoring) indices, metacognitive quantity-accuracy profile measures, and neuropsychological and brain-imaging data. Applications for the post-doctoral position should have a PhD and a background in experimental social or cognitive psychology and an excellent track record of research in the eyewitness or a related area. Salary range (pounds) £26,915-32,137 per year. Applicants for the graduate position should have a good bachelors/ masters degree in Psychology and have some research experience. Both posts will be based in the School of Psychology at the University of Aberdeen in the north-east of Scotland. Salary range-£22,540-£25,369 per year. The start date is 1<sup>st</sup> of January 2007. Enquiries and further details may be obtained from Professor Amina Memon: [amemon@abdn.ac.uk](mailto:amemon@abdn.ac.uk)

## Assistant Professor University of Toronto at Mississauga

The Department of Psychology at UTM ([www.utm.utoronto.ca/psychology.html](http://www.utm.utoronto.ca/psychology.html)) seeks applications for a tenure-track position in forensic psychology at the Assistant Professor level, beginning July 1, 2007. The successful applicant is expected to show evidence of excellence in teaching and research, and to have research experience on issues related to forensic psychology. Applicants with a research interest in forensic mental health issues broadly defined (e.g., biopsychosocial determinants of anti-social and criminal behavior, assessment of psychological disorders, therapy and rehabilitation, victimization and restorative justice) are especially encouraged to apply. Candidates for this position should have received their Ph.D. by the starting date; they will be expected to develop and maintain an active, externally funded program of research and to contribute to the education and training of undergraduate and graduate students. The applicant will be expected to contribute to the forensic science and psychology undergraduate programs at UTM and to the university-wide psychology graduate program of U of T. Applicants will have the opportunity to join a research cluster focusing on adjustment and well-being. UTM is one of three campuses of the University of Toronto in the Greater Toronto Area (approximately 30 minutes from downtown Toronto). UTM is the fastest growing campus of the University of Toronto. It is nestled in a lush green setting on the West side of Toronto next to the Credit River and near Lake Ontario. UTM offers state of the art research and library facilities, a brand new Fitness Centre and a vibrant intellectual atmosphere. Applicants should submit a curriculum vitae, statement of research and teaching interests, copies of representative publications, and three letters of recommendation to Professor Marylou Smith, Chair of Department of Psychology, University of Toronto at Mississauga, Mississauga, Ontario, Canada L5L 1C6. Applications should be submitted by **September 30, 2006 [later applications will still be considered]**. The University is strongly committed to diversity within its community and especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, members of sexual minority groups, and others who may contribute to the further diversification of ideas. All qualified applicants are encouraged to apply; however, Canadians and permanent residents will be given priority. Please email [uschimma@utm.utoronto.ca](mailto:uschimma@utm.utoronto.ca) if you have further questions about the position.

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## JUVENILE FORENSIC PSYCHOLOGIST

East Central Regional Hospital in Augusta, Georgia, seeks a licensed or license-eligible psychologist to conduct juvenile forensic evaluations. Candidates must have backgrounds in child and adolescent assessment. Candidates with forensic training, education, and experience will be strongly preferred. In addition to a competitive starting salary of \$51-70K, we offer a generous benefits package. For additional information see [www.dhrjobs.com](http://www.dhrjobs.com) or contact Dr. Robert Thomas at 706-792-7141. East Central Regional Hospital is an Equal Opportunity/Affirmative Action Employer.





# Grant Writing Planner

## National Science Foundation Law and Social Sciences Division

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

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

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

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

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

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

Submission deadlines:  
Various

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

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## National Institute of Justice Social Science Research on Terrorism

Submission deadline:  
January 16, 2007

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

## National Institute of Justice Crime and Justice Research Especially Juvenile Justice Policy

Submission deadline:  
January 23, 2007

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

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## National Institute of Mental Health Various

Submission deadline:  
Various

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

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## National Institute of Justice W.E.B DuBois Fellowship Program Funding research on Crime and Justice in Diverse Cultural Contexts

Submission deadline:  
February 1, 2007

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

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## National Science Foundation Graduate Research Fellowship 3-year awards for beginning graduate students seeking research oriented MA or PhD

Submission deadline:  
November 6, 2006  
for Social Sciences and Psychology

For further information see  
[www.nsf.gov/pubs/2006/nsf06592/  
nsf06592.htm](http://www.nsf.gov/pubs/2006/nsf06592/nsf06592.htm)

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

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

For further information see  
page 39

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## National Institute of Justice Graduate Research Fellowship 2007

Submission deadline:  
November 28, 2006

For further information see  
[www.ojp.usdoj.gov/nij](http://www.ojp.usdoj.gov/nij)

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## American Psychological Association Student Awards

Various awards compiled by the  
APAGS are available for students

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

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## Association for Psychological Science Student Grant Competition Submission deadline: Nov. 1, 2006

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

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