



AP-LS Conference Update

Westin Bayshore Hotel, Vancouver, British Columbia
March 18th – March 20th, 2010

The program schedule for the AP-LS conference is now available for electronic viewing at the conference website (<http://www.ap-ls.org/conferences/apls2010/index.html>). Through the website, you can also register for the conference and pre-conference workshops, reserve your hotel room, and read about special sessions that are planned for the conference. As with previous years, we have a full conference program with 2 ½ days of concurrent symposia, paper sessions, poster sessions, and a number of award presentations. This article provides some highlights for the upcoming conference. Please see our conference website for more information; this website is regularly updated with new information about the conference.

PASSPORT REMINDER: Americans travelling to Canada are now **REQUIRED TO CARRY A PASSPORT**. Visitors from other countries also require a passport. Passports typically take 4-6 weeks to process so be sure to plan in advance. **BE SURE TO CHECK THE EXPIRATION DATE ON YOUR CURRENT PASSPORT NOW RATHER THAN LATER!**

Pre-conference Workshops (*Jointly Offered by AAFP and AP-LS)

Several pre-conference continuing education workshops are being offered on Wednesday, March 17th. These workshops are jointly offered by the American Academy of Forensic Psychology (AAFP) and AP-LS. The full-day workshops include “Forensic and Correctional Applications of the Personality Assessment Inventory” (presented by Dr. John Edens), and “Short-Term Assessment of Risk and Treatability” (presented by Drs. Tonia Nicholls, Johann Brink, and Sarah Demarais). Half-day workshops include “Structural Equation Modelling” (presented by Dr. Candice Odgers) and “Meta-Analysis in Psychology and Law Research” (presented by Dr. Sigfried Sporer). More information about the workshops and presenters can be found on the conference website (<http://www.ap-ls.org/conferences/apls2010/index.html>).

Within-Conference CE Sessions (Sponsored by CONCEPT)

For the first time, we are pleased to offer Continuing Education (CE) Credits for some of the sessions at this year’s conference. There will be a \$25 administrative fee for this service, which will allow interested participants to receive up to 15 CE Credits. For more information on the sessions for which CE Credit will be offered and the procedures for obtaining CE Credit, please see the conference program or go to the CONCEPT website (<https://secure.concept-ce.com/live-ce-courses/conference-ces/ap-ls.html>).

Plenary Sessions

The conference will open with a special plenary session entitled “Detecting Deception: Current Directions and Debates” starting at 12:00pm on Thursday, March 18th. Moderated by Dr. Saul Kassin, this session will feature talks from Dr. Aldert Vrij (University of Portsmouth) on cognitive lie detection; Dr. Giorgio Ganis (Harvard Medical School) on the use of fMRI in deception detection; Dr. Peter Rosenfeld (Northwestern University) on event-related brain wave amplitude and deception; and Professor Jane Campbell Moriarty (University of Akron) on legal and evidentiary issues related to these new technologies. On Friday, March 19th, a plenary session entitled “The Psychology of Terrorism and Extremist Violence”

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The American Psychology-Law Society News is a publication devoted to dissemination of information, news, and commentary about psychology, mental health, and the law. The newsletter is published three times per year; February, June, and October. Original contributions are welcome, and will be published subject to editorial approval and space availability. A limited amount of space is also available for advertising and unsolicited manuscripts.

For information regarding editorial policies contact the Editor, Jennifer Groscup, Department of Psychology, Scripps College, 1030 Columbia Ave. #4099, Claremont, CA 91711 or jennifer.groscup@scrippscollege.edu. Advertising inquiries should be directed to Michele Galietta, Production Editor, via e-mail: galietta13@aol.com.

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

Presidential Column

An Editorial by Edward Mulvey, Div. 41 President

I am writing this as I anticipate my trip to Vancouver for the annual meeting of APLS/Division 41. I have a sense of excitement about seeing old friends and colleagues and getting the opportunity to spend time talking with people who actually seem to have some interest in the same things that intrigue me. The annual meeting also provides a time to learn about different ways to look at problems and to think about insights that others are generous enough to share. I hope that everyone has an enjoyable and enriching time at the meeting.

Going to the annual meeting also often makes me think about the orientation and grounding of much of our work. When I begin to ruminate about how our work could be better, I keep coming to the need for us to enrich our connections to the people who work in the justice system and to those whose lives are affected by it. We could probably do better work by spending more time listening to people's stories and less time telling people what we found in our most recent study. Stories of people's lives and experiences are important sources of insight for researchers, and we spend a pretty limited amount of time about how the abstract ideas we grapple with really get played out.

We have been conducting a longitudinal study of serious adolescent offenders for almost ten years now, and, as a result, have spent countless hours analyzing data and writing papers from these interviews. We have also spent a good bit of, but I am sure far less, time in people's living rooms and kitchens hearing about the challenges and joys of their lives. The stories stick with me more dramatically than do many of the data analyses, however; they have often pointed the way to some questions that are really worth pursuing more systematically. Let me give you two examples.

We were talking to a young man in the visiting area of the Philadelphia House of Correction, a dismal, overcrowded jail on a flat of asphalt under a freeway. This young man had been in the facility for about six months for aggravated assault,

and he anticipated being there about another year or so. We administered the set of questions about the types of services that he had received during his institutional stay, and he said that he had completed a set of anger management classes for several weeks during his stay. I was interested in what he thought of the standard curriculum there, so I asked him for his impressions of what the program was like and whether it seemed to be very valuable to him. He told me, "This is the sixth diploma I have from this anger management program. I am sitting here on an aggravated assault charge. How do you think it's working for me?" That was all I needed to realize that looking at programs for singular effects as if we were giving antibiotic pills was ridiculous from where that young man sat.

In another instance, we were talking with a young man who had a history of drug dealing (mainly marijuana) and a few other run-ins with the law. He was now about twenty years old and was getting his life together. He had a full time job, a girl friend whom he really cared about, and a child on the way. He had stopped dealing drugs for almost a year, but had recently begun again. I asked him what prompted his return to drug dealing, and he informed me that he "had to" because of the baby's arrival. He needed a certain amount of money to support his household every month and his regular job was not going to be enough to make it without the added income from the "slinging." In his mind, he was trying to do the right thing and this required some illegal activity. The moral line between offending and going straight, and the supposed dramatic turning point in crossing that line did not fit this young man's life at all. Thinking about his reality and logic made me realize that looking for a bright line of stopping crime was probably naïve and not considering life expectations in the equation was incomplete.

These are just two examples of how listening to what people say about their lives can make us think about how our preconceptions frame our research. I have no doubt that researchers in other areas have

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

On January 1, 2010 LHB adopted the sixth edition of the APA Publication Manual (APA 6). Many of us have weathered multiple editions of APA Style and have accepted that every few years we have to change some habits. Toward this end, I am using this column to summarize some of the differences between the fifth and sixth editions. This list is not meant to be exhaustive, so by reading it you are not excused from consulting the new Publication Manual!

Abstracts can now be up to 250 words in length. Nevertheless, the editorial team believes that brief (e.g., 120 words), well-written abstracts are preferable to longer, rambling ones. We may still ask authors to shorten their abstracts but will be more flexible (but not one word over 250!).

- APA 6 has an expanded section on bias language (quite helpful).
- APA 6 has incorporated the Journal Article Reporting Standards (2008, *American Psychologist* — an important read but it will never take the place of a good mystery novel).
- According to APA 6 we should now follow the end of a sentence with two spaces rather than one (I am expecting an increase in manuscript length as a result of this change!).
- The headings follow a different format in APA 6 (a bold change).
- Consistent with APA 6, we now request both effect-sizes and confidence interval for statistical tests (meta-analysts will like this).
- APA 6 has an expanded section for references for web-based materials (now I know how to reference Youtube!).
- When referencing journal articles, APA 6 requires the inclusion of DOIs, even when the article is also published in print. (Oy veh!)

Keep sending LHB your best work (in APA 6)!

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.

Law and Human Behavior: Online First

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

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

Presidential Column, Continued from p. 2

numerous stories like these that have helped them crystallize their thoughts about what might really matter in their area of investigation. It has just struck me recently how important these moments are for us, how we have to remain open to them, and how we have to share them, if we really want to do work that might make a difference in peoples' lives.



Expert Opinion

Editors: Matthew Huss & Eric Elbogen

Do Online Sex Offenders Represent a Unique Type of Perpetrator?

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Research generally has indicated that sex offenders comprise a heterogeneous of specific subtypes (e.g., incest offenders and rapists, males and females and adults and juveniles). Within these groups, further subtypes have emerged, such as intra and extra-familial offenders. (Robertiello & Terry, 2007). These different classifications are useful when considering recidivism; for example, rapists tend to recidivate at a higher rate than incest offenders (Hanson & Bussiere, 1998). Furthermore, each subtype of offender may possess unique characteristics that call for specialized treatment such as research indicating child molesters report a greater fear of intimacy than rapists (Bumby & Hansen, 1997).

A more recent group to emerge is online offenders. Even within this group, there are different types of offenders, including those who meet their victims online and those who manufacture or consume child pornography. Unfortunately, little is known about online offenders. Though there have been some studies examining manufacturers and consumers of internet child pornography, the literature on offenders who groom their victims online and later meet them in person, is significantly lacking. Preliminary studies regarding internet behavior suggest use of traditional assessments and treatments with this subtype of sexual offenders may need to be reconsidered.

Relevant Work Regarding Non-Sexual Internet Behaviors and Exposure to Pornography

Despite the lack of research regarding internet offenders, there is a growing body of literature examining the impact of online behaviors to attitudes and offline behaviors, which may have implications for the conceptualization and treatment of online offenders. Researchers have found that some individuals who engage in interpersonal relationships online tend to be more introverted and have higher ratings on measures of shyness (Petrie & Gunn, 1998; Ward & Tracey, 2004). Other research has shown greater use of the computer is related to declines in familial communication and declines in social interactions, as well as increased feelings of loneliness and depression (Kraut et al., 1998).

However, these findings have not been consistent (Hills & Argyle, 2003; Katz & Aspeden, 1997; Campbell, Cumming, & Hugh, 2006). The inconsistencies likely emerge from sample differences. Because of substantial heterogeneity in internet-using samples, it is hard to find a sample that is representative of "average" internet users. Since internet use crosses cultures, genders, and religions, it is difficult to calculate what would be an "average" internet user. Still, since there is evidence (Kraut et al., 1998) to suggest

that some people are negatively affected by use of the internet, this opens the door for investigation into characteristics that may make a person more likely to be negatively impacted by such use.

There is evidence to suggest that exposure to pornography in the short-term may significantly impacts attitudes and behaviors. Researchers have found exposure to pornographic audio can immediately impact likelihood of aggression towards females, though this does not seem to persist long-term (Malamuth & Ceniti, 1985). A meta-analytic study found that exposure to sexually explicit material increases behavioral aggression ($r = .132$; Allen, D'Alessio, & Brezgel, 1995). Furthermore, studies have indicated that a small but significant positive correlation ($r = .103$) between exposure to sexually explicit material and acceptance of rape myths (false beliefs about rape, victims and perpetrators; Allen, Emmers, Gebhardt, & Giery, 1995; Seto, Maric, & Barbaree, 2001). When considering exposure to pornography on the computer, studies have inconsistent (Barak, Fisher, Belfry & Lashambe, 1999; Yoder, Virden, & Amin, 2005).

Preliminary Research on Online Sex Offenders

Several studies have examined online sex offenders. Seto and Cantor (2006) examined whether a conviction for a child pornography offense was a valid indicator of pedophilia. Of the 100 individuals with charges for child pornography, 57% had no known sexual offenses against children. The researchers reviewed the results of phallometric testing and their sexual offense history and examined whether there were differences between three groups: those with child victims, those with child pornography offenses, or those with both. The results indicate child pornography offenders were almost three times more likely than child contact sex offenders to be identified as a pedophile based on phallometric test results.

In a follow-up study, Seto and Eke (2007) found that 17% of their sample of child pornography offenders offended again during their follow up period; six percent of those who recidivated received new child pornography offenses and four percent received a charge for sexual contact with a child. They also reported rates for prior criminal history indicating that 24% of the sample had prior contact offenses, 17% had prior noncontact sexual offenses and 15% had prior child pornography offenses.

Similarly, Elliot and colleagues (2009) compared 505 adult male internet offenders to 526 adult male contact sexual offenders and found significant differences. Internet offenders were generally

convicted for offenses surrounding the manufacture and distribution of pornography whereas contact offenders had some sort of sexual contact with a child under the age of 16. Significantly more contact offenders (23.8) had previous, known sexual offense convictions than internet offenders (10.9%). The contact offenders were slightly older, had more previous known convictions and tended to perpetrate against only one gender. Further, contact offenders endorsed more victim empathy distortions, cognitive distortions and had more favorable self-images than pornography offenders. Contact offenders expressed more deficits when considering the impact of sexual behavior on children.

Bourke and Hernandez (2009) investigated the distinction between child pornography only offenders and contact offenders and examined whether convicted child pornography offenders in treatment admitted to contact with victims that they were not formally charged with. At the beginning of treatment, in a sample of 155 child pornography offenders, 115 had no documented contact with a victim at the beginning of treatment. At the end of treatment, only 24 continued to deny any hands-on sexual abuse, which means a significant portion of the sample had additional victims. Of note, those with documented hands-on sexual offending at the time of sentencing had more than twice as many victims.

Howitt and Sheldon (2006) examined the cognitive distortions held by contact sex offenders and Internet child pornography offenders. They found that internet-only pornography offenders scored higher on a scale measuring the belief that children are sexual objects than contact offenders. However, there were no distinctions between the types of offenders when considering the cognitive distortions surrounding the justification of the offense. Of note, the size of the sample for this study was quite small ($n = 51$).

Clinical Implications of Research

Based on these studies we can begin to conclude that a portion of the individuals who are caught for offending online, also have had contact with victims that has failed to come to the attention of authorities. Perhaps, these individuals used the computer as a gateway into contact offending or perhaps they used the internet as an attempted alternative to contact offending. It would be clinically relevant to explore the pattern of offending further in these individuals who have experience with both types of offending. It is possible that these individuals have more significant treatment needs, as research demonstrates that individuals who offend online have more pedophilic tendencies and cognitive distortions. Alternatively, these individuals may be more criminally opportunistic, and instead of discriminating in their methods of offending, instead seized any opportunity for exploitation possible. If that is the case, traditional sex offender treatment may not be as useful as treatment that targets more criminogenic needs.

Exploration of the small set of offenders who were in fact internet only offenders appears warranted. It is certainly possible that these offenders simply got caught prior to engaging in contact offenses and therefore do not represent a unique subtype. However, if these individuals do represent a unique subtype, it appears they have specific treatment needs as described above, such as increased pedophilia tendencies and distinctive cogni-

tive distortions. Further, as indicated from research presented on computer use in general, some individuals are more prone to negative effects of computer use and pornography, and perhaps individuals who offend online fall into this category of users. Is it possible that people who offend exclusively online do so because they cannot make contact with victims off line due to social skills deficits? If so, such deficits may need to be targeted in treatment, and appropriate social skills to develop appropriate off line relationships would need to be taught.

Based on research of general internet behavior presented above, it appears that some people are affected negatively by the internet whereas others are not. As such, clinicians may wish to explore what characteristics make one more likely to be impacted negatively. If someone is predisposed to loneliness and shyness, are these characteristics exacerbated by use of the internet? Are socially anxious individuals more likely to seek connections with other through the use of the internet? If this is the case, do offenders who use the internet to contact victims have treatment needs outside of their deviant sexual behavior, such as social skills training? Would targeting deficits in other areas, decrease the likelihood that these offenders would use the computer for deviate sexual behaviors? Is it possible that individuals who experience negative consequences of viewing sexually explicit material online are the same individuals who are likely to perpetrate a sexual offense online? Are there already underlying differences, such as loneliness, social anxiety, etc, that may make an individual more likely to perpetrate a crime online? If this is the case, and such deficits exist, clearly these would need to be addressed in treatment.

Conclusions

There is clearly a need for more research in the area of online internet offending. Based on what we already know, it is clear that there are several subtypes: those who are involved in the manufacture and consumption of child pornography and those who use the internet to meet and groom victims for later contact offending. We know far less about the latter type. With respect to those who use the internet for pornography, it is clear that many of these individuals engage in contact offense behaviors as well, and may not represent a unique subtype. Regardless, individuals who are involved with internet offending are emerging as having specific treatment needs, which include increased pedophilic arousal patterns, unique cognitive distortions, and with those who offend online and offline, perhaps increased criminogenic needs.

At the very least, specific risk assessment instruments are wanting. Since *documented* criminal histories of contact and non-contact sex offenders seems to differ, it is inappropriate to use some of the traditional sex offender risk assessment instruments (Sex Offender Risk Appraisal Guide, or the Static-99), as there is no normative data for comparison. Further, when conducting risk assessments, it is of the utmost importance to compile a complete victim history, since some individuals may be convicted of internet-only offenses, but may actually have a far more severe and significant history. In the Bourke and Hernandez (2009) study, the results of polygraph testing were considered. While it is unlikely that every internet sex offender can undergo a polygraph test, it is perhaps something to consider. How can clinicians develop a com-



plete offense history? How will the courts evaluate such information when considering recommendations for inpatient or outpatient treatment, sentence length, and post-sentence placement? Such represent just a few of the questions forensic psychologists can expect to tackle in the upcoming years with respect to assessment and treatment of this possibly unique group of sex offenders.

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

Legal Update

Do As I Say and Not As I Do: Content Analysis in Psychology and Law

Editor and Author: Jeremy Blumenthal, J.D., Ph.D.
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The last Legal Update column, focusing on judicial decision-making, noted that much of the existing empirical study of judges has focused, broadly speaking, on correlating judicial rulings with various individual characteristics of judges, typically political orientation, gender, or similar traits. Rarer, especially in the legal psychological literature, is the application of psychological theory to the *content* of those judicial rulings. However, content analysis—the systematic coding of words, phrases, themes, and other features of a text—is well suited for such investigation (Hall & Knight, 2008).

The approach has a long history, reaching to the early days of empirical research in law. Almost a century ago, legal scholars were applying psychoanalysis to the content of judicial rulings, arguing that the method could identify “the hidden impulses determining judicial decisions” (Schroeder, 1918, p.89). All that was necessary was to examine the text of the judicial opinion, text that would help the reader detect “psychographical data, revealing concealed or subconscious motives. . . . The arguments used, opposed or omitted, the precedents cited, criticised or ignored, and the words adopted to express the conscious desires, each and all express a choice,” (p.101), a choice that can help identify personal, biographical characteristics of the authoring judge. Those characteristics, in turn, would help identify the “true” underlying justifications for the judge’s decision, given that the author deemed the facial explanation “untrue” (pp. 101-102). Shortly thereafter, a wholly Freudian approach to analyzing judicial opinions began (Robinson, 1920), and this emerging field of psychoanalysis was influential in nudging legal academics into legal realism (e.g., Frank, 1930). Such a psychoanalytic approach has survived, to greater or lesser extent, throughout the twentieth century (see, e.g., Altman, 1990; Dailey, 2000), although efforts at applying the methodology to judicial writing is currently far less common.

More recently, and drawing on more modern psychological theory, Tetlock and colleagues (Tetlock, Bernzweig, & Gallant, 1985) analyzed Supreme Court opinions, coding them for cognitive style and complexity. They found that Supreme Court Justices who exhibited more conservative voting records tended to write opinions (at least in their first Term) with less integratively complex styles. Other researchers have examined whether different opinions make use of different authorities (doctrinal or social scientific), different rhetoric, or different interpretations or connotations of the same term (see Hall & Knight, 2008, p.93). Finally, others use content analysis in the way the broader political science predictive studies described in the last column do, seeking to predict outcomes from particular textual features and aspects of cases (e.g., Benesh, 2002; Benesh & Martinek, 2002). Hall and Knight (2008) recently reviewed over 100 content analysis studies in legal academia, providing a primer and resources for those interested in conducting such research.

Content analysis, of course, need not be limited to the study of judicial opinions, though that is likely the most common context in which the methodology has been used (Hall & Knight, 2008). Judicial opinion “data” are easy to obtain through proprietary databases such as LEXIS or Westlaw, to which many universities subscribe, but are also available more inexpensively or even free in various ways on the internet. But Westlaw and LEXIS also contain the full text of various sorts of pleadings (motions, briefs, petitions for certiorari, etc.), which are amenable to content analysis to observe rhetorical styles, persuasion, and other psychological mechanisms that might either correlate with case outcome or say something about the pleadings’ authors (e.g., do men or women use different themes, authorities, or phrases?; cf. DiRusso, 2007). Similarly, both through those databases and official government sites (federal and state), texts of statutes and regulations are available, as well as statements by legislators during hearings or in legislative session. Thus, not only judges and their rulings, but also litigants, legislators, and others, provide texts easily available to which psycholegal researchers can apply content analysis.

The third branch of government, the executive—the President in particular—is also amenable to such research. There is again a long line of such empirical work in political science, for instance, drawing on personality psychology theory to content analyze presidential speeches and other texts. Similar analyses have been conducted for presidential candidates, as well as international leaders (see generally Winter, 2003).

Among the leading practitioners of this approach is Margaret Hermann, who has drawn on McClelland’s (1975) analysis correlating politicians’ personality characteristics such as Need for Power with their political behavior. Building on McClelland’s work, Hermann (e.g., 2003) has content analyzed the statements of over 100 world leaders, developing her framework of Leadership Trait Analysis (LTA). LTA is a means of conducting content analysis of political leaders’ statements in order to learn about their personalities, or at least the personae they present in those statements (e.g., Hermann, 2003; Kaarbo & Hermann, 1998). By means of analyzing such statements, researchers can infer the orientations such leaders exhibit toward politics and toward the world around them, as well as toward other countries or institutions. Specifically, observers can examine these statements to help determine how leaders tend to interact with their political environment and those in it, how willing leaders are to seek out and use information from others, and whether, when faced with a problem or decision to be made, leaders focus on specific aspects of the task at hand or on building morale, relationships, and consensus (Hermann, 2003; Kaarbo & Hermann, 1998). LTA quantifies and combines seven particular traits—Belief in Ability to Control Events, Need for Power, Conceptual Complexity, Self-Confidence,



Task Focus, Distrust of Others, and Ingroup Bias—to address three overarching questions: whether a leader respects or challenges constraints, whether leaders are open to incoming information, and whether they are motivated more by internal constraints and the task at hand or by external emphases such as satisfying various constituencies. The various combinations of these traits suggest qualitatively different leadership styles (Hermann, 2003; Kaarbo & Hermann, 1998). Hermann and colleagues have been successful in developing leader profiles that accurately predicted and postdicted behavior, and correlated well with ratings made by individuals who knew those international leaders well (see Hermann, 2008).

Another approach to statements by political actors, especially international leaders, has focused on “operational code,” content analysis that focuses on the political beliefs of a leader, whether stemming from his personality or from the culture in which he is embedded. Here, analysis focuses on the verbs used in statements or texts, examining the verb in its context and addressing its subject, verb category, domain of politics, tense, target, and context (Walker, Schafer, and Young, 2003). This approach also draws on concepts such as Need for Power and Need for Achievement, but emphasizes using leaders’ statements to help identify their “philosophical” and “instrumental” beliefs about the world. A leader’s philosophical beliefs articulate how the leader thinks about the “nature of the political universe and other actors.” These beliefs address questions such as whether the political universe is essentially one of harmony or conflict; whether the political future is predictable; or how much control the leader has over events. Instrumental beliefs reflect the leader’s preferences for strategy and tactics when engaging in political action that reflects those philosophical beliefs. Such beliefs address questions such as the most effective means of pursuing goals; or the calculation and evaluation of political risks (George, 1969). As with LTA, combinations of these beliefs lead to identification of a leader with one of six particular belief systems and leadership styles, each with predictable behaviors and tendencies.

Content analysis is a methodology that can be applied in psycholegal research into any sort of legally- or policy-relevant text. This brief overview suggests opportunities to broaden scholars’ research, first, by adding a non-traditional methodology and second, by widening the focus of research not only to texts, but also to more producers of those texts: judges, legislators, litigants, and political leaders. An additional, not insubstantial advantage is the likelihood that, because human subjects are not being directly studied—i.e., the texts, not the texts’ producers, are the targets of analysis—IRB review might be less onerous.

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New Column: Actual Innocence Research

Robert J. Norris and Allison Redlich, Column Editors
University of Albany, SUNY

Welcome to the first column of “Actual Innocence Research.” As many readers of the APLS newsletter know, the number of innocent persons identified as wrongfully arrested, incarcerated, and/or convicted has been steadily on the rise. In fact, the number has been rising so quickly, research has been unable to keep pace. Although there has been a wealth of research conducted on eyewitness misidentification and false confessions (with two APLS-sponsored “white” papers on the topics, Kassir et al., 2009; Wells et al., 1998), numerous other contributing, but largely unstudied, factors have been identified, as well as many yet-to-be determined factors. (And of course, research on eyewitnesses and confessions has not yet been exhausted!) The aim of this column is to spark research on topics relating to actual innocence. In each column, we describe a case of injustice and develop research ideas that stem from the case.

We strongly encourage others (particularly students) to be guest editors. If you would like to be a guest editor (or have questions), please email Allison at aredlich@albany.edu.

We chose the case of Lebrew Jones for our first column. Mr. Jones, son of legendary jazz drummer Rufus “Speedy” Jones, was recently released from prison after serving more than two decades for a rape-murder he most certainly did not commit. The case has many twists and turns. We could not capture all of them in this brief forum. Those interested in learning more details of the case can find at <http://www.recordonline.com/apps/pbcs.dll/section?category=NEWS79> and <http://thr-investigations.com/lebrewjones>.

Case Overview

On November 21, 1987, 21 year old prostitute Michaelanne Hall, a white girl with blonde hair and blue eyes, was found dead in a Times Square construction site. She had been beaten with a rock, suffocated, sexually mutilated with two wooden slabs, and sadistically propped up on a piece of construction equipment. Lebrew Jones, an African American security guard on the site, was quickly targeted as a suspect. Though the body had been badly mutilated, appeared to have defensive wounds on the left hand, and had been dragged across the construction site, there was no blood found on Jones’ clothing. Additionally, none of the fingerprints found at the crime scene matched those of Jones.

Jones, who reportedly had an IQ of only 66 and was described as being highly suggestible, was picked up at work at 9:30 pm and questioned throughout the night. He initially claimed to know nothing about the murder, but says he was handcuffed to a chair and assaulted until he agreed to make a statement, which was recorded on the morning of November 23. Jones’ story was far-fetched, and contained several statements that conflicted with the evidence from the crime scene. Specifically, he stated that Hall

had performed oral sex on him, and when he asked her to leave, she shoved a sock and a comb down her throat, and beat herself to death with a rock. Though the story made little sense, the recording was admitted into evidence and was a key factor in the prosecution’s case. In fact, the so-called confession was the only evidence against him.

The murder trial began on May 30, 1989, only six weeks after the highly publicized Central Park jogger incident. Assistant District Attorney Sandra Leung made several statements that were inconsistent with the evidence presented (e.g., mentioning that a door locked from the inside was the only way in or out of the site, when police photos clearly showed that the lock had been broken). Still, the recorded “confession” was enough to win a conviction. Jones was found guilty and sentenced to 22 years to life, after only a half-day of jury deliberations. He exhausted all of his appeals, but was unsuccessful.

Early on, the case came to the attention of Christine Young, a student writing a story on runaway girls who became prostitutes. She met with Salvation Army worker Betty Baker, who told her how she had encountered Ms. Hall on the night of her murder around 2am (information which she recorded in her log book), several hours after Jones was alleged to have killed her. Both Baker and Young repeatedly brought this information to the attention of authorities, but were ignored.

Lebrew’s case and his likely innocence always stuck with Ms. Young, however. In 2005, Young was working as a journalist and visited Jones in prison. Convinced that Jones was truly innocent, she began an investigation into the case, eventually persuading the Manhattan District Attorney’s office to reopen the investigation in 2007. Working with the Innocence Project and lawyers from a Manhattan firm, Young persuaded the DA to conduct independent testing on the fingernail scrapings from the victim, but no DNA was discovered. The DA office has indicated that the rest of the physical evidence has not been located. Though the fight for an official exoneration is ongoing, Jones was released after his very first parole hearing in late 2009, a highly improbable result for a violent crime.

Research Ideas

One of the most intriguing aspects of Lebrew’s case was his confession statement, which when reviewed, is really not a confession at all. After nearly a day’s long interrogation by the police, O’Donoghue from the DA’s office questioned Lebrew at 5:30 am. Portions of this videotaped interview are transcribed below:

Jones: I went in, I seen a female, Caucasian. Um, I asked her, “what are you doing in here?” She told me, “I needed a place to crash.” “Please leave.” She says, “No, would you like to



have sex with me?" I said, "No, that's out of the question." So she said, "Oh, you don't like me?" You know? And then she started acting very, you know, crazy, being, you know, sarcastic, saying, "You're a," you know, "you're a chicken faggot," you know.

"If you don't let me stay here I will bump my head through a cement..." a cement, like, um, panel, that they use in construction. So she went over there, and bumped her head. I said, "Stop, please stop, are you crazy or something?" "No, I don't give a _____." "Stop, please stop." So she started taking off her clothes, and everything, started saying, "You don't like my" you know, "body," or anything else. And then I said, "Miss, you have to leave." And then after that, she said, "You're not gonna, you're not gonna stop me. I'm gonna commit suicide. I'm gonna commit suicide." I said, "Don't do that, it's not worth it. It's not worth it. Maybe something happened to you, maybe somebody did something wrong to you, or something like, but it's not worth it." So she said, "You're not gonna stop me." So she went to put a sock in her mouth, for a while, and then after that, she went backwards towards the bathroom, the, um, john, and then she said, "You're not gonna stop me, _____, you're not gonna stop me." Take, you know, the sock out, and says, "You're not gonna stop me," and everything. So she went to pick a rock or something. She pick up like a large, you know, it's like a ____ rock or something, try to, you know, hit her head, put some blows to her head or anything. I said, "Don't do—"

DA: How hard was she hitting at that point? _____

Jones: Sorta like, sorta like this (hits the table). Like that, like hard blows and stuff. Hard blows.

DA: And how big was the rock?

Jones: Maybe, a little medium-size, about this much, you know (shows with his hands).

DA: So a pretty heavy rock

Jones: Yea, a little heavy and everything. You know, I said, why would you wanna do that? (unclear) So she went back, and she tripped, and she had, like, she's, when she tripped, she hit herself again with the rock again. And then after that she says, "Don't stop me, because I'm gonna do it again, I'm gonna do it again." So she put the sock, and some other tooth item, like a sharp edge tooth item, and a _____, and stuffed everything in there. I said, "Why are you doing this?" And then she goes to me, and she comes back up, like, very easy, and she has, like, something in her hand, getting ready to throw it at, you know, to hit me, or something like that. _____. She says, in her own words, with the sock and everything in her mouth, "I'm gonna kill you," you know, about, you don't want sex with me or nothing. So, she goes like this (swings arm forward), and I go, and I duck, from the _____, I duck and I go over the side, and I had a stick in my hand, and I was getting ready to poke her over...but I slipped, and I hit her right in, I hit her right in the rectum by accident.

DA: After this piece of wood went up her rectum, what happened to her, did she stay up on the railing or did she fall off?

Jones: She falled over.

DA: Did she go, at that point, did she go head first over?

Jones: She went like, _____, body and head at the same time, like you goin' over a ferris wheel, like this (demonstrates).

DA: The doctors that told us that, um, that blow from the rock, would have incapacitated her, might have even killed her, to begin with. In any event, that she couldn't have been moving around after she was hit with that rock. And if you're telling me that, uh, after she hit herself with the rock.

Jones: She wasn't moving.

DA: She wasn't?

Jones: She was, like, knocked out.

DA: But it, from what you told me before, was even afterwards she was hitting herself with the rock that, that she was still taunting you. That it was, uh, was-

Jones: No. After then, when she hit herself with the rock, she was knocked out, but she hit the banister, and it looked like the body was still moving, you know, at the same time (rocks back and forth in his seat), the body was still moving, you know, getting ready to throw a blow (swings his arm forward), or whatever.

DA: _____ the doctors are also telling us that, uh, it appears that she was dragged, because there was stones and glass (motions to his face)-

Jones: Glass in her face?

DA: ...in her face. (Jones shakes his head) You don't know how that got there?

Jones: Probably when she was like, you know, hitting the board, moving around and everything. That's what it probably was.

DA: Mr. Jones, I mean it's, what you're telling me, just doesn't make sense.

Lebrew's statements are nonsensical on their face and do not comport with the manner in which Ms. Hall was killed. So, why then, was this story of a bizarre suicide-accident so convincing of his guilt to the police, the DA's office, and the jurors? Research has consistently demonstrated that confessions—regardless of their veracity or voluntariness, and regardless of the characteristics of those who uttered them—carry significant weight with jurors (see Kassir et al., 2009 for an overview). But, are any statements that simply carry the label "confession" given the same weight? If the statements lack self-incriminating admissions, like Lebrew's, do they also lead to increases in guilty verdicts?

Continued on p. 22

Division 41 Member Nominated for APA President

Don Bersoff

Division 41 does not endorse candidates for the APA presidency, but it has allowed me to inform you that I have been nominated for that office and to briefly tell you why I have agreed to run. For those of you who do not know me a few facts—I have been a member of the American Psychology-Law Society since the 1970s, served as treasurer and subsequently president of APLS (1980), and represented Division 41 for three terms on the Council of Representatives. From 1979-1990 I served as APA's first general counsel, submitting 50 amicus briefs to the US Supreme Court and lower courts during my tenure. I now direct the JD/PhD Program in Law and Psychology at Drexel University. I am the author of *Ethical Conflicts in Psychology*, now in its 4th edition, published by APA. In 2002, Division 41 honored me with its Lifetime Contribution Award. But I do not want to dwell on my bio (but see, www.donbersoff.com). What follows is what I really want to stress.

I believe APA's reputation as the world's leading psychological organization is suffering because for the past decade our scientific, moral, and ethical integrity has been compromised. Here are some examples.

It may have been said to have begun with the furor over a meta-analysis by Rind et al of the effects of child abuse published in *Psychological Bulletin* in 1998. Rather than respect the integrity of the editorial process, APA bared its throats to Congress and caved into political pressure. When an article critical of APA's conduct in response to the Rind study was accepted for publication, the decision to publish was overridden by higher authority. It was only after subsequent protests that the critical article was finally published along with companion pieces in a special issue of *AP*.

Then, of course, there is the spectacular misjudgment with regard to psychologists' involvement in coerced interrogations. It began with the PENS report where it turned out that 6 of the 9 voting members of the task force that drafted it had Department of Defense ties or were actually involved in Guantanamo interrogations.

It took until very recently for the APA Board of Directors to finally state that psychologists' involvement in coerced interrogations of detainees, some of which involved torture and cruel and inhuman treatment, to be reprehensible conduct. But the Board also endorsed a resolution that puts many of our public institutional colleagues at risk. Recall that the 2008 resolution passed by APA members prohibits psychologists from working in settings where "persons are held outside of, or, in violation of either International Law or the US Constitution." The Board endorsed this policy without recognizing its unintended consequences. There are prisons (see, e.g., the current problems in California) and psychiatric and residential facilities for persons with mental retardation that courts have held to have unconstitutional conditions. Under the policy then, as Joel Dvoskin and others have pointed out, psychologists who work in such facilities may be charged with unethical conduct. In an attempt to solve one problem, APA may have gone overboard with an overbroad resolution.

Those of you who know me, know that I love the APA and have worked hard on its behalf. But in the recent past we have elevated political expediency over principled policies. As a result, we are losing members and endangering our financial security. We are in danger of becoming like the AMA, which now represents only 19% of practicing physicians.

As APA president, I pledge to you that I will work to ensure that APA supports empirically-supported policies and practices, that it acts with integrity, and only in accord with basic principles of promoting human welfare that have sustained us for almost 125 years. I ask Division 41 members to join me in this endeavor. To accomplish this goal, I need your first place vote.

The American Psychology-Law Society does not endorse candidates for APA President and publication of this statement should not be construed as endorsement of this candidate. All APA Presidential candidates who requested space in the Newsletter were granted space.

AP-LS Teaching Techniques Column: Articles Welcome

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

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

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

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Book Review

Children as Victims, Witnesses, and Offenders: Psychological Science and the Law

Edited by Bette Bottoms, Cynthia Najdowski, & Gail Goodman

Review written by:

**Beth Schwartz, Thoresen Professor of Psychology, Assistant Dean of the College
Randolph College**

Those in the field of psychology and law are well aware of the sound research findings available to address the myriad of questions raised when children are involved in the legal system. However, much of this empirical data are published across a variety of journal articles most often read by other researchers in the field and less likely by those who are frontline professionals faced with daily decisions regarding the policies and practices involved when children are part of the legal system. With this system designed for adults, this empirical evidence must be used in order to create a more age-appropriate environment and to ensure the rights of children as well as accommodate their special needs. Bottoms, Najdowski, and Goodman's book "Children as Victims, Witnesses, and Offenders: Psychological Science and the Law" provides both academics and legal professionals with an accessible resource that educates the reader about contemporary research and policy, providing an organized summary of the psychological research and the implications of these scientific findings for legal and social service offices and courtrooms around the world.

Although there are a number of books that provide reviews of the literature addressing children in the legal system as victims and as witnesses, few books present similar coverage on the important issue of child offenders. Bottoms and colleagues' book is written by widely respected legal and social science scholars, and allows the reader to recognize that the difficulties faced as victim, witness, and offender are at times distinct, but at other times, very similar.

For those involved in the initial stages when child victims or witness enter the legal system, Part I starts with a summary of the literature on the factors that influence disclosure of abuse. This includes how the experience of a traumatic event impacts memory for the event both as children and adults, and what influences a child's suggestibility and the likelihood of false memories during disclosure. Next, contributors address the importance of the investigation procedure, with a review of how techniques and policies have changed in response to empirical findings and the specific protocols believed to lead to the most accurate reports. A chapter is also included to educate readers on the different issues that arise with children's involvement in dependency court. Many in the field are also concerned about the effects that a child's involvement in a legal system can have both in the short term and in the long term, as well as the impact of procedures believed to protect the children such as the use of closed-circuit TV or allowing hearsay evidence. In any resource dealing with children in our legal system, one must include findings related to those who rely on the testimony of children in deciding questions of guilt and

innocence—jurors. Accordingly, empirical evidence on the role of expert witnesses on jurors' knowledge as well as the jurors' perceptions of child witness completes this first section.

In Part II, the section on offenders, the issue of suggestibility and interviewing is raised again. This time, the important concern about false confessions is discussed within the context of the interview/interrogation. Of course, when children are offenders rather than victims a number of unique concerns are raised. So often, the question of whether abuse as a child leads to delinquent and aggressive behavior as youth is of concern. What factors increase the likelihood that those who were victimized or witnessed a crime as a child later enter the legal system as offenders? Children are often tried in adult criminal courts rather than family or juvenile courts. Included in this resource is a review of the implications of child offenders being placed in the court system designed for adults. Are children competent to stand trial as an offender given the cognitive and emotional sophistication required to respond to even what is "simple" questioning aimed at determining whether juveniles understand such concepts as Miranda rights? If children do enter the legal system as offenders, how can psychological research inform professionals about mental health needs of these offenders and the consideration of the need to modify policy to create intervention to prevent recidivism? Finally, this section closes with a chapter addressing the issues specific to girl offenders and a chapter on the many factors that influence how jurors perceive juvenile offenders.

Bottoms, Najdowski, and Goodman's book goes beyond covering the critical issues and presenting the latest psychological science on each topic. In addition to including an international perspective in both the sections on child victims and child offenders, the authors also place all of the issues and the many questions raised throughout the book in the context of cited legal cases that illustrates the need for the legal system to make use of the psychological literature to address these issues using sound scientific evidence. For anyone in the field who strives to create a system that meets the needs of children as victims, witnesses, or offenders, whether a researcher, lawyer, judge, investigator, social worker, educators at the undergraduate or graduate level in any number of related disciplines, or anyone studying to become involved in the field, this book will review the most current scientific research and make clear all of the critical issues on which to focus in the classroom, in the lab, and throughout the legal system. All of this is accomplished in chapters that are very well written and in a book that clearly presents the challenges faced when children become involved in the legal system.

Research Briefs

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

Bulten, E., Nijman, H., & van der Staak, C. (2009). **Psychological predictors of help needs in male Dutch prisoners.** *International Journal of Forensic Mental Health*, 8, 71-80. Authors investigated the connection between subjective help needs and psychological distress, mental disorder, treatment fearfulness, personality factors, and criminal thinking among 183 Dutch detainees in a correctional facility. Participants who expressed a subjective need for help had more psychoneurotic complaints and more positive views of psychological help. Their fear of treatment was also higher, especially as it related to the expected negative effects of treatment.

Case, B., Steadman, H. J., Dupuis, S. A., & Morris, L. S. (2009). **Who succeeds in jail diversion programs for persons with mental illness? A multi-site study.** *Behavioral Sciences and the Law*, 27, 661-674. Mentally ill individuals who are diverted from jail to community-based services experience fewer arrests and time spent in jail than those who are not diverted. Half of the diversion program participants were never arrested in the 12 months following enrollment.

Coolidge, F. L., Segal, D. L., Klebe, K. J., Cahill, B. S., & Whitcomb, J. M. (2009). **Psychometric properties of the Coolidge Correctional Inventory in a sample of 3,962 prison inmates.** *Behavioral Sciences and the Law*, 27, 713-726. Authors examined the psychometric features of a new personality and neuropsychological self-report measure in a sample of 3,962 prison inmates. Median internal reliabil-

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

ity for the 33 scales and subscales was $\alpha = .79$ (range: $\alpha = .49$ to $.93$). According to DSM-IV-TR criteria, 61% of the entire sample met criteria for at least one personality disorder and 16% met criteria for ADHD. Drug and alcohol problems were also found to be prevalent with 60% of the entire sample meeting criteria for a substance related diagnosis.

Cloyes, K. G., Wong, B., Latimer, S., & Abarca, J. (2010). **Time to prison return for offenders with serious mental illness released from prison: A survival analysis.** *Criminal Justice and Behavior*, 37, 175-187. In a sample of 9,245 offenders released from prison, offenders with serious mental illness ($n = 2,112$) had a shorter median time to prison return when compared to offenders without serious mental illness (385 days vs. 743 days). Within 36 months, 77% of offenders with SMI had returned to prison compared to 62% of offenders without SMI.

Cuddeback, G. S., Scheyett, A., Pettus-Davis, C., & Morrissey, J. P. (2010). **General medical problems of incarcerated persons with severe and persistent mental illness: A population-based study.** *Psychiatric Services*, 61, 45-49. In a study comparing a sample of people

with a severe mental illness and a history of incarceration ($n = 3,690$) to a sample of people with a severe mental illness but no history of incarceration ($n = 2,042$), researchers found that people with a history of incarceration were 40% more likely to have a general medical problem and 30% more likely to have several medical problems.

Fishbein, D., et al. (2009). **Deficits in behavioral inhibition predict treatment engagement in prison inmates.** *Law & Human Behavior*, 33, 419-435. Inmates ($N = 224$) demonstrating more behavioral inhibition deficits and impulsivity were less likely to progress favorably in standard correctional treatment programs, more likely to drop out early and less likely to report improvement in aggressive reactions to provocation. Behavioral inhibition was a stronger predictor of treatment outcomes than background, psychological, and other behavioral and neurocognitive variables.

Gunter, T. D., Philibert, R., & Hollenbeck, N. (2009). **Medical and psychiatric problems among men and women in a community corrections residential setting.** *Behavioral Sciences and the Law*, 27, 695-711. Rates of substance abuse disorders, other mental health

disorders, and medical problems among 330 community corrections offenders utilizing residential facilities were found to exceed those found in the community. The authors argue that evaluation and treatment of medical and psychiatric problems is warranted during community supervision.

Kubiak, S. P., Beeble, M. L., & Bybee, D. (2010). **Testing the validity of the K6 in detecting major depression and PTSD among jailed women** *Criminal Justice and Behavior*, 37, 64-80. The K6, a measure of global mental health, had an ROC-AUC value of .92 in detecting major depression or PTSD in a sample of 515 jailed women. The K6 correctly classified 67% of women with a major depressive disorder and correctly identified 87% of women who did not meet criteria for major depressive disorder. The K6 correctly classified 59% of women who met criteria for PTSD and correctly identified 89% of women who did not meet criteria for PTSD. A substantial proportion of women were misclassified by the K6.

Shelton, D., Sampl, S., Kesten, K. L., Zhang, W., & Trestman, R. L. (2009). **Treatment of impulsive aggression in correctional settings.** *Behavioral Sciences and the Law*, 27, 787-800. Twice-weekly Dialectical Behavioral Therapy- Corrections Modified (DBT-CM) groups were held with 18 female and 45 male inmates. After 16 weeks, participants were randomly assigned to DBT coaching or case management, with individual sessions occurring for eight weeks. At 16 weeks, there was significant reduction in aggressive behavior for the DBT-CM groups. Both case management and DBT coaching showed reductions in impulsivity, aggression, and psychopathology at 12 month follow-up.



Smallbone S., Crissman, B., & Rayment-McHugh, S. (2009). **Improving therapeutic engagement with adolescent sexual offenders.** *Behavioral Sciences and the Law*, 27, 862-877. Impulsivity, negative peer relationships, and indigenous race were associated with poorer therapeutic engagement among 105 Australian court-referred male adolescent sexual offenders. Regression analysis revealed impulsivity and indigenous race as significant unique predictors of poor engagement.

Smith, H. P. & Kaminski, R. J. (2010). **Inmate self-injurious behaviors: Distinguishing characteristics within a retrospective study.** *Criminal Justice and Behavior*, 37, 81-96. Inmates who self-injured ($n = 189$) were more likely to be younger, male, White, less educated, single, and have no children when compared to inmates who did not self-injure ($n = 22,794$). Inmates who self-injured were substantially more likely to have disciplinary infractions, were more likely to be eligible for parole, their most serious offense was more likely to be sex related or violent, and they were, on average, imprisoned longer than inmates who did not self-injure.

DELIQUENCY/ ANTISOCIAL BEHAVIOR

Armstrong, T. A., Keller, S., Franklin, T. W., & Macmillan, S. N. (2009). **Low resting heart rate and antisocial behavior: A brief review of evidence and preliminary results from a new test.** *Criminal Justice and Behavior*, 36, 1125-1140. In a sample of 105 undergraduates, individuals with low resting heart rates tended to have significantly higher rates of severe and aggressive antisocial behavior as measured by the General Delinquency

Scale. Participants with low resting heart rates did not report higher levels of general delinquency.

Beaver, K. M., Ratchford, M., & Ferguson, C. J. (2009). **Evidence of genetic and environmental effects on the development of low self-control.** *Criminal Justice and Behavior*, 36, 1158-1172. The interaction between delinquent-peer affiliation and the 5HTTLPR polymorphism (a serotonin transporter gene) significantly predicted low self-control in a sample of 2,574 adolescents from the National Longitudinal Study of Adolescent Health.

Cauffman, E., Kimonis, E. R., Dmitrieva, J., & Monahan, K. C. (2009). **A multimethod assessment of juvenile psychopathy: Comparing the predictive utility of the PCL:YV, YPI, and NEO PRI.** *Psychological Assessment*, 21, 528-542. PCL:YV, Youth Psychopathic Traits Inventory (YPI), and NEO Psychopathy Resemblance Index (NEO PRI) scores were modestly correlated ($r_s = .26-.36$) in a sample of 1,170 juvenile male serious offenders, with the strongest correlations between the YPI and either the PCL:YV or the NEO PRI. However, youth were often identified as psychopathic by one measure but not by others, with only 0.5%-1% meeting the cutoff on all three scales compared to 13%-15% on each individual scale. Additionally, the YPI and NEO PRI both exhibited low accuracy in distinguishing between PCL:YV identified psychopathic youth. All measures were only weakly correlated with reoffending at 6- to 12-month follow-ups. The YPI and NEO PRI predicted short-term reoffending as accurately as the more intensive PCL:YV.

Cook, N. E., Barese, T. H., & Dicataldo, F. (2010). **The**

confluence of mental health and psychopathic traits in adolescent female offenders. *Criminal Justice and Behavior*, 37, 119-135. In a sample of 100 young offenders ($n = 50$ boys, 50 girls), female offenders with a high total score on the PCL:YV and higher Lifestyle and Antisocial scores were more likely than boys to have a history of psychiatric hospitalization. There was a stronger relationship between psychopathic traits and mental health needs for girls than boys.

DeLisi, M., Beaver, K. M., Vaughn, M. G., & Wright, J. P. (2009). **All in the family: Gene x environment interaction between DRD2 and criminal father is associated with five antisocial phenotypes.** *Criminal Justice and Behavior*, 36, 1187-1197. Having both a criminal father and a polymorphism in a dopamine receptor gene (DRD2) predicted serious and violent delinquency and greater number of police contacts in a sample of 232 African American females.

Fite, P. J., Raine, A., Stouthamer-Loeber, M., Loeber, R., & Pardini, D. A. (2010). **Reactive and proactive aggression in adolescent males: Examining differential outcomes 10 years later in early adulthood.** *Criminal Justice and Behavior*, 37, 141-157. In a prospective study, reactive aggression among adolescent males ($N = 335$) was associated with adulthood anxiety. Adolescent proactive aggression was associated with psychopathic features and antisocial behavior in adulthood.

Fite, P. J., Wynn, P., & Pardini, D. A. (2009). **Explaining discrepancies in arrest rates between Black and White male juveniles.** *Journal of Clinical & Consulting Psychology*, 77, 916-927. Researchers followed a cohort of Black and

White inner-city male participants ($N = 481$) from childhood to adulthood, in order to investigate the extent to which exposure to early risk factors and differential sensitivity to risk factors might explain arrest rates. Overall, conduct and academic problems accounted for the majority of the arrest rate discrepancy between the Black and White juveniles. Little support was found for the idea that Black juveniles are arrested because they are more sensitive to early risk factors.

Higgins, G. E., Jennings, W. G., Tewksbury, R., & Gibson, C. L. (2009). **Exploring the link between low self-control and violent victimization trajectories in adolescents.** *Criminal Justice and Behavior*, 36, 1070-1084. In a sample of 408 adolescents, those with lower self-control tended to have a higher number of violent victimizations. Findings supported the stability of low self-control over time.

Holtfreter, K., Reisig, M. D., Piquero, N. L., & Piquero, A. R. (2010). **Low self-control and fraud: Offending, victimization, and their overlap.** *Criminal Justice and Behavior*, 37, 188-203. Low levels of self-control as measured by the Brief Self-Control Scale was related to both traditional offending and fraudulent behavior ($N = 305$ undergraduates). Individuals with lower levels of self-control tended to act in ways that increased their likelihood of fraud victimization.

Iselin, A. R., DeCoster, J., & Salekin, R. T. (2009). **Maturity in adolescent and young adult offenders: The role of cognitive control.** *Law & Human Behavior*, 33, 455-469. In a sample of adolescent ($n = 43$) and young adult male ($n = 40$) offenders, those with higher levels of prosocial maturity

were older and had better proactive cognitive control (and short-term memory) than those with lower levels of prosocial maturity. Offenders with higher levels of criminal maturity were older, had better reactive cognitive control, were more likely to be incarcerated in an adult prison, use drugs and alcohol more frequently and have more documented offenses than those with lower levels of criminal maturity. In both groups, maturity skills increased dramatically until approximately age 18, then leveled off. Experience with the justice system, cognitive control skills, and drug and alcohol use were predictors of criminal maturity.

Jones, A. P., et al., (2009). **Phenotypic and aetiological associations between psychopathic tendencies, autistic traits, and emotion attribution.** *Criminal Justice and Behavior*, 36, 1198-1212. A study of 642 twin pairs from the Twins Early Development Study revealed substantial heritability for both psychopathic tendencies and autistic traits as measured by the Antisocial Process Screening Device and Childhood Asperger Syndrome Test. Psychopathic tendencies and autistic traits both showed a negative phenotypic association with emotion attribution abilities.

McReynolds, L. S., Schwalbe, C. S., & Wasserman, G. A. (2010). **The contribution of psychiatric disorder to juvenile recidivism.** *Criminal Justice and Behavior*, 37, 204-216. Overall recidivism was higher for youths with any disorder than no disorder (49.5% vs. 38.3%) in a sample of 991 juvenile offenders ($n = 791$ male, 200 female). Youths with a substance-use disorder (SUD) or a disruptive behavior disorder (DBD) were more likely to reoffend than youths with

other disorder types. The only specific comorbid disorders to increase odds of recidivism were comorbid DBD and anxiety disorder, as well as comorbid DBD and SUD.

Pickering, L. E. & Vazsonyi, A. T. (2010). **Does family process mediate the effect of religiosity on adolescent deviance?: Revisiting the notion of spuriousness.** *Criminal Justice and Behavior*, 37, 97-118. The effect of religiosity on deviance was not mediated by family process in a sample of 865 high school students. Relational practice (church status, religious involvement, praying) was a more robust predictor of deviant behavior than ritualistic participation (church attendance, Bible reading, religious salience).

Samuelson, Y. M., Hodgins, S., Larsson, A., Larm, P., & Tengström, A. (2010). **Adolescent antisocial behavior as predictor of adverse outcomes to age 50: A follow-up study of 1,947 individuals.** *Criminal Justice and Behavior*, 37, 158-174. The number of adverse outcomes experienced in adulthood, including death, hospitalization for physical illnesses related to substance misuse, criminal convictions for violent and nonviolent crimes, poverty, and hospitalization for self-inflicted harm, increased as a function of the severity of antisocial behavior before age 15.

Shannon, K. E., Sauder, C., Beauchaine, T. P., & Gatzke-Kopp, L. M. (2009). **Disrupted effective connectivity between the medial frontal cortex and the caudate in adolescent boys with externalizing behavior disorders.** *Criminal Justice and Behavior*, 36, 1141-1157. Externalizing boys ($n = 19$) demonstrated a deficit in baseline functioning in frontostriatal circuits when compared to con-

trols ($n = 11$), who had greater connectivity between the caudate nucleus and the anterior cingulate cortex.

Syngelaki, E. M., Moore, S. C., Savage, J. C., Fairchild, G., & Van Goozen, S. H. M. (2009). **Executive functioning and risky decision making in young male offenders.** *Criminal Justice and Behavior*, 36, 1213-1227. Young offenders ($n = 103$) tended to choose the more risky options on the Risk Choice Test, demonstrated more problems in working memory and planning, and showed lower estimated IQ scores and perseverance of responding in comparison to non-offending-male adolescents ($n = 84$). Results suggest altered reward mechanisms and executive functioning difficulties in young offenders.

Tallichet, S.E. & Hensley, C., (2009). **The social and emotional context of childhood and adolescent animal cruelty: Is there a link to adult interpersonal crimes?** *International Journal of Offender Therapy and Comparative Criminology*, 53, 596-606. Inmates ($N = 216$) were questioned about early acts of animal cruelty to determine if there was a correlation between these acts and later acts of aggression towards humans. The only significant predictor of later acts of aggression towards humans was concealment of the act of animal cruelty.

Vaughn, M. G., DeLisi, M., Beaver, K. M., & Wright, J. P. (2009). **DAT1 and 5HTT are associated with pathological criminal behavior in a nationally representative sample of youth.** *Criminal Justice and Behavior*, 36, 1113-1124. Data from the National Longitudinal Study of Adolescent Health demonstrated higher levels of the genetic polymorphism dopamine transporter (DAT1) predicted more con-

tact with the criminal justice system for individuals with low delinquent peer groups ($N = 2,574$). For individuals in the high delinquent peer groups, neither DAT1 nor 5HTT predicted amount of contact with the criminal justice system.

White, S. F., Cruise, K. R., & Frick, P. J. (2009). **Differential correlates to self-report and parent-report of callous-unemotional traits in a sample of juvenile sexual offenders.** *Behavioral Sciences and the Law*, 27, 878-909. Authors reviewed scores from both youth and parent versions of the Inventory of Callous-Unemotional Traits (ICU), a general delinquency risk assessment tool (YLS), and a sexual offending risk assessment tool (J-SOAP-II) from 94 boys detained in a secure custody facility. Both parent-report and self-report were associated with higher general delinquency scores on the J-SOAP-II and YLS; however, parent-report demonstrated stronger correlations than self-report. Only parent-report predicted static sexual risk scores while only self-report predicted dynamic sexual risk scores.

FORENSIC ASSESSMENT

Bow, J.N., Flens, J.R., & Gould, J.W., (2010). **MMPI-2 and MCMI-III in forensic evaluations: A survey of psychologists.** *Journal of Forensic Psychology Practice*, 10, 37-52. Psychologists ($N = 137$) were surveyed to determine how they administered, scored, and interpreted the MMPI-2 and MCMI-II. About half (55%) reported using the MCMI-II for forensic evaluations, compared to 87% for the MMPI-2. Both instruments were most often scored by clinicians using computer-scoring program via keypad with fewer hand scoring or using a mail in service.



Curtis, K. L., Greve, K. W., & Bianchini, K. J. (2009). **The Wechsler Adult Intelligence Scale-III and malingering in traumatic brain injury.** *Assessment, 16*, 401-414. Verbal IQ, Verbal Comprehension Index, and Working Memory Index scores detected $e^{26\%}$ of malingerers with a false positive (FP) rate of $\sim 5\%$ in a sample of 83 patients with either verified legitimate or feigned traumatic brain injury (TBI) symptoms. False positive rates for Performance IQ, Perceptual Organization Index, and Processing Speed Index scores were unacceptably high in the moderate/severe TBI group. Results suggest that low WAIS scores in patients without objective evidence of neurological injury (mild TBI), but with external incentives, be considered an indication of intentional underperformance.

Gast, J. & Hart, K. J., (2010). **The performance of juvenile offenders on the test of memory malingering.** *Journal of Forensic Psychology Practice, 10*, 53-68. Male juvenile offenders' ($N=107$) performance on the TOMM was similar to that in the measure's adult normative group. Findings suggest that the established adult norms for the TOMM are appropriate for adolescents.

Greve, K. W., Curtis, K. L., Bianchini, K. J., & Ord, J. S. (2009). **Are the original and second edition of the California Verbal Learning Test equally accurate in detecting malingering?.** *Assessment, 16*, 237-248. After adjusting cutoffs to equalize false positive (FP) rates between the two version, the California Verbal Learning Tests (CVLT-1 and CLVT-2) were nearly equivalent in their ability to differentiate malingerers from nonmalingerers in a sample 820

TBI and chronic pain patients. However, using CVLT-1 cutoffs with the CVLT-2 resulted in increased FP error rates, particularly with pain patients.

Lander, T. D. & Heilbrun, K. (2009). **The content and quality of forensic mental health assessment: Validation of a principles-based approach.** *International Journal of Forensic Mental Health, 8*, 115-121. Authors attempted to validate Heilbrun's (2001) principles of forensic assessment by examining the content of 125 adult criminal forensic mental health assessment reports. Five experts, including a judge, a law professor, an attorney, a psychiatrist, and a psychologist evaluated the reports on dimensions of relevance, helpfulness, and quality. There was a significant positive relationship between the number of principles rated as present and expert ratings of evaluation relevance, helpfulness, and quality.

McDermott, B. E., & Sokolov, G. (2009). **Malingering in a correctional setting: The use of the Structured Interview of Reported Symptoms in a jail sample.** *Behavioral Sciences and the Law, 27*, 753-765. Authors investigated SIRS results from evaluations conducted at the Sacramento County Jail. SIRS results suggested that 66% of the sample was malingering (e.g., to obtain medication, to be transferred out of the general population).

Rogers, R., et al. (2009). **Development and initial validation of the Miranda Vocabulary Scale.** *Law & Human Behavior, 33*, 381-392. Researchers identified 36 words important to Miranda comprehension and capable of differentiating between failed ($<50\%$) and good ($>70\%$) comprehension. The resulting Miranda Vocabulary Scale (MVS) demonstrated good

psychometric properties when used with 367 pretrial detainees, including 107 forensic patients. Although vocabulary played a critical role in Miranda comprehension, correlations between the MVS and comprehension tended to be in the moderate range, suggesting other variables also likely influence Miranda comprehension.

Vitacco, M. J., Rogers, R., & Gabel, J. (2009). **An investigation of the ECST-R in male pretrial patients.** *Assessment, 16*, 249-257. The Evaluation of Competency to Stand Trial-Revised (ECST-R) scales reliably differentiated between competent and incompetent patients in a sample of 100 male defendants undergoing CST evaluations. Specifically, the RAC (Rational Understanding of the Courtroom Proceedings) and CWC (Consult with Counsel) scales discriminated between groups well (Cohen's d values = 1.60 and 1.89, respectively). The Clinical and Atypical Presentation scales demonstrated appropriate reliability and validity for use in forensic settings.

LAW ENFORCEMENT, CONFESSIONS, & DECEPTION

Beune, K., Giebels, E., & Sanders, K. (2009). **Are you talking to me? Influencing behavior and culture in police interviews.** *Psychology, Crime & Law, 15*, 597-617. Examined the effectiveness of 'being kind' and 'rational persuasion' on interview effectiveness (willingness to give a statement, suspect's perception of relationship quality, and guilt admissions) in participants from low (LCC) versus high context cultures (HCC). Police officers ($n = 52$) interviewed mock crime suspects ($n = 52$). Rational persuasion techniques were positively related to guilt admissions from LCC partici-

pants, but negatively related in HCC participants. Being kind techniques were positively related to admissions and perceived quality of the relationship in HCC participants.

Blandon-Gitlin, I., Pezdek, K., Lindsay, D.S. & Hagen, L. (2009). **Criteria-based content analysis of true and suggested accounts of events.** *Applied Cognitive Psychology, 23*, 901-917. Two studies showed that the discriminative power of CBCA is greatly constrained. First, CBCA-trained judges evaluated participants' true and suggestively planted childhood events. The results shown CBCA to be generally effective, but the scores were similar for true and suggested accounts of participants who experienced a full memory for the false childhood event. Second, the authors manipulated recent events that were a) true, b) false but believed to be true, and c) deliberately false. The results of the second experiment paralleled the first.

Caillouet, B. A., Boccaccini, M. T., Varela, J. G., Davis, R. D., & Rostow, C. D. (2010). **Predictive validity of the MMPI-2 PSY-5 scales and facets for law enforcement officer employment outcomes.** *Criminal Justice and Behavior, 37*, 217-238. In a sample of 901 law enforcement officers, the relation between the MMPI-2 PSY-5 scales and being forced to leave the agency was moderated by positive impression management. In general, the PSY-5 scales were only predictive of officer outcomes when positive impression management scale (L, K) scores suggested that the officer had not engaged in a significant amount of positive impression management.

Gray, K. & Wegner, D.M. (2009). **Torture and judgments of guilt.** *Journal of Experi-*

mental Social Psychology, 46, 233-235. In order to investigate how judgments of guilt are made when torture suspects do not confess, the experimenters manipulated the suffering expressed by the suspect and the distance between the participant and the torture. In the distant condition, participants listened to a previously conducted torture, and in the close condition the participants acted like a prison staff member and met the "torture victim." The study confirmed the hypothesis that the participants closer to the torture associated greater pain with guilt, and those who were distant from the torture associated greater pain with innocence.

Gudjonsson, G.H., Sigurdsson, J.F., & Sigfusdottir, I.D. (2009). **Interrogation and false confessions among adolescents in seven European countries. What background and psychological variables best discriminate between false confessors and non-false confessors?** *Psychology, Crime & Law*, 15, 711-728. Adolescents from seven countries completed self-report measures regarding their experiences with interrogation and false confessions. Of the 24,627 participants, 2,726 reported that police had interviewed them as suspects to crimes, of which 375 reported having falsely confessed. When compared with participants who did not report false confessions, adolescents who reported false confessions also reported more factors of victimization experiences and drug abuse.

Kassin, S.M., Appleby, S.C., & Perillo, J.T. (2010). **Interviewing suspects: Practice science, and future directions.** *Legal and Criminological Psychology*, 15, 39-55. American interrogation tactics have been found to elicit false con-

fessions. Those particularly vulnerable to falsely confess are highly suggestible individuals, those with mental difficulties, those with psychological disorders and juveniles. Authors advocate using the British PEACE method and video taping interrogations from a balanced camera perspective.

Masip, J., Alonoso, H., Garrido, E. & Herrero, C. (2009). **Training to detect what? The biasing effect of training on veracity judgments.** *Applied Cognitive Psychology*, 23, 1282-1296. Two experiments were conducted in which participants made veracity judgments before and after training. Participants were trained to detect deception, detect truthfulness or received no training. Deception judgments increased for those trained to detect deception, decreased for those trained to detect truthfulness, and remained constant for those untrained. Confidence increased for all participants who received training. Findings indicate that traditional training methods may bias an evaluator towards deception.

Porter, S., & Brinke, L. (2010). **The truth about lies: What works in detecting high-stakes deception?** *Legal and Criminological Psychology*, 15, 57-75. Authors' state that telling high-stakes lies should yield evaluative cues however, high-stakes lies remain infrequently caught. Promising areas for detecting such deception are brain imaging, utilization of strategic interview techniques, monitoring deviations from baseline behavior and monitoring facial, verbal/linguistic and non-verbal cues. The authors advocate an integrative approach utilizing the above cues to increase accuracy. Measures must be taken to ensure that reliance on non-validated deception cues are

not promulgated and relied upon by lie detectors.

Rogers, R., Hazelwood, L., Sewell, K., Blackwood, H., Rogstad, J., & Harrison, K. (2009). **Development and initial validation of the Miranda Vocabulary Scale.** *Law and Human Behavior*, 33, 381-392. The Miranda Vocabulary Scale, a list of common Miranda vocabulary words, was evaluated with pretrial defendants (N = 376) to measure the extent of their comprehension. MVS terms were also rated for Miranda importance by experts.

LEGAL DECISION MAKING/JURY RESEARCH

Cunningham, M. D., Sorensen, J. R., & Reidy, T. J. (2009). **Capital jury decision-making: The limitations of predictions of future violence.** *Psychology, Public Policy, & Law*, 15, 223-256. Researchers investigated the post-trial prison disciplinary misconduct of 72 federal capital offenders, 34 of whom juries considered likely to be dangerous in the future and 38 juries did not consider likely to be dangerous. Overall, rates of in prison violence were uniformly low across groups, and juries performed no better than chance in predicting which inmates would be likely to commit violence.

Desmarais, S. L. (2009). **Examining report content and social categorization to understand consistency effects on credibility.** *Law & Human Behavior*, 33, 470-480. When asked to evaluate the credibility of an individual describing either a mundane or highly emotional event (intimate partner abuse, IPA) at one of two levels of report consistency (consistent/inconsistent), community volunteers (N = 375) found consistent complainants and those reporting everyday events as being

more credible than inconsistent and IPA complainants. Participants also rated consistent complaints as significantly more similar to themselves. Results suggest that participants used consistency as a proxy for accuracy in evaluations of credibility and that social categorization fully mediates (rather than moderates) effects of report content on perceived credibility.

Gobeil, R. & Serin, R. C. (2009). **Preliminary evidence of adaptive decision making techniques used by parole board members.** *International Journal of Forensic Mental Health*, 8, 97-104. Authors utilized a correlational design and hypothetical offender vignettes to investigate conditional release decisions among 31 parole board members from Canada and New Zealand. Results indicated variability in the decisions made by parole board members despite the fact that they were presented with the same information. These differences were not related to demographic characteristics or the amount and types of file information considered in the parole decisions.

Jehle, A., Miller, M., & Kimmelmeier, M. (2009). **The influence of accounts and remorse on mock jurors' judgments of offenders.** *Law and Human Behavior*, 33, 393-404. Mock jurors (N = 198) acquitted most often when the defendant denied the crime (rather than offered an excuse or justification), and the most lenient sentence when the defendant justified their actions. A defendant's expression of remorse increased guilty verdicts when an excuse was offered.

Lecci, L.B. & Myers, B. (2009). **Predicting guilt judgments and verdict change using a measure of pretrial bias in a**



videotaped mock trial with deliberating jurors. *Psychology, Crime & Law*, 15, 619-634. Examined how pretrial bias, measured by the Pretrial Juror Attitudes Questionnaire (PJAQ) and the Juror Bias Scale (JBS), affected pre and post-deliberation verdicts in mock jurors ($n = 183$). Scores on the bias measures predicted pre-deliberation verdicts and also shift change between the pre-deliberation and post-deliberation verdicts. The PJAQ predicted more of the variance in verdict and shift outcomes, demonstrating incremental predictive validity over the JBS.

Lynch, M., & Haney, C. (2009). **Capital jury deliberation: Effects on death sentencing, comprehension, and discrimination.** *Law and Human Behavior*, 33, 481-496. Mock jurors ($N = 539$) in a death penalty case provided more punitive sentences after deliberation (jury $N = 100$) than their individual verdicts. Deliberation also increased White jurors' tendency to sentence black defendants to death more often than white defendants.

McQuiston-Surrett, D., & Saks, M. (2009). **The testimony of forensic identification science: What expert witnesses say and what factfinders hear.** *Law and Human Behavior*, 33, 436-453. Two studies (total $N = 775$) manipulated forensic science expert testimony. Qualitative testimony was more powerful than quantitative testimony, which was made more powerful when an ultimate conclusion was offered by the expert.

O'Brien, B. (2009). **Prime suspect: An examination of the factors that aggravate and counteract confirmation bias in criminal investigations.** *Psychology, Public Policy, & Law*, 15, 315-334. Two stud-

ies examined the role of confirmation bias in criminal investigations. Participants in Study 1 ($N = 108$) were college students asked to review a police file from a criminal investigation. Some of the participants were asked to form a hypothesis about who most likely committed the crime, while others were not. Those who formed a hypothesis only looked for evidence that confirmed their hypothesis while the other group showed no such trend. In Study 2 ($N = 109$), college students reviewed a similar police file, but this time they were given information that made the prime suspect look innocent and introduced other potential suspects. Participants who considered why their hypothesis might be wrong showed less bias, but those who generated additional possible suspects/hypothesis did not show a decreased bias.

Pozzulo, J. D., Dempsey, J., Maeder, E., & Allen, L. (2010). **The effects of victim gender, defendant gender, and defendant age on juror decision making.** *Criminal Justice and Behavior*, 37, 47-63. In vignettes claiming a sixth-grade teacher had sexually assaulted his or her 12-year-old student in the classroom, male defendants were given higher guilt ratings than female defendants by a sample of undergraduate mock jurors ($N = 280$, $n = 111$ males, 168 females). Female jurors attributed higher responsibility to the defendant and rated the victim as more credible than did male jurors. Defendant gender, defendant age, and victim age did not influence the perceived credibility of the victim or the defendant.

Stevenson, M. C., Sorenson, K. M., Smith, A. C., Sekely, A., & Dzawairo, R. A. (2009). **Effects of defendant and victim race on perceptions of juvenile sex offenders.** *Behavioral Sci-*

ences and the Law, 27, 957-979. Authors presented 158 community members with a vignette in which a 15 year-old boy was convicted of aggravated child molestation. The race of the victim was manipulated. Women rather than men recommended registration more when the victim was White than Black. Participants supported registration more when the defendant and the victim were of different races.

RISKASSESSMENT/ COMMUNICATION

Baillargeon, J., et al. (2009). **Parole revocation among prison inmates with psychiatric and substance use disorders.** *Psychiatric Services*, 60, 1516-1521. In a study of 8,149 inmates from the Texas Department of Criminal Justice (TDCJ), researchers investigated the relationship between major mental illness and parole revocation (12 month follow-up). Inmates who had been diagnosed with both a major psychiatric illness and a substance use disorder (6% of the sample) were more likely to have their parole revoked because of either a technical violation ($OR = 1.7$) or commission of another crime ($OR = 2.8$), than inmates who had been diagnosed with either a psychiatric disorder (8% of the sample) or a substance use disorder (64% of the sample), or no diagnosis (28% of the sample). Several pathways for this relationship were proposed.

Boccaccini, M. T., Murrie, D. C., Caperton, J. D., & Hawes, S. W. (2009). **Field validity of the STATIC-99 and the MnSOST-R among sex offenders evaluated for civil commitment as sexually violent predators.** *Psychology, Public Policy, & Law*, 15, 278-314. In a sample of 1,928 offenders screened for commitment as sexually violent predators, the

STATIC-99 ($AUC = .58$) and MnSOST-R ($AUC = .49$) were less effective predictors of sexually violent recidivism ($M = 4.8$ years follow-up) than expected, raising questions about the field validity of the measures. Overall, the STATIC-99 performed better than the MnSOST-R, and the STATIC-99 was a less effective predictor for offenders who were released under parole-like conditions, compared to those who were discharged. Five-year recidivism rates did not match STATIC-99 norms, but were much more consistent with recently released norms than the 2003 norms.

Dolores, J. C. & Redding, R. E. (2009). **The effects of different forms of risk communication on judicial decision making.** *International Journal of Forensic Mental Health*, 8, 142-146. Authors investigated four types of risk assessment (prediction, categorical, risk factors/risk management, or hybrid) on 253 judges' views of evidence of risk concerning the release of an individual found not guilty by reason of insanity. Judges were more likely to release the patient from the hospital if they received risk factors/risk management reports than if they received prediction based or categorical risk information.

Hodges, H. & Heilbrun, K. (2009). **Psychopathy as a predictor of instrumental violence among civil psychiatric patients.** *International Journal of Forensic Mental Health*, 8, 131-141. Authors utilized archival data from 871 participants who completed the PCL:SV as part of the MacArthur Violence Risk Assessment Study in order to explore the relationship between psychopathy and instrumental violence among civilly committed psychiatric patients following hospital discharge. Higher

total scores on the two factor model, Cooke and Michie's three factor model, and Hare's revised four factor model were associated with increased risk for instrumental violence.

Lussier, P., Verdun-Jones, S., Deslauriers-Varin, N., Nicholls, T., & Brink, J. (2010). **Chronic violent patients in an inpatient psychiatric hospital: Prevalence, description, and identification.** *Criminal Justice and Behavior, 37*, 5-28. In a sample of 527 ($n = 462$ male, 65 female) chronically violent patients (CVPs), a diagnosis of ASPD, Substance Use Disorder, and evidence of brain damage or cognitive impairment were among the best predictors of violence for CVPs with 15 or more violent episodes. For individuals with 15 or more violent incidents, prediction of violent episodes was more accurate ($AUC = .80$) than for individuals with at least 5 violent episodes ($AUC = .67$).

Rettinger, L. J. & Andrews, D. A. (2010). **General risk and need, gender specificity, and the recidivism of female offenders.** *Criminal Justice and Behavior, 37*, 29-46. The Level of Service/Case Management Inventory (LS/CMI) General Risk/Need score predicted general recidivism ($r = .63$), violent recidivism ($r = .45$), and total number of new offenses ($r = .54$) in a sample of 411 adult female offenders. The risk and need scales Criminal History, Antisocial Peers, Antisocial Cognition, and Antisocial Pattern accounted for the majority of variance in recidivism.

Snowden, R. J., Gray, N. S., Taylor, J., & Fitzgerald, S. (2009). **Assessing risk of future violence among forensic inpatients with the classification of violence risk (COVR).** *Psychiatric Services, 60*, 1522-

1526. Information gathered about 52 patients residing on one of four medium-security psychiatric units in the UK was used to examine the validity of the Classification of Violence Risk (COVR). Researchers completed a VRAG, COVR, and institutional file review for each of the participants. Results indicated that the COVR was as good of a predictor of verbal aggression and physical aggression ($AUC = .73$) as the VRAG ($AUC = .77$), but that the VRAG was a better predictor of aggression of property (VRAG $AUC = .76$ vs. COVR $AUC = .57$).

Walters, G. D. (2009). **The Psychological Inventory of Criminal Thinking Styles and Psychopathy Checklist: Screening Version as incrementally valid predictors of recidivism.** *Law & Human Behavior, 33*, 497-505. When age, prior charges, and Psychopathy Checklist: Screening Version (PCL:SV) total scores were controlled, the Psychological Inventory of Criminal Thinking Styles (PICTS) General Criminal Thinking (GCT) score was able to predict both general and serious recidivism (defined a subsequent charges) in a group of 107 male federal prison inmates. However, when age, prior charges and PICTS scores were controlled, PCL:SV failed to predict general or serious recidivism. One standard deviation increase in the GCT led to a 49% increase in subsequent charges and a 44% increase in subsequent serious charges.

Walters, G. D., (2009). **Effect of a longer versus shorter test-release interval on recidivism prediction with the psychological inventory of criminal thinking styles (PCITS).** *International Journal of Offender Therapy and Comparative Criminology, 53*, 665-678. The GCT score from the PICTS

for 284 male released medium security federal correction inmates were analyzed to determine if time between administration and release of inmates influenced predictive value. The scores were more effective when the PICTS had been completed within 24 months of release than when more than 24 months prior.

SEX OFFENDERS

Caldwell, M. F., & Dickinson, C. (2009). **Sex offender registration and recidivism risk in juvenile sexual offenders.** *Behavioral Sciences and the Law, 27*, 941-956. Authors collected risk scores on the static scales of the Juvenile Sex Offender Assessment Protocol II (JSOAP-II) and the Youth Level of Service/Case Management Inventory (YLS/CMI) from 106 registered and 66 unregistered juvenile sex offenders. Results did not support the idea that registration can lower the risk for reoffense in juvenile offenders.

Canales, D. D., Olver, M. E., & Wong, S. C. P. (2009). **Construct validity of the Violence Risk Scale—Sexual Offender Version for measuring sexual deviance.** *Sexual Abuse: A Journal of Research and Treatment, 21*, 474-492. The Sexual Deviance factor of the VRS-SO was predictive of sexual recidivism in a sample of 124 federally incarcerated sexual offenders. The Sexual Deviance Factor also demonstrated concurrent validity with the Screening Scale for Pedophilic Interests (SSPI), and both were positively correlated with computed arousal indices for child stimuli but not nondeviant arousal.

Carlstedt, A., et al. (2009). **Does victim age differentiate between perpetrators of sexual child abuse? A study of mental health, psychosocial cir-**

cumstances, and crimes. *Sexual Abuse: A Journal of Research and Treatment, 21*, 442-454. In a sample of 162 male sexual offenders, 93% of offenders in Group 1 (victims aged 0-5 years old) were diagnosed with an Axis I and/or Axis II disorder compared with 83% in Group 2 (victims 6-11 years old), and 93% in Group 3 (victims 12-15 years old). Mood disorder was significantly more common in Group 3 than the other two groups, and anxiety disorder was significantly more common among Group 2 than Group 3.

Hagan, M. P., Anderson, D.L., Caldwell, M.S., & Kemper, T.S., (2010). **Five-year accuracy of assessments of high risk for sexual recidivism of adolescents.** *International Journal of Offender Therapy and Comparative Criminology, 54*, 61-70. Among a sample of 12 juvenile sex offenders who, after being found to meet the criteria for involuntary commitment, were released after never having been committed, 42% recidivated within six years of release, three within three years, and two within six years.

Harris, D. A., Mazerolle, P., & Knight, R. A. (2009). **Understanding male sexual offending: A comparison of general and specialist theories.** *Criminal Justice and Behavior, 36*, 1051-1069. In a sample of 374 male sexual offenders, versatile offenders were more likely than specialist offenders to have experienced substance abuse problems in the year prior to their index offense. There were no differences between specialist and versatile offenders on measures of relationship difficulties. Versatile offenders were twice as likely as specialist offenders to experience elementary school maladjustment and adolescent antisocial behavior.



Knight, R., Scott, T., & Zakireh, B. (2009). **Bootstrapping persistence risk indicators for juveniles who sexually offend.** *Behavioral Sciences and the Law*, 27, 878-909. Authors compared the risk features of 228 juvenile sexual offenders placed in multiple residential programs with those from two incarcerated adult sexual offender samples, one which began offending as juveniles ($n = 147$) and a second which began offending as adults ($n = 140$). Results suggested that sexual deviance; impulsivity or antisocial behavior; deceitful personality; violent behavior or fantasies; and a history of victimization were variables that have the potential to serve as predictors of persistence of sexual offending into adulthood.

Sandler, J. C. & Freeman, N. J. (2009). **Female sex offender recidivism: A large-scale empirical analysis.** *Sexual Abuse: A Journal of Research and Treatment*, 21, 455-473. Female sexual offenders who sexually recidivated ($n = 32$) were more likely to have at least one prior misdemeanor conviction, one prior felony conviction, and at least one prior drug conviction than those who did not sexually recidivate ($n = 1,434$).

Viljoen, J. L., Elkovitch, N., Scalora, M. J., & Ullman, D. (2009). **Assessment of reoffense risk in adolescents who have committed sexual offenses: Predictive validity of the ERASOR, PCL: YV, YLS/CMI, and Static-99.** *Criminal Justice and Behavior*, 36, 981-1000. In a sample of 193 adolescent sexual offenders, the ERASOR, PCL: YV, YLS/CMI, and Static-99 did not predict sexual reoffending. The YLS/CMI and the PCL: YV predicted nonsexual violence, any violence (the combination of sexual and nonsexual vio-

lence), and any reoffense (any nontraffic felony or misdemeanor). The Static-99 did not predict any type of reoffending.

Walters, G. D., Deming, A., & Elliott, W. N. (2009). **Assessing criminal thinking in male sex offenders with the Psychological Inventory of Criminal Thinking Styles.** *Criminal Justice and Behavior*, 36, 1025-1036. The PICTS General Criminal Thinking (GCT) and Proactive (P) scores correlated with the Static-99 total sexual risk score after control for demographic and current offense variables in a sample of 543 males undergoing sex offender treatment. The GCT and P scores also correlated positively with sentence length.

Wilson, R. J., Cortoni, F., & McWhinnie, A. J. (2009). **Circles of support and accountability: A Canadian national replication of outcome findings.** *Sexual Abuse: A Journal of Research and Treatment*, 21, 412-430. High-risk sexual offenders participating in COSA, Circles of Support & Accountability, ($n = 44$) showed an 83% reduction in sexual recidivism and a 73% reduction in violent recidivism when compared to matched offenders not participating in COSA ($n = 44$). The odds of any recidivism were 95% lower for COSA offenders than the matched comparison group.

WITNESS ISSUES

Brewer, N., & Palmer, M. (2010). **Eyewitness Identification Tests.** *Legal and Criminological Psychology*, 15, 77-96. Authors reviewed relevant issues surrounding line-up procedures including line-up construction, line-up presentation, recording the witness's decision and feedback provided to the witness. Multiple suggestions for executing a line-up that provides maximum

diagnosticity are included. Despite what measures are taken to reduce witness identification error, such errors will undoubtedly occur. As such, future research should strive to improve both upon the provided guidelines as well as on witness procedures themselves.

Bull, R. (2010). **The investigative interviewing of children and other vulnerable witnesses: Psychological research and working/professional practice.** *Legal and Criminological Psychology*, 15, 5-23. Special problems face witnesses with vulnerabilities. Therefore, it is imperative that they are interviewed in a way that maximizes the quality of their information. Ways to improve accuracy include increasing the free recall, increasing open-ended questions and decreasing forced choice, option and/or suggestive questions. Failure to utilize such guidelines can result with diminished accuracy from the witness. Other issues that need to be addressed involve the effects of interviewer manner, time delays and age.

Daftary-Kapur, T., Dumas, R., & Penrod, S. (2010). **Jury decision making biases and methods to counter them.** *Legal and Criminological Psychology*, 15, 133-154. Various juror biases were reviewed. It was found that juror's comprehensions of instructions are problematic and that rewriting instructions and using flow charts can further understanding. Instructing juries to disregard evidence does not seem to have the intended effect. The effects of scientific evidence on jury decision making is still uncertain. Pretrial publicity exudes a pervasive influence on jurors, and legal safeguards have had little corrective influence.

Dahl, L., Brimacombe, C., & Lindsay, D. (2009). **Investigating investigators: How presentation order influences participant-investigators' interpretations of eyewitness identification and alibi evidence.** *Law and Human Behavior*, 33, 368-380. Two studies (total $N = 228$) found that mock investigators were influenced by the order in which eyewitness evidence was presented. In Study 2, when strong eyewitness and alibi evidence were in opposition, the evidence produced last was the most influential on probability of guilt ratings.

Dando, C., Wilcock, R., & Milne, R. (2009). **The cognitive interview: Novice police officers' witness/victim interviewing practices.** *Psychology, Crime & Law*, 15, 679-696. Examined the application of the cognitive interview (CI) by police who had completed PEACE CI training. A month or less after receiving training, police participants ($n = 48$) interviewed eyewitness participants ($n = 48$). Interviews were coded for the attempt and successful use of the eight components of CI. Police were unlikely to attempt or use successfully all of the procedural components.

Desmarais, S. (2009). **Examining report content and social categorization to understand consistency effects on credibility.** *Law and Human Behavior*, 33, 470-480. Participants ($N = 375$) found autobiographical reports of an event to be more credible when the description was consistent rather than inconsistent, and when the event was mundane rather than unusual.

Fisher, R. (2010). **Interviewing cooperative witnesses.** *Legal and Criminological Psychology*, 15, 25-38. Despite the fact that cooperative witnesses

play an important role in investigations, police are often not properly trained to interview them. The author reviews and advocates the cognitive interview (CI), which utilizes rapport building, open-ended questions and long and detailed responses. The CI should be adapted to fit the individual and situation. However, such freedom in administration presents limitations. Proper training in administering the CI is critical.

Gier, V.S. & Kreiner, D.S. (2009). **Memory of children's faces by adults: Appearance does matter.** *Applied Cognitive Psychology, 23*, 972-986. The study was concerned with the recognition of children in different states—a dirty face and negative affect appearance or a clean and positive affect appearance. Target photos of “clean” or “dirty” children were presented to participants ($n = 76$). Recognition accuracy was highest when the state of the child matched the original viewing state. A follow up study ($n = 88$) with a ten minute or a three, six, or twelve week delay replicated these results.

Liu, C.H., Chai, X., Shan, S., Honma, M., Osada, Y. (2009). **Synthesized views can improve face recognition.** *Applied Cognitive Psychology, 23*, 987-998. The authors examined computer synthesized angle views of a face to improve face recognition. Participants ($n = 44$) viewed the face from different angles or only the frontal view of the face. Accuracy in later recognition was better for those who viewed the face from multiple angles. This result was replicated in two follow-up studies.

Magnussen, S., Melinder, A., Stridbeck, U. & Raja, A.Q. (2009). **Beliefs about factors affecting the reliability of eyewitness testimony: A comparison of judges, jurors and the**

general public. *Applied Cognitive Psychology, 24*, 122-133. A survey was given to 164 members of a Norwegian juror pool and 1000 Norwegian adults and results were compared to a prior survey of Norwegian judges. All groups had limited knowledge of eyewitness testimony, though judges were more knowledgeable than the other groups. Jury experience did not correlate with knowledge. Also, the results were compared to a similar US survey, indicating similar levels of knowledge in the two countries.

Mansour, J.K., Lindsay, R.C.L., Brewer, N. & Munhall, K.G. (2009). **Characterizing visual behavior in a lineup task.** *Applied Cognitive Psychology, 23*, 1012-1026. Eye tracking equipment monitored participants' ($N=34$) gaze behavior during a simultaneous lineups to determine if accuracy could be predicted. Four target-present and 4 target-absent lineups were viewed, and decision time, number of fixations and the duration of those fixations differed for selections v. non-selections. Though correct and incorrect non-selections could be distinguished by decision time, number of fixations and the duration of those fixations, correct and incorrect choices differed only in terms of comparison-type behavior involving the selected face.

Odinot, G., Wolters, G., & van Koppen, P. (2009). **Eyewitness memory of a supermarket robbery: A case study of accuracy and confidence after 3 months.** *Law and Human Behavior, 33*, 506-514. Three months after the crime, memories of actual armed robbery witnesses ($N = 14$) were compared to security camera footage. Witnesses were highly accurate (84%), and the confidence-accuracy relationship was moderate (0.38).

Thoresen, C., Lonnum, K., Melinder, A., & Magnussen, S. (2009). **Forensic interviews with children in CSA cases: A large-sample study of Norwegian police interviews.** *Applied Cognitive Psychology, 23*, 999-1011. Examined the changes of in a sample of Norwegian CSA interviews ($n = 195$) in the 1990 to 2002 period. Interviews were coded and categorized for the types of interview questions. It was found that fewer negative interview techniques (e.g. suggestive, yes/no questions) were used over time. Likewise the number of interviews labeled “bad” decreased. However, a large proportion of ‘bad’ interviews still occurred throughout the time period.

Wise, R.A., Pawlenko, N.B., Safer, M.A. & Meyer, D. (2009). **What US prosecutors and defense attorneys know and believe about eyewitness testimony.** *Applied Cognitive Psychology, 23*, 1266-1281. A survey was administered to 73 prosecutors and 1184 defense attorneys. Prosecutors were less knowledgeable than defense attorneys on almost every issue. Prosecutors were skeptical or unformed about eyewitness research, while defense attorneys were skeptical about eyewitness reliability. Yet, both groups believed that eyewitness knowledge is not common sense and that all attorneys would benefit from training on eyewitness testimony.

Zajac, R., Jury, E., & O'Neill, S. (2009). **The role of psychosocial factors in young children's responses to cross-examination style questioning.** *Applied Cognitive Psychology, 23*, 918-935. Measured effects of children's self-confidence, self-esteem, assertiveness, and number of siblings on cross-examination accuracy. Children ($n = 137$) completed a task and received

direct and cross-examination questioning. Overall direct examination accuracy was high, but 90% of children's reports changed during cross-examination. Higher ratings of self-esteem, self-confidence, and assertiveness and fewer siblings were associated with high cross-examination accuracy.

Zarkadi, T., Wade, K.A., & Stewart, N. (2009). **Creating fair line-ups for suspects with distinctive features.** *Psychological Science, 20*, 1448-1453. The authors found that the replication of a suspect's distinctive feature across foils increased correct identification in target-present lineups without increasing incorrect identifications of foils in target-absent line-ups. Replication of the suspect's distinctive feature yielded higher accuracy rates than did concealing the feature. This pattern is predicted by the hybrid-similarity model of recognition.

OTHER

von Helversen, B., & Rieskamp, J. (2009). **Predicting sentencing for low-level crimes: Comparing models of human judgment.** *Journal of Experimental Psychology: Applied, 15*, 375-395. Trial records for minor crimes (theft, forgery, or fraud) from a Brandenburg court were analyzed under five models of human judgment, to predict both prosecutor's sentencing recommendations and sentencing outcomes. Sentencing was inconsistent with policy, and most consistent with the mapping model.

Petrocelli, J.V. & Dowd, K. (2009). **Ease of counterfactual thought generation moderates the relationship between need for cognition and punitive responses to crime.** *Personality and Social Psychology Bulletin, 35*, 1179-1192. Three



studies examined whether the ease of counterfactual thinking affects ratings of punitiveness given by persons with high versus low need for cognition (NFC) for a crime scenario. When listing counterfactual thoughts was difficult (compared to easy) for participants, differences in punitiveness emerged between high and low NFC, with those high in NFC being less punitive.

Stockdale, M. S., Logan, T. K., & Weston, R. (2009). **Sexual harassment and posttraumatic stress disorder: Damages beyond prior abuse.** *Law & Human Behavior, 33*, 405-418. Experiencing sexual harassment was significantly related to PTSD in a sample of 445 female recipients of domestic violence protective orders, even after controlling for prior trauma, abuse, psychological functioning, and PTSD. The experience of sexual harassment was associated with an independent PTSD diagnosis, regardless of history. The severity of the harassment was also related to the incidence of diagnosis, with women who experienced more severe harassment being more likely to receive a diagnosis.

Williams, D & Ahmed, J. (2009). **The relationship between antisocial stereotypes and public CCTV systems: Exploring fear of crime in the modern surveillance society.** *Psychology, Crime & Law, 15*(8), 743-758. Examined participants' ($n = 120$) fear of crime (FOC) when CCTV is present in the crime location. Participants rated an area on measures of FOC when that area was randomly assigned to contain a male person, a female person, or no one (control) and either the obvious presence or absence of CCTV. Participants reported greater FOC when both the male person and CCTV were present, compared to either alone.

Actual Innocence Column, Continued from p. 10

Lebrew's case is reminiscent of the 1980s and 90s child sexual abuse daycare cases in which several fantastic claims were made. In the McMartin case, children alleged that their abusers flew them in planes, made them watch animals being tortured (e.g., a horse being killed with a baseball bat) and have group sex (see Garven, Wood, & Malpass, 2000). In the infamous Kelly Michaels case, children alleged that she (Michaels) had licked peanut butter off their genitals and raped them with forks, knives and Legos. At the time, many people, though doubting the most bizarre allegations, held firm that "something" must have happened; "Where there's smoke, there's fire." It may be that in Lebrew's case and other confession cases, triers of fact discount the information that is fantastic and/or inconsistent with other facts, but "know" that somehow the person is involved in the crime as the doer.

Twenty years ago, Saul Kassin and colleagues (Kassin, Reddy, & Tulloch, 1990) presented a suspect's "imperfect" (and implausible) account to mock jurors. The suspect, who was found in the presence of the murder victim with cuts and blood on her, maintained innocence during police questioning, claiming that a large black man attacked the victim and knocked her (the suspect) unconscious while she was attempting to save the victim (note that this was actual interrogation from a Bronx, NY case). Kassin et al. manipulated whether the defense or prosecution introduced the interrogation tape and measured participants' need for cognition (i.e., the extent to which people enjoy effortful cognitive activities). Percep-

tions of whether the suspect was guilty were influenced by an interaction between attorney presentation order and high vs. low need for cognition. When the defense introduced the interrogation statements, persons low in the need for cognition rated the probability of commission at 77%, but when the prosecution introduced them, probability was rated at 49%. Persons high in the need for cognition showed the exact opposite pattern. Though the point of Kassin and colleagues' study (1990) was to examine the influence of need for cognition on mock jurors in light of ambiguous statement, using a similar paradigm, future studies could easily investigate the effects of labeling statements as confessions, both incriminating and non-incriminating, on jurors.

Conclusion

The case of Lebrew Jones is one of hundreds of proven or probable miscarriages of justice, including 139 in capital cases (Death Penalty Information Center). Each of these cases is unique and complex in its own right. Whereas scientific advances, specifically DNA technology, have helped tremendously to shed light on these fascinating yet haunting stories of injustice, future research must continue to grow in order to gain a more complete understanding of wrongful convictions and actual innocence. Our goal in this column is not only to tell these amazing stories of injustice but to instigate research to help prevent their occurrence.

References

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- Kassin, S. M., Reddy, M. E., & Tulloch, W. F. (1990). Juror interpretations of ambiguous evidence: The need for cognition, presentation order, and persuasion. *Law and Human Behavior, 14*, 43-55.
- Wells, G. L., Small, M., Penrod, S., Malpass, R.S., Fulero, S.M., & Brimacombe, C.A. E. (1998). Eyewitness identification procedures: Recommendations for lineups and photospreads. *Law and Human Behavior, 22*, 603-647.

Division News and Information

APA Council of Representatives Meeting Summary/Highlights

August 5 & 9, 2009

Toronto, Ontario

Randy Otto and Bill Foote

Division 41 Council Representatives

1. APA President James Bray summarized his presidential summit on the Future of Psychology Practice, which will include work on a blueprint for the future of psychology practice. The group met in San Antonio in the spring and will continue to work on these topics. It looks like prescribing privileges will be a focus.
2. APA President James Bray also talked about his continuing efforts to make sure that psychology is included in basic science funding via the government.
3. APA CEO Norman Anderson gave an overview of APA staff whose primary mission is government relations, and he also reviewed how APA is working to ensure that psychology is integral to any changing health care system. Priorities include eliminating health and healthcare disparities, ensuring that psychology is part of integrated care in primary health care settings (parity issues), maintaining a strong psychology workforce, emphasizing prevention initiatives, and ensuring privacy of records.
4. APA CEO Norman Anderson also reported other advocacy activities in which APA engaged including working to ensure that behavior change research and psychological research more generally were identified as priority areas for stimulus funding, and ensuring that psychotherapy services are reimbursed by Medicare/Medicaid.
5. APA CEO Norman Anderson offered an overview of APA's finances. Because of ongoing concerns and its 2008 \$5,000,000 budget deficit, since February 2009, staff salaries and the operating budget were reduced by a total of approximately \$3,000,000, consolidated meetings for the fall were cancelled, approximately 32 employees were laid off, and 5 unfilled positions were eliminated.
6. APA CEO Norman Anderson discussed the ongoing strategic planning process-mission and vision statements were adopted by APA council in 2008 and 2009. Now, a specific value statement, goals, objectives and targets will be developed with action taking place as necessary. Of potential interest is that APA has never had a strategic plan in its 117 year history.
7. The Council of Representatives voted to report council vote totals on the APA website but not report the votes of individual council members (your two division representatives voted to report individual council members' votes). Ironic that one of the core values identified by APA Council as it worked on its value statement was transparency.
8. The new and improved APA website will be up and running shortly.
9. The Council of Representatives voted to direct the APA Ethics Committee to consider language revising APA EPPCC section 1.2 to make clear that although psychologists can follow the law when it conflicts with the ethics code, actions that conflict with "basic human rights" would not be permissible and would constitute a breach of ethics. Any persons who would like to offer thoughts about this issue should contact the APA Ethics Committee chair Jeff Barnett.
10. Paul Craig, APA Treasurer, offered a more detailed report on the budget and indicated that things did not look well, perhaps with the exception of APA's real estate holdings-the value of which continues to maintain. APA ran a deficit last year and is acting this year to insure a balanced budget. APA Chief Financial Officer Archie Turner projected a budget surplus of \$922,000 for 2009 but acknowledges that this number could diminish—he predicts a slightly lower surplus for 2010. CFO Turner has put in place a system to monitor spending more closely and reduce the likelihood of budget shortfalls/over-spending. Considerable discussion was devoted to the 2010 budget and challenging decisions regarding cutting the budget and associated fallout (e.g., a proposal to suspend 2010 fall consolidated meetings).
11. Council voted to accept the report of the working group examining minority representation in APA and to continue funding attendance of representatives from the 4 ethnic minority professional psychology associations at the February and August council meetings.
12. Considerable discussion ensued regarding the litigation between APA and the APA Insurance Trust (APAIT). APA argues that, due to its relationship with APAIT, and based on consultation with insurance experts and legal counsel, it is obligated to review certain aspects of the APAIT's finances. In response, APAIT argues that APA is not entitled to at least some of the information it seeks. APA has initiated litigation to gain access to this information, so as to meet what it considers its legal responsibility.
13. Council voted to postpone the vote on a motion to ensure council representation for all divisions and state/provincial psychological associations.
14. Council voted to approve the proposal for the establishment of an APA designation program for postdoctoral education and training programs in psychopharmacology.
15. Council voted to decrease 2010 funding for the Archives for the History of Psychology at the University of Akron.



Division News and Information

APLS Book Series

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

Forthcoming are books by:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Call for Psychology and Law Syllabi

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

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

Handbook of Teaching Materials

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

Book and Test Reviews

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

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• Scientific Review Paper Committee	Gary Wells	glwells@iastate.edu
• Minority Affairs Committee	Jennifer Hunt	huntjs@buffalostate.edu
• Mentorship Committee	Tara Mitchell	tmitchel@lhup.edu
• Early Career Psychologists Committee	Lora Levett	llevett@ufl.edu
• Professional Development of Women	Jennifer Skeem	skeem@uci.edu
	Terese Hall	terese.hall@sbcglobal.net
• Division Administrative Secretary	Kathy Gaskey	APLS@ec.rr.com
• Conference Advisory Committee	David DeMatteo	dsd25@drexel.edu
• 2010 APLS Conference Chairs	Jodi Viljoen	viljoenj@sfu.edu
	Sam Sommers	sam.sommers@tufts.edu
	Matt Scullin	mhscullin@utep.edu
• 2010 APA Conference Chairs	Nancy Ryba	nryba@fullerton.edu
	Lora Levett	llevett@ufl.edu
• 2011 APLS Conference Chairs	Margaret Bull Kovera	mkovera@jjay.cuny.edu
	Patricia Zapf	pzapf@jjay.cuny.edu

AP-LS Web Site

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

New Online! Directory of Post Doc Directory of Forensic Training Sites

The TCC brings you a new directory of post doc forensic training sites. The directory can be found on the AP-LS website at the following link: <http://www.ap-ls.org/education/PostDoc.php>



Division News and Information

AP-LS Mentorship Committee

Job Interviewing and Negotiating

The Mentorship Committee's session topic for AP-LS 2009 was "Interviewing for Jobs." This session was part of a three part series co-sponsored by the AP-LS Student Section (which offered a session on CVs and personal statements) and the Teaching, Training, and Careers Committee (which offered a session on job searches and hiring).

Continuing that topic, our columns have focused on job opportunities. This column will focus on sources for job interviewing and negotiating. At this time of year, your focus is likely to be on preparing for job interviews and how to negotiate a better job offer, particularly if you are interested in an academic position. Job interviews often begin in January, with job offers being made as early as January as well! Psychology and law is a varied field, with several different job opportunities available. Some of you will be seeking academic jobs, whereas others will be seeking government jobs, post doc positions, or applied jobs in trial consulting, prisons, or the like.

Although there are some differences in interviewing and negotiating for these different types of positions, there are some common practices that will be helpful in being successful in your interview and in your negotiating. One of the most important things that we can emphasize is the importance of working with a mentor during this process. Mentors can help in a variety of ways, from providing information about their own searches to conducting a mock interview and/or negotiation process with you. Mentors, both official and unofficial, will be an excellent resource for you during the interviewing and negotiating process. Good luck in your interviews and job negotiating!

One of the first steps in the interview process is often a phone interview. Phone interviews are used to narrow a list of qualified job candidates down to a smaller number that can then be brought in for a face-to-face job interview (Jensen, 2006). Although the number brought in for a face-to-face interview varies, it is often 3 – 5 people. These interviews are often considered more difficult than face-to-face interviews because of the lack of direct human interaction (Jensen, 2006). It is very important to remember to display confidence in your self and your abilities during the phone interview, as well as to have the phone interview at a time in which you can be comfortable and calm.

One way to display confidence during the phone interview is to be sure to research the job position and the organization for which you are applying (Jensen, 2006). Understanding the position and the organization itself will allow you to speak clearly, confidently, and succinctly about how you would be the best person for the position. This research is also vital for the face-to-face job interview that you will be invited to if you perform well in the phone interview.

Only a few of the job applicants will be invited to a face-to-face interview; the face-to-face interview can vary widely among dif-

ferent job types. An academic job interview, for example, can last for two days, whereas some positions will have more "typical" job interviews that last for a few hours. Regardless of the type, or length, of job interview, it is vital to research the job position, the people with which you will be working (department, work unit, etc.), and the organization itself (DelGizzo & Malisheski, 2003). Potential employers will use the job interview not only to assess your job qualifications, but your "fit" with the organization. To show your fit with the organization, it is important to understand the mission or vision of the organization and, particularly with academic positions, to understand how you can contribute something unique to the work group.

It is also important to remember that, while you are being interviewed, you should also be "interviewing" the organization as well. Not only should you be a fit for the organization, but the organization should also be a fit for you. Kuther (n.d.) has provided a list of questions to ask about the organization as you seek to determine if it is a good fit for you. The list is particularly suited for academic positions; however, many of the questions are also relevant for other positions. How is the organization structured? What are the major components of the job responsibilities and how important are each of those components relative to the others? You should also be sure to ask about benefits, particularly health benefits and retirement benefits. Good health and retirement benefits may offset a lower starting salary.

Once the interview process is complete and an organization has interviewed its final candidates, you may be contacted with a job offer. Congratulations at receiving a job offer! At this point, you need to consider negotiating for a better offer. The ability to negotiate will depend on the type of position you accept; within academics, it will also depend on the type of university (liberal arts, public, etc) and whether or not the faculty is unionized (Furlong & Vick, 2007). Negotiating is often something that people feel uncomfortable with; however, the package you accept will become compounded over the years of your career. A package will, of course, include salary and benefits. It is also possible, though, to negotiate a start date, moving expenses, lab start up costs, and help with spousal employment. When beginning negotiations, it is important to know your own priorities – is salary, spousal employment opportunities, or equipment a priority? Your negotiations should be reasonable for the organization (e.g., a small liberal arts college may not have the money to provide all of the lab space you would like) and should be based on what you consider "deal breakers," rather than every aspect of the job offer.

The references used in this column are all available online, to increase the number of people who will be able to access them. However, there are a large number of books and articles written on these topics. Tara Kuther has written a variety of books on careers in psychology, as well as how to begin those careers, as have a number of other authors. More general books on interviewing and negotiating can also be found from a variety of

Division News and Information

AP-LS Committee on Early Career Psychologists

ECP Grant-in-Aid Award Winners

The AP-LS Committee of Early Career Psychologists and Professionals (ECPs) is excited to announce the grant award recipients for the 2009-2010 grants-in-aid cycle. Each grantee was awarded \$5,000 to assist with the costs of conducting their research. The projects funded this cycle are as follows:

Project Title: "Psychosocial development and decisional competence"

Investigator: Amanda Fanniff, Ph.D., Department of Mental Health, Law and Policy, University of South Florida

Project Title: "Effects of cognitive control training among adolescent offenders"

Investigator: Anne-Marie Iselin, Ph.D., Center for Child and Family Policy, Duke University

Project Title: "Detecting the deception of second language speakers"

Investigator: Amy-May Leach, Ph.D., Faculty of Criminology, Justice, and Policy Studies, University of Ontario Institute of Technology

Project Title: "Procedural justice in restorative justice conferences"
Investigator: Diane Sivasubramaniam, Ph.D., Faculty of Criminology, Justice, and Policy Studies, University of Ontario Institute of Technology

Congratulations to this year's awardees. ECP Grant-in-Aid applications are due annually on December 15. For more information on the APLS ECP Grants-in-Aid, please visit <http://www.ap-ls.org/grantsfunding/ECPGrantsInAid.php?t=5>

ECP Conference Workshop in Vancouver

The AP-LS ECP Committee has also been busy planning our conference workshop and social for this March. On Thursday, March 18 from 10:00 am – 11:45 am, the ECP Committee will present a workshop titled 'How I survived my first years: Tales of success as an early career professional'. The workshop includes panelists from several different areas of psychology and law who achieved success early in their careers. These panelists will share their tips, tricks, advice, and examples for how to achieve success in trial consulting, clinical work, research, and academics. Panelists will present a brief synopsis of their profession, will explain what they

did to be successful in their first few years as a professional, and then will engage in a question/answer period with the audience. The workshop is open to all membership and is free of charge. Our panelists for the workshop are Drs. Eric Elbogen, Margaret Bull Kovera, Christina Studebaker, and William J. Warnken.

Dr. Eric Elbogen is an Assistant Professor in the Department of Psychiatry in the School of Medicine at the University of North Carolina at Chapel Hill. In addition, Dr. Elbogen does clinical work at Central Regional Hospital in Butner, NC, and through the UNC Forensic Psychiatry Program and Clinic.

Dr. Margaret Bull Kovera is a Professor of Psychology at John Jay College of Criminal Justice, City University of New York. Dr. Kovera won the Saleem Shah Early Career Award from APLS/AAFP. She is an Associate Editor of Law and Human Behavior, a past-president of AP-LS and current Secretary-Treasurer of the Society for the Psychological Study of Social Issues (SPSSI).

Dr. Christina Studebaker is currently a Litigation Research Analyst for the Litigation Department at Barnes & Thornburg LLP, and ThemeVision LLC, the firm's jury research and advocacy analysis affiliate. Dr. Studebaker has also worked at the Federal Judicial Center and formerly served as Associate Program Director in Forensic Psychology at the Chicago School of Professional Psychology.

Dr. William Warnken, ABPP, is the Assistant Director of the predoctoral internship program at the University of Massachusetts Medical School, and is a faculty member/supervisor in the Law and Psychiatry program in the Department of Psychiatry at the University of Massachusetts Medical Center. Dr. Warnken conducts forensic evaluations at Worcester State Hospital and is a past president of the American Board of Forensic Psychology.

In addition to our workshop, we also will be hosting a social for ECPs and soon-to-be ECPs at the AP-LS Conference on Friday, March 19 from 8:00 – 11:00 pm in the hotel's hospitality suite. Please feel free to stop by and say hello to the ECPs!

If you have input for the committee on how to best support ECPs, if you would like to make a suggestion for a newsletter column or workshop topic or would like to join the ad-hoc AP-LS Committee on ECPs, please contact the committee chair, Lora Levett, at llevett@ufl.edu.



Nominations, Awards, and Announcements

AP-LS Dissertation Award Winners

The AP-LS Dissertation Awards Committee would like to congratulate the winners of the 2009 Dissertation Awards.

Tarika Daftary-Kapur is our 1st-place dissertation winner. Her dissertation, entitled “The effects of pre- and post-venue publicity on juror decision-making,” tested potential theoretical explanations for the influence of pre-trial and post-trial exposure to publicity about a legal case on jurors’ ultimate decisions in the case. The committee reviewers described Tarika’s dissertation as a “high quality” study that “pushes forward the frontiers of knowledge regarding the influence of pretrial and post-venue publicity on jury decision making.” Tarika completed her dissertation in John Jay College of Criminal Justice’s Forensic Psychology Sub-program of the Graduate Center of the City of New York under the supervision of Maureen O’Connor and Steven Penrod. Tarika will receive \$1000 for winning 1st place.

Gianni Pirelli is our 2nd-place dissertation winner. His dissertation, entitled “A meta-analytic review of competency to stand trial research,” was a meta-analysis of 68 studies conducted between 1967 and 2008 comparing competent and incompetent defendants on a number of demographic, psychiatric, and criminological variables. The committee reviewers described Gianni’s dissertation as “thorough [and] well-written” and involving a “high level of statistical sophistication.” The committee also noted that Gianni’s dissertation “makes a high contribution in terms of updating the field with a meta-analysis that includes recent studies, new instruments, and new court decisions.” Gianni completed his dissertation at John Jay College of Criminal Justice under the supervision of Bill Gottdiener and Patty Zapf. Gianni will receive \$750 for winning 2nd place.

Bethany Young is our 3rd-place winner. Bethany’s dissertation, entitled “Adaptive behavior assessment on individuals with psychopathic traits: Do psychopathic individuals obtain lower scores on adaptive functioning measures?” examined the relationship between psychopathy and adaptive functioning among 85 male felony probationers. The committee reviewers described Bethany’s study as a “well designed . . . high quality” project that “offers a unique, important, and practical contribution the psych/law field.” Bethany completed her dissertation at Sam Houston State University under the supervision of Marc Boccaccini. Bethany will receive \$500 for winning third place.

Each award winner will have the opportunity to present his or her dissertation in a poster session at the 2010 AP-LS Annual Conference in Vancouver.

Fellow Status in the American Psychological Association

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

Doctoral degree based in part upon a psychological dissertation, or from a program primarily psychological in nature and conferred by a regionally accredited graduate or professional school.

- Prior status as an APA Member for at least one year.
- Active engagement at the time of nomination in the advancement of psychology in any of its aspects.
- Five years of acceptable professional experience subsequent to the granting of the doctoral degree.
- Evidence of unusual and outstanding contribution or performance in the field of psychology.

Members nominated for Fellow Status through AP-LS must provide evidence of unusual and outstanding contributions in the area of psychology and law. Please send all supporting materials in paper form (via post/express delivery) to Kathy Gaskey, APLS Administrative Officer, P.O. Box 11488, Southport, NC 28461-3936. The deadline for submission of all application materials (nominee’s materials and endorsers’ materials) is **January 3, 2011**. For further information and application materials, please contact Kathy Gaskey via email (APLS@ec.rr.com)

AP-LS Dissertation Award Program

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

To apply for the Dissertation Awards, please attach the following items in an e-mail to aplsdissertations@gmail.com by **December 31, 2010**: (1) the dissertation as it was submitted to the student’s university, (2) the dissertation with all author and advisor identifying information removed, and (3) a letter of support from the dissertation advisor. For more information, please contact Dave DeMatteo (dsd25@drexel.edu), Chair of the Dissertation Awards Committee.

Nominations, Awards, and Announcements

CALL FOR NOMINATIONS: AP-LS Book Award

The American Psychology-Law Society Book Award is given for a scholarly book devoted to psychology and law issues. The award is intended to recognize outstanding scholarship in psychology and law.

Eligibility:

Nominations are open to scholarly books (not textbooks) from all areas of psychology and law published in 2009 or 2010.

Deadline:

The deadline for nominations is October 1, 2010.

Nomination letters should include:

Title and publisher of the book, month and year of publication, and the names and addresses of all authors or editors. Self nominations are strongly encouraged.

Please send electronically to: Jennifer Woolard, Ph.D.
Chair, Book Award Committee
jennifer.woolard@gmail.com

The winner of the award will be presented with a plaque, and invited to give an award address, at the 2011 Meeting of the American Psychology-Law Society.

Psychology, Public Policy, & Law

I want to update APLS members on some changes to the *Psychology, Public Policy, & Law* editorial policy. PPP&L now allows the submission of empirical papers that are not necessarily limited to the previous policy that empirical papers should “typically multistudy, multijurisdictional, longitudinal, or in some other way extremely broad in scope, of major national significance, or both.” The new policy also allows the submission of single empirical studies, provided they make “a significant contribution to the application of psychological knowledge to public policy or the law.” Please visit the journal’s webpage for more details on the new policy at <http://www.apa.org/pubs/journals/law/index.aspx>.

Submissions to *Psychology, Public Policy, & Law* increased by 45% in 2009, and I expect the new editorial policy will encourage more submissions in 2010. We have improved the lag time for feedback regarding submissions. Initial feedback about submitted papers is now provided after about 40 days on average, compared to 80 days when I took over as editor. The journal’s impact factor is 2.4. Please feel free to contact the editor, Ronald Roesch (roesch@sfu.ca), if you have questions about the suitability of a manuscript you are considering for submission to PPP&L.

AP-LS Interdisciplinary Grant Award Winner: fMRI Study of Adolescents

An AP-LS interdisciplinary research grant of \$5000 was awarded to Gina Vincent, PhD, and Jean King, PhD, for their proposal: “fMRI Study of Adolescents with CU-CD and Co-Morbid Drug Abuse”. Vincent is an Assistant Professor in Law & Psychiatry and King is a neuroscientist and Professor in Psychiatry; both are at the University of Massachusetts Medical School. This interdisciplinary pilot study combines Vincent’s expertise in forensic assessment, King and others’ (Jean Frazier, MD, and Kent Kiehl, PhD) expertise in neuroscience and fMRI, and methods from addictions researcher David Smelson, PsyD, to study drug craving among adolescents with callous-unemotional and conduct disorder traits (CU-CD).

CU-CD youth are at high risk for developing into psychopathic adults. Typically, psychopathic adults start substance abuse early in adolescence and CU-CD youth tend to have more severe and earlier onset drug use than other adolescent drug abusers. The researchers therefore suspect that these youth might have a reward system that is non-selectively activated to drugs of abuse.

Their study will use fMRI methodology to examine brain activation in response to drug craving among youth in substance abuse treatment, comparing groups of youth with and without CU-CD traits. They expect CU-CD traits to modulate brain activation, specifically seen in hypo-activation in the amygdala and other areas involved in affective processing. The pilot data will be used for a NIDA grant application to examine differences in the underlying functionalities of abuse. The goal is to shape more effective substance abuse treatment for young addicts with callous-unemotional traits, a group that is historically treatment-resistant. Vincent and King will present this research at a future AP-LS meeting.

The Interdisciplinary Research Grant Committee received five submissions and made one award. **The deadline for this year’s submissions will be October 15.** See the AP-LS website for more details.

Membership in EAPL

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



Calls for Conferences and Papers

AP-LS Conference Update, Continued from p. 1

will be moderated by Dr. Mario Scalora and features talks by Dr. Andrew Silke (University of East London), Dr. Stephen Hart (Simon Fraser University), and Dr. Michael Wessells (Randolph-Macon College). Finally, we are pleased that Dr. Ed Mulvey will deliver the AP-LS Presidential Address on Saturday, March 20th.

Special Sessions and Events

We are pleased to announce the following special sessions and events. The scheduling for these events may still change somewhat. As such, please check the conference website for updates.

Thursday: On Thursday, March 18th, from 8:00am to 10:00am, the Professional Development of Women Committee is hosting a two-hour workshop, in which Dr. Susanna Rose will present on “Doing the Thing You Think You Cannot Do”; this presentation will discuss ways to enhance one’s future negotiating position, why women need to learn to negotiate, what “homework” to do to prepare, and how to conduct a negotiation. Following this workshop, the Early Career Psychologists Committee will host a workshop entitled “How I Survived My First Years: Tales of Success as an Early Career Professional”; this workshop is designed to give early career professionals and students advice and examples for how to achieve success in trial consulting, clinical work, research, and academics. For student members (especially those who are attending the conference for the first time), the AP-LS Student Committee is hosting a special one-hour event designed to provide an overview of the conference; this session is entitled “How to Get the Most Out of the Conference: Information, Advice, and Snacks for Students” and will be held prior to the opening session. On Thursday evening, there will be a Welcome Reception for all attendees.

Friday: On Friday morning, the AP-LS Student Section is organizing a session on “Effective Writing and Presentation Skills,” which is geared towards students, post-docs, and early career professionals. At noon, the Mentoring Committee is offering a “Top 5” session that will allow graduate and undergraduate students to interact with a variety of mentors, who will discuss their top 5 tips for success in a variety of areas, from putting together a good graduate school application to conducting forensic evaluations. In the afternoon, presentations will be made by recipients of the Saleem Shah Early Career Award, and AAFP Distinguished Contribution to Forensic Psychology Award. Also, there is an invited session on funding opportunities through the National Institute of Justice. In the evening, the first poster session will be held. Following the poster session, the Minority Affairs Committee will be holding an evening reception, which is open to all conference attendees who are interested in diversity issues related to psychology and law. In addition, the Early Career Professionals Committee is holding a reception for early career professionals.

Saturday: On Saturday, the Teaching, Training, and Careers Committee are sponsoring a session on assistantships, postdoctoral fellowships, and publishing, which is targeted at graduate students and early career professionals. At noon, the Minority Af-

fairs Committee is holding a small, by invitation, mentoring luncheon for students who received diversity research grants or travel awards in the past year. In the afternoon, presentations will be made by recipients of the AP-LS Distinguished Contributions Award, and AAFP Beth Clark Distinguished Service Contribution Award. In addition, there is an invited session on policing research, which features presentations by Drs. Goff, Keese, and Epstein. In the evening, the second poster session will be held.

In the final weeks leading up to the conference we encourage everyone to check the main conference website for additional updates.

We look forward to seeing you in Vancouver!
Matt Scullin, Sam Sommers, and Jodi Viljoen

Call For Papers Fifth Annual Conference On Empirical Legal Studies November 5- 6, 2010

The Conference on Empirical Legal Studies 2010 of the Society for Empirical Legal Studies (SELS) will be held at the Yale Law School, in New Haven, Connecticut, on **Friday, November 5 and Saturday, November 6, 2010.**

The Yale Law School and SELS work with the Social Science Research Network to provide an online paper submission system. To submit a paper for consideration, please go to the CELS 2010 Conference page on SSRN. **The deadline for submission of papers is July 2, 2010.**

Information about the Conference, including the submission process, is available at the CELS 2010 website.

For information about the Society for Empirical Legal Studies please visit: <http://www.wiley.com/bw/society.asp?ref=1740-1453&site=1>

CELS 2010 ORGANIZING COMMITTEE

John Donohue
Alan Gerber
Dan Kahan
Yair Listokin
Tracey Meares
Roberta Romano

Funding Opportunities

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

The American Academy of Forensic Psychology (AAFP) has made available up to \$5000 (maximum award is \$1,500 per applicant) for grants to graduate students conducting dissertations in applied areas of law and psychology, with preference shown for dissertations addressing clinical-forensic issues. Awards can be used to cover dissertation costs such as photocopying and mailing expenses, participant compensation, travel reimbursement, etc. Awards may not be used to cover tuition or related academic fees. Requests submitted in prior years are ineligible.

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

- potential contribution of the dissertation to applied law-psychology
- methodological soundness/experimental design
- budgetary needs
- review of applicant's personal statement

Students in the process of developing a dissertation proposal and those collecting dissertation data as of March 31, 2010 are eligible. **To apply, students must submit the following no later than March 31, 2010** (incomplete applications will not be considered):

- a letter from the applicant detailing: his/her interest and career goals in the area of law and psychology, a summary of the proposed dissertation and its time line (no more than 5 pages, double spaced), and the dissertation budget, the award amount requested, and how the award will be used
- a current CV
- a letter (no longer than one page) from the applicant's dissertation chair/supervisor offering his/her support of the applicant, noting that the dissertation proposal has been or is expected to be approved, and will be conducted as detailed in the applicant's letter

Submit the materials electronically (no later than March 31, 2010) to: mzaitchik@rwu.edu OR submit four copies of the above (postmarked no later than March 31, 2010) to:

Matt C. Zaitchik, Ph.D.
Department of Psychology

AP-LS NEWS, Winter 2010

Roger Williams University
One Old Ferry Road
Bristol, RI 02809

Questions or inquiries regarding the award competition can be directed to Matt Zaitchik at the above address or via Email at mzaitchik@rwu.edu.

AP-LS/Division 41 Stipends for Graduate Research

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

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

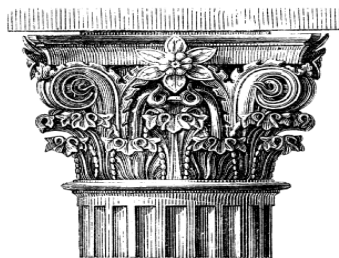
Applicants should submit proof that IRB approval has been obtained for the project and the appropriate tax form W-9 for US citizens and W-8BEN for international students. Dr. Robert Cochrane (committee chair): RCochrane@bop.gov. Tax forms and IRB approval can be FAXed to Dr. Robert Cochrane (committee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

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

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



Notes From The Student Chair



AP-LS

Student Officers E-mail Addresses

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Chair Elect, Ryan Montes
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Secretary/Treasurer, Tess Neal
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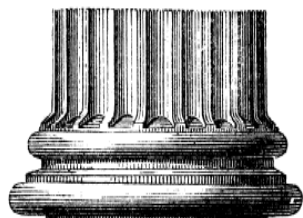
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AP-LS Student Homepage
www.aplsstudentsection.com/

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



Greetings Fellow Students,

On behalf of the Student Section Cabinet, I'd like to wish you a very Happy New Year! The cabinet is looking forward to a successful and productive 2010. We hope you all are able to take advantage of the opportunities we plan to offer the student constituency in the coming months. In particular, I'd like to highlight the initiatives we have in the works now and for the upcoming conference in Vancouver.

First, our Student Section fund-raiser is in full swing. We are now accepting pre-orders for your 2010 conference souvenir. Stainless steel travel mugs with the AP-LS logo and "Vancouver 2010" can be pre-ordered for only \$10 from now until February 7th. Some mugs will be for sale at the conference itself, but supplies will be limited and on-site purchases go up to \$13 each. As such, we are encouraging everyone to place your order now. To order, simply go to <http://www.apls.org/conferences/apls2010/#> under the "Student Section Fundraiser" subheading.

Second, please stay tuned to the Student Section website- www.aplsstudentsection.com/ for a new project we plan to implement very soon, which will feature the recent activities and research of prominent members of our field. These part-feature articles/part-biographical sketches will be a unique way to keep abreast of recent advances in psychology and law and will better acquaint students with our organizations' most influential scholars and practitioners. As always, we encourage you to visit the site on a regular basis, as we are frequently updating it with student-relevant professional development links and information.

Third, we'd like to give you a heads up about the Student Section-sponsored awards. This year, we will be offering 6 total awards: three to outstanding student posters and three to outstanding student paper presentations. Each student winner will receive a \$150 gift card to amazon.com. Please stay tuned to your e-mail for our "call for consideration", when students will be asked to submit via email (1) a request to be considered for an award and (2) to provide details about the location/date/time of the student presentation. Representatives from the Student Section cabinet will be judging student posters and presentations at the conference, and winners will be notified within two weeks after the conference. Be sure you are signed up with our list serve, so that you receive this important notice. To be added to the list serve, please e-mail our web editor, Shannon Maney at (webmaster@aplsstudentsection.com).

Finally, I'd like to draw your attention to the activities we have planned for the conference itself. We will kick off the conference with a one-hour "How to Get the Most Out of the Conference" session, where representatives from the Student Section; Teaching, Training, and Careers; Early Career Professionals; and Mentoring Committees will offer suggestions for a successful and enjoyable conference experience and highlight each committee's sponsored events at the conference. During the conference, the Student Section will be co-sponsoring a professional development series with the Mentoring Committee and the Teaching, Training, and Careers Committee. The Student Section panel, "Successful Writing and Presenting", will be led by Patricia Zapf, Ronald Roesch, and Jennifer Skeem. Finally, the annual Student Section Social will be held after the Welcome Reception and will feature delicious food, games, and door prizes. We hope you plan to make all these events part of your conference agendas. Be sure to check the conference schedule for official times and locations of the events.

We look forward to seeing you all in beautiful British Columbia in March!

Warmest Regards,

Sarah Manchak
Chair, AP-LS Student Section

Conference and Workshop Planner

**2010 American Psychology-Law
Society Annual Meeting**
March 17 - 20, 2010
Vancouver, BC
Submission deadline: passed

Mark it on your calanders!!

For further information see
www.ap-ls.org or page 1

**2011 International Conference
on Psychology and Law**
Joint meeting of AP-LS, EAPL, &
ANZAPPL
March 1 - 6, 2011
Miami Regency Hyatt
Miami, FL
Mark it on your calanders!!

**International Association of
Forensic Mental Health
Annual Meeting**
May 24 - 26, 2010
Westin Bayshore Hotel
Vancouver, Canada
Submission deadline: passed

For further information see
www.iafmhs.org/iafmhs.asp

**American Psychological
Association Annual Meeting**
August 12 - 15, 2010
San Diego, CA
Submission deadline: passed

For further information see
www.apa.org/conf.html

**Law and Society Association
Annual Meeting**
May 27 - 30, 2010
Renaissance Hotel
Chicago, IL
Submission deadline: passed

For further information see
www.lawandsociety.org

**5th Annual Conference on
Empirical Legal Studies**
Nov. 6-8, 2010
Yale Law School
New Haven, CT
Submission deadline: 7/02/10

For further information see
hq.srn.com/conference=CELS-2010

**European Association for
Psychology & Law
Annual Meeting**
June 15-18, 2010
Gothenberg, Sweden
Submission deadline: passed

For further information see
www.law.kuleuven.be/eapl/c&p.html or
page 34

**Association for
Psychological Science
Annual Convention**
May 27 - 30, 2010
Boston, MA
Submission deadline: passed

For further information see
www.psychologicalscience.org

American Society of Criminology
November 17 - 20, 2010
San Francisco Marriot Marquis
San Francisco, CA
Submission deadline: 03/12/10
Theme: Crime and Social Institutions

For further information see
www.asc41.com

**American Psychological
Association Annual Meeting**
August 4 - 7, 2010
Washington, DC
Submission deadline: TBD

For further information see
www.apa.org/conf.html

**Society for the Psychological
Study of Social Issues (SPSSI)
Convention**
June, 2010
InterContinental Hotel
New Orleans, LA
Submission deadline: TBA

For further information see
www.spssi.org/convention.html

**American Society of Trial
Consultants**
June 17-20, 2010
Millenium Hotel
Minneapolis, MN

For further information see
www.astcweb.org

**American Academy of Forensic
Psychology
Intensive Workshop in
Forensic Psychology**
April 8-10, 2010
Hyatt Regency Cleveland
Cleveland, OH

For further information see
www.aafpworkshops.com

**American Academy of Forensic
Psychology
Contemporary Issues in
Forensic Psychology**
May 12-16, 2010
Hyatt Regency Crown Center
Kansas City, MO

For further information see
www.aafpworkshops.com

Information regarding
upcoming conferences
and workshops can be
sent to Jennifer Groscup
[\(jennifer.groscup@scrippscollege.edu\)](mailto:jennifer.groscup@scrippscollege.edu)



