



AP-LS Conference Update

Hyatt Regency, Jacksonville, Florida, March 5th – March 8th, 2008

After a year without the Division 41 conference, we are excited that the 2008 conference is just around the corner! The 2008 American Psychology-Law Society annual conference will be held at the Hyatt Regency Riverfront in downtown Jacksonville, Florida. Reflecting Jacksonville's famous bridges, programming at the 2008 conference will not only bridge psychology and law, but also will bring together clinicians and non-clinicians, students and professionals, and individuals from a variety of backgrounds.

All of the conference submissions are currently being reviewed, and the conference website contains all of the most recent information available about the conference (<http://www.ap-ls.org/conferences/apls2008/index.html>). On the website, you can register for the conference and workshops, reserve your hotel room, view a draft of the conference program (when it becomes available in a few months), read about special sessions, and find out more about the City of Jacksonville. As in the past, the program schedule will include concurrent break-out sessions, poster sessions, a business meeting, the Executive Committee meeting, and several invited addresses.

This year, we will be offering several workshops on Wednesday, March 5th. These workshops are intended for all conference attendees and will focus on statistical, legal, or clinical issues. We are very pleased to announce that **Barbara Tabachnick** (of *Using Multivariate Statistics*, by Tabachnick and Fidell) will be teaching a full-day workshop on applications of multivariate statistics. **Chris Slobogin** will be presenting a full-day workshop for legal professionals on the topic of psychological issues in criminal cases. **Thomas Grisso, Al Grudzinskas, and Gina Vincent** will present a half-day workshop on the legal and clinical issues related to a juvenile's competence to stand trial. Finally, **Karen Salekin and Greg Olley** will be presenting a half-day workshop on the assessment of mental retardation in capital cases (i.e., "Atkins" evaluations). Please see the conference registration form (available on the conference website) for additional details concerning these workshops.

Several other important events are planned for the conference. On Thursday morning, the Teaching, Training, and Careers Committee and the Student Section will be presenting a special session for graduate students and/or other first-time attendees. In this session, **Bette Bottoms** and **Edie Greene** will discuss the conference generally and present some tricks for getting the most out of attending the conference. If this is your first or second time attending AP-LS (or if you just want some great information about attending the conference), be sure to attend this session and learn from these extremely qualified members. On Friday morning, the Mentoring Committee and the Student Section will have their annual **Mentoring Breakfast** that will allow graduate students and beginning professionals to connect with established AP-LS members and to learn from the experiences of these mentors. The conference will also have two poster sessions with the Dissertation Award winners from 2006 featured at one session and the winners from 2007 featured at the other session.

We are very excited to announce some special programming being planned in conjunction with the Minority Affairs Committee. On Saturday, we are hosting several honored guests in the **Building Bridges to New Scholars Luncheon**. Local college students and advisors from McNair programs and Historically Black Colleges and Universities (HBCUs) have been invited to attend the luncheon. They will hear speakers talk about our discipline and be able to network informally with

Contents...

Presidential Column	2
Law and Human Behavior Update	3
Legal Update	6
Expert Opinion	9
Teaching Techniques	12
Research Briefs	15
EC Meeting Minutes	23
AP-LS By-laws Revision	27
Nominations, Awards, & Announcements	32
Division News and Information	34
Fellowships and Positions	37
Student Section	40
Funding Opportunities.....	41
Conference/Workshop/Grant Planners	43

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Presidential Column

An Editorial by Margaret Kovera, Div. 41 President

It is with great excitement that I write my first Presidential column for the AP-LS Newsletter. AP-LS has been my professional home since graduate school and it is an overwhelming honor to be chosen to serve such a talented group of individuals for the next year. This coming year should be an especially dynamic time for our organization as all signs indicate that the renegotiation of the publishing contract for our flagship journal, *Law and Human Behavior*, will result in a marked increase in revenue for the society. With new revenue comes the opportunity to consider expanding our current programs, initiating new ones, and maybe even reducing our member dues!

One important initiative that deserves our continued support and your attention is the ongoing effort to increase the diversity of our membership, especially its racial and ethnic diversity. It would be difficult to dispute that race plays an important role in our justice system. With a diverse membership, we increase the likelihood that different perspectives are brought to bear on practice and scholarship in forensic psychology. We are very lucky to have a strong Minority Affairs Committee (MAC). Under the leadership of Roslyn Caldwell, the MAC has developed promising programs to attract young minority scholars to graduate study in our field and to support those scholars (and others from underrepresented groups) once they begin their studies. Over the past year, the committee's Ambassador Program has successfully sent some of our most esteemed members to visit Historically Black Colleges and Universities (HBCUs) as well as Hispanic Serving Institutions (HSIs) where they present the field of forensic psychology to undergraduates in an attempt to inspire them to pursue graduate work in forensic psychology and consequently increase the diversity of our next generation of researchers and practitioners. We will continue the program this year, sending Ambassadors to schools in Texas, Florida, and North Carolina. If you want to assist in this important work, I am sure that Roslyn would love to hear from you (rcaldwell@jjay.cuny.edu).

The MAC has joined forces with our hard-working co-chairs for the 2008 AP-LS conference in Jacksonville (Eve Brank, Dave DeMatteo, and Kevin O'Neil) to extend our diversity efforts to our conference programming. We are reaching out to faculty and students at HBCUs within driving distance of Jacksonville with an invitation to join us for the Saturday of the conference. Each institution will receive free conference registration for a faculty member and up to ten interested students. Special programming is planned for that Saturday, including a discussion of the Academy Award winning documentary "Murder on a Sunday Morning" which details the events surrounding a trial in which an innocent teenaged African-American defendant was tried for the murder of a White tourist in Jacksonville. Assuming all goes as planned, panelists will include some of those involved in the trial as well as scholars who will explore the role that race and prejudice played in the wrongful accusations against this young man.

We will also invite our guests from nearby institutions to a luncheon for them to learn more about graduate studies and careers in forensic psychology. Speakers will be invited to provide relevant information to the students but an important part of the experience can be provided by you. We are hoping that many of you will choose to spend your Saturday lunch time with these guests as we can think of no better method of convincing students to pursue a career in forensic psychology than providing them with the opportunity to interact with those who are currently in the trenches. Although there will be a fee associated with attending the event (see, there is no such thing as a free lunch), we hope that you will support our diversity initiative not only with your good intentions but also with your wallet. Look for the opportunity to sign up for this event when you register for AP-LS 2008. The success of this program is dependent upon you. I hope we can count you.

A new initiative that I will be starting during my Presidency will be the development
Continued on p. 3

Division 41 - American Psychological Association

Law and Human Behavior Updates

Brian L. Cutler, Editor-in-Chief

The attention to “impact factors” as measures of journal quality is growing. Journal impact factors may be used by authors to decide where to submit their manuscripts, by library staff to make purchase decisions, by publishers to market journals, by grant agencies to decide which proposals to fund, and by review committees and administrators to evaluate the performance of faculty members on an annual basis and for re-appointment, promotion and tenure decisions (Walters, 2006). As scholars whose professional and local reputations depend on publication in refereed journals, it behooves us to understand impact factors. Here are a few questions and answers concerning impact factors.

How are impact factors calculated?

The data for computing impact factors (IF) come from Journal Citation Reports, a product of Thomson Institute for Scientific Information (ISI). Generally speaking, a journal’s IF for a given year is the ratio of any journal citations to articles published in the journal volume in the past two years divided by the total number of articles published in that journal during that same period. For example, the 2006 Impact Factor for LHB would be the number of times articles from the LHB 2004 and 2005 volumes were cited in any journal in the ISI database divided by the total number of LHB articles published in 2004 and 2005. Higher impact scores, therefore, are regarded as a good thing. ISI also produces other indices of journal quality such as the “immediacy index” and the “journal cited half-life. Personally, I would prefer more intuitive and practical indices, such as “influence toward promotion and tenure,” “impact on salary increase,” and “likelihood of being read by others beyond the immediate families of the co-authors.”

How do the IFs for Psychology and Law journals compare to IFs for other journals?

The following table displays a (non-random) sample of journals and their 2006 IFs. I examine IFs on an annual basis and have found that the ranking of IFs roughly correspond to my own sense of the quality of journals. For example, I was not surprised to see Psychological Bulletin and Psychological Review at the high end of the distribution and Psychological Reports and Journal of Social Psychology near the lower end. I would also expect some historically highly reputable APA journals to rise to the top of this list, such as Journal of Personality and Social Psychology, Journal of Abnormal Psychology, and Journal of Consulting and Clinical Psychology, and this indeed happens. I sometimes find surprises as well. I would not, for example, have predicted that the IF for Journal of Social Psychology would be equal to (let alone slightly higher) than the IF for the Journal of Applied Social Psychology. In the 2006 data, Psychology and Law journals for which IFs were available (I apologize if I overlooked any) were in the 1.0 to 2.0 range, very respectable but not in the top tier of Psychology journals overall. When compared to law journals, Psychology and Law journals fared very well in 2006. PPPL, LHB, and BSL ranked 17th, 18th, and 22nd, respectively, when comparing IFs for law journals.

Examples of Journals and 2006 Impact Factors (IF)

<u>Journal</u>	<u>2006 IF</u>
Teaching of Psychology	.32
Psychological Reports	.36
Journal of Applied Social Psychology	.57
Journal of Social Psychology	.66
Journal of Forensic Psychiatry & Psychology	.66
American Journal of Psychology	.70
Rehabilitation Psychology	.85
Journal of Community Psychology	.97
Psychology, Crime, & Law	1.02
Applied Cognitive Psychology	1.03
Behavioral Science & the Law	1.04
Professional Psychology: Research & Practice	1.08
The Clinical Neuropsychologist	1.28
Memory & Cognition	1.51
Aggression and Violent Behavior	1.60
Child Abuse & Neglect	1.62
Journal of Experimental Psychology: Applied	1.65
American Journal of Orthopsychiatry	1.95
Law and Human Behavior	2.12
Psychology, Public Policy, & Law	2.16
Psychological Assessment	2.44
Journal of Applied Psychology	2.85
Intelligence	2.93
Developmental Psychology	3.56
Health Psychology	3.69
Journal of Consulting & Clinical Psychology	4.03
Journal of Personality and Social Psychology	4.22
Journal of Abnormal Psychology	4.37
Journal of Experimental Psychology: General	6.18
American Psychologist	7.83
Psychological Review	8.83
Psychological Bulletin	12.73

How stable are IFs?

IFs for many journals can be volatile. The following table shows LHB’s IF from 1998 to 2006. Note the high level of variability, even from one year to the next (e.g., 2005 to 2006).

Law and Human Behavior Journal Impact Factor (JIF) by Year

Year	JIF
2006	2.12
2005	1.14
2004	1.77
2003	1.56
2002	2.24
2001	2.84
2000	1.86
1999	1.66
1998	2.31



Are there limitations to IFs as a measure of journal quality?

Let me summarize two types of limitations associated with IFs. One set of limitations pertains to the source of citation data used to calculate the IF and the calculation itself. Walters (2006) summarizes some of these limitations, as follows. The IF calculation relies on limited sources (i.e., journal articles), and only a small percent of journals worldwide are in the ISI database. Journals published in languages other than English are less likely to be included in this database. The time period covered by the IF calculation is limited. The impact factor of specific journals may vary considerably from year to year as illustrated above. For a variety of reasons summarized by Walters (2006), IFs should not be compared across disciplines. IFs do not correct for author self-citations or journal self-citations. Because of the peculiar way in which editorials and commentaries are counted, their inclusion can seriously inflate impact factors. Walters proposed an alternative promising index, citations per article (CPA) as an alternative to the IF. The CPA attempts to correct for some of the aforementioned limitations of the IF. In Walters' study, LHB fared very well relatively to other Psychology and Law journals using the CPA index.

The second type of limitation refers to the more general concept of "impact." The IF assumes that research published in more highly cited journals has more impact than research published in less frequently cited journals. Applied research, however, may have considerable impact on practice or policy without being cited

frequently in the ISI database journals. Psychology and Law research, for example, may be cited in court decisions or legislative actions. It may influence practice manuals and policies in police departments and correctional institutions. Consider the popularity of Psychology and Law research in commonly used textbooks. Demonstrating these forms of impact may be more challenging than looking up IFs, but the results may impress. Perhaps you will be able to say that although the IF of the journal in which you published your research was not among the highest of Psychology journals, your research was cited in U.S. Supreme Court Justice John Roberts' opinion in a recently decided case. Put simply, there are important forms of impact that the IF cannot assess.

In summary, journal impact factors are becoming increasingly important for a variety of purposes. Psychology journal impact factors tend to reflect established journal reputations, though there are some exceptions. LHB's impact factor, though variable, compares favorably with law journals and many respectable Psychology journals. As a measure of journal quality, the impact factor has limitations. As a measure of the impact of research, the impact factor is rather narrow in scope.

Brian L. Cutler, Editor-in-Chief, Law and Human Behavior

Walters, G. D. (2006). Measuring the utility of journals in the crime-psychology

Presidential Column Continued from p. 2

of programs targeted at attracting what APA has termed Early Career Psychologists (ECPs), or those psychologists who are within 7 years of receiving their doctorate. When I attended the Division Leadership Conference (i.e., charm school for the Presidents-Elect of the APA Divisions) last spring, I noticed that APA is devoting a lot of attention to ECPs and for good reason. The statistics show that our membership is aging and that newer psychologists are not as likely to join divisions as they were in the past. These trends will eventually translate into declining membership. For the time being, we are fortunate to be one of the very few divisions with a growing membership. Indeed, this fact made me very popular at the conference as other division leaders were eager to learn our secret. Of course, we have the benefit of the growing public interest in forensic psychology, but it also became clear that we are a much friendlier place for students than are other divisions. We actively support our students in a number of meaningful ways: free conference registration for student first authors, student grant-in-aid awards, Dissertation awards, Undergraduate Paper awards, and low student dues. Thanks to these programs we have a very large and active student section.

But what are we doing to support our ECPs? Are we successful at turning student members into regular members? It was remarkably difficult to answer this question using our member database. Not to be daunted, our administrator Lynn Peterson hand checked the list of 2006 student members against the list of new regular members in 2007 and found that ONE student member in 2006 became a member in 2007. One. To put that in perspective, we had

almost 600 student members in 2006 and in 2007 we had almost 200 new regular members. The intersection of those sets contained one person. Even if this is a gross underestimate of the number of student members that translated into regular members, I think it is clear that there is a problem. We should be doing a much better job of attracting our newly minted graduates into our ranks. Not only is it required for the long-term stability of our membership, but the data suggest that ECPs are a far more diverse group than are psychologists who have been in the field for longer periods of time. One way to increase our diversity is to reach out to ECPs.

At the 2008 APLS, we will be offering a reduced conference registration fee to those members who are within five years of receiving their doctorate. In addition, I have appointed Lora Levett, Assistant Professor at the University of Florida, to be our liaison to APA's Early Career Psychologist Network. Through her activities with the network, Lora is learning what other divisions are doing to reach out to ECPs. Building on that knowledge, Lora and I will be working together this year to survey relevant stakeholders to see what could be done to increase our attractiveness to ECPs. Some early ideas that we are considering proposing to the Executive Committee are a graduated dues structure for those who are within the first five years of receiving their PhD (much like APA offers) and a seed grant program for new investigators (perhaps modeled after our student grant-in-aid program). I have no doubt that there are many other worthy ideas that we have not yet considered. If you want to share them, feel free to contact either me (mkovera@jjay.cuny.edu) or Lora (llevett@ufl.edu). We look forward to hearing from you.

Conference Update, Continued from p. 1

those members in attendance. The students will also be invited to attend the remaining sessions on Saturday afternoon and evening. We encourage all attendees to register for this event when you register for the conference. Tickets for the luncheon are \$35. Please show these students your support by attending this luncheon.

On Saturday, we will have a special ***Murder on a Sunday Morning Plenary***. This plenary is based on the HBO Academy Award winning documentary about Brenton Butler, a 15-year-old African American from Jacksonville, Florida, who was falsely accused of murdering a tourist. His story involves mistaken eyewitness identification, police interrogation, a false confession, racial bias, and many other psychology and law topics. Researchers and practitioners will examine this provocative case in an informative and multi-disciplinary plenary. This is definitely not to be missed!

We have two hospitality suites this year, both with a dining room-type table, a small kitchen area, and living room-style seating. If you would like to reserve one of the hospitality suites for your group event (i.e., university/college gathering, research group, special interest group, roundtable discussion, alumni, etc.), please contact conference co-chair, Eve Brank (ebrank@ufl.edu), as soon as possible so that we may schedule your events. If you have need of alternative locations, Eve also has information on other local venues appropriate for group events.

The conference will be held at the Hyatt Regency located in downtown Jacksonville on the St. Johns River. The Jacksonville International airport (JAX) is only a few miles from the hotel and there are several options for transportation to and from the airport. Please see the conference website for more details. The hotel has recently been remodeled, so everything there is fresh and new. The hotel offers several amenities, including high-speed Internet in the rooms (fees apply) and wireless access in public areas. There is a 24-hour business center, fully equipped fitness center, whirlpool, sauna, and rooftop swimming pool. Everything you need is within walking distance very close to the hotel. The **Jacksonville Landing** is only a few blocks away with several restaurants, shops, and nightclubs. You can also take a river taxi across the river to go to the River Walk or additional restaurants. On Saturday morning, approximately 12,000 runners will be running by the hotel in the Jacksonville River Run (“Largest 15k in the U.S.”). We will have a perfect view of them as they cross the Main Street Bridge right to the east of our hotel.

The Jacksonville area has much to offer. Enjoy beaches, golf (including the famous Sawgrass 17th hole – “The Island Green”), shopping, and outdoor activities. Orlando, St. Augustine, Savannah, and Amelia Island are all within a few hours or less from downtown Jacksonville. Carnival Cruise Lines offers four- and five-day cruise services from Jacksonville to the Bahamas. If you decide you would like to extend your trip to enjoy some of these sights, check out the conference website for more information about what Jacksonville and the surrounding areas have to offer.

Important things to note:

Reserve your hotel room early: The rates offered by the Hyatt for this year’s conference are quite low – only \$131 per night for single occupancy. Space in the conference hotel is likely to go quickly at these rates, and the Jacksonville River Run will be taking place on Saturday, March 8th, which will make it difficult to get to the conference hotel from other areas of Jacksonville on that morning. You must reserve your room before **February 5, 2008**. Please use the hotel link provided on the conference website to get the conference rate.

Register for the conference early: We are offering special “early-bird” rates on this year’s conference registration. Register now before the rates increase on **February 1, 2008**.

Take advantage of our extensive workshop schedule: The workshops are not intended only for clinicians this year. All conference attendees are encouraged to participate in these informative sessions taught by internationally acclaimed speakers. Clinicians will be awarded CE credits.

Get your party or event on the conference program: E-mail conference co-chair Eve Brank (ebrank@ufl.edu) early about planning your event. We can help you with scheduling, location, and catering menus.

Daylight Saving Time: We will “spring forward” at 2 AM on March 9th. The conference will officially end the evening of Saturday, March 8th, but we wanted you to be aware while making your travel plans. In other words, early morning flights on Sunday morning will seem that much earlier. Stay around a while and enjoy the beach or a golf course on Sunday instead!

We look forward to seeing you in Jacksonville!

Kevin O’Neil, Dave DeMatteo, and Eve Brank
2008 AP-LS Conference Co-Chairs

Note from the Editor

On the following page you will find Legal Update, written by the new editor, Jeremy Blumenthal. I would like to take this opportunity to thank Dave DeMatteo for his service to AP-LS as outgoing editor and author of Legal Update. During his editorship of the column, he wrote on topics such as competence to be executed, insanity defense standards, innovative courts (mental health, drug, and problem solving courts), supermaximum prisons, juveniles in the criminal justice system, and the *Tarasoff* duty to protect. His columns highlighted issues currently being addressed by the courts, and discussed how psychological research could inform courts’ decision making. His columns were always thoughtful, well-written, and informative on cutting edge legal issues related to psychology. I am sure that many lines of research have been inspired by his work. I hope you will take the opportunity to thank him for his contribution to our organization as I do here.

Sincerely,
Jennifer Groscup, Editor



Legal Update: Recent Trends in Legal Scholarship

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

A recurring note in psycholegal scholarship is the disconnect between the research conducted by legal psychologists and the use made of that research by courts (Ogloff, 2000; Saks, 1986; Small, 1993). Whether this disconnect stems from limited research areas by psychologists (Saks, 1986), skepticism or lack of sophistication on the part of courts and policy-makers, or even fundamentally inconsistent values held by scholars in the two disciplines (Haney, 1980; Tanford, 1990), another dichotomy may be emerging, between the scholarship conducted by legal psychologists and the empirical work conducted by those teaching in law schools.

Empirical legal scholarship (ELS) by the latter has burgeoned in the last few years, with blogs, working paper repositories, journals, and conferences devoted solely to such research. This is a positive sign, demonstrating legal academics' growing recognition of the importance of the sort of work psycholegal scholars have been conducting for over a century. This is also the research that is increasingly being published in the primarily student-edited law reviews circulated among the legal academy and, to a lesser extent, among judges and practitioners.¹

Much of this empirical legal research is on topics outside the mainstream of traditional psychology and law research. A November, 2007, Conference on Empirical Legal Studies, for instance, will have sessions on bankruptcy, commercial contracts, taxation, law firms, finance, and securities (Conference on Empirical Legal Studies, 2007)—all topics that can involve psycholegal investigation, but that traditionally have not involved primary research by psychologists. Similarly, here I identify three broad topic areas in contemporary empirical legal research that are receiving more attention from legal academics than from psychologists.

Paternalism

Perhaps the most provocative contemporary application of psychological findings to law and policy is in the context of paternalism. Legal scholars are hotly debating the implications of empirical data showing individuals' tendency to make flawed decisions, especially in the financial, health, and safety contexts. Discussion centers on questions of whether, and how, third parties such as the government should intervene in individual citizens' decisions and behavior in order to "protect" individuals from the negative consequences of those flawed decisions.

In one of the articles prompting such discussion, for instance, Jolls, Sunstein and Thaler (1998) identified one of the classic objections to paternalistic intervention, that "citizens, assuming they have reasonable access to relevant information, are . . . the best judges of what will promote their own welfare." Jolls and colleagues responded, however, that empirical research demonstrates that people are likely worse at judging what will promote their own welfare than we have traditionally assumed. To the extent this is so, the objection to paternalistic policies is correspondingly weakened—as they put it, an "anti-antipaternalism" argument. Most

recently, the discussion has turned to acknowledging individual differences in these departures from optimal decision-making (e.g., Rachlinski, 2006). Such focus has led commentators to suggest various forms of "asymmetric" or "libertarian" paternalism; that is, interventions designed to help those who are subject to such flawed decisions, but at the same time not interfere unduly with decisions by those who are less vulnerable to harm-causing heuristics and biases (Camerer et al., 2003; Sunstein & Thaler, 2003).

Many of these findings—e.g., individuals' cognitive and emotional departures from optimal decision-making—are of little surprise to psychologists. However, only a few psycholegal scholars have recently contributed directly to the paternalism discussion. Daniel Kahneman's work with Amos Tversky was one trigger, of course, providing much of the underlying research demonstrating individuals' non-optimal reasoning, but extrapolating and developing that work has most recently been the purview of economists (Camerer, Loewenstein, Thaler, and others) and legal academics (Sunstein, Jolls, Korobkin, Huang, and others). Wiener and colleagues (2005) are one example of psycholegal scholars investigating paternalism-related topics. They recently tested whether the disclosure requirements mandated by the Bankruptcy Abuse Prevention and Consumer Protection Act in fact influence spending decisions by laypeople; broadly, they found that mandated disclosures had few of the intended beneficial effects. Others with psychological backgrounds are joint degree holders situated at law schools. Rachlinski (2003, 2006), for instance, has carefully reviewed much of the psychological literature serving as the basis for calls for paternalistic intervention. Mitchell (2005; Klick & Mitchell, 2006) has argued against such intervention, suggesting in part that interventions decreased individuals' opportunity to learn from their mistakes. Two additional aspects of the debate are especially relevant to psychologists' work: currently, among those advocating some form of intervention, there is broad recognition that the costs of intervention must be balanced somehow against its benefits (e.g., Blumenthal, in press). Psychology can help assess such costs and benefits, helping understand—among other things—how intervention might affect perceptions of oneself and of one's autonomy. Legal psychologists can also help evaluate the actual effectiveness of an intervention in improving cognitive, emotional, conative, and behavioral outcomes.

Happiness

Although some scholars and policy-makers may increasingly be open to paternalistic intervention of some sort, it is not always clear just what such intervention should improve. That is, how should increases in welfare be measured? Increasingly, commentators are looking to measures not of financial welfare, but of well-being and happiness. Layard (2005) argues that maximizing "happiness" should be the aim of policy; one country has even developed an index of "gross national happiness"—rather than "gross national product"—as a construct to maximize (Loewenstein & Ubel, 2006).

Happiness and other positive emotions are thus making an entry into legal academia in a number of ways. Each might profit from additional psycholegal work. For instance, the potential contributions of the positive psychology movement (e.g., Seligman & Csikszentmihalyi, 2000) are beginning to be recognized by legal academics. Some are beginning to see the law as the vehicle for improving and cultivating positive emotions such as hope (Abrams & Keren, 2007); others argue for altering the aims of the legal system altogether, from “justice” to “happiness”—as these authors argue, “who needs justice if we are all happy?” (Bagaric & McConvill, 2005). Others apply the lessons of positive psychology to suggest ways to ameliorate junior associates’ classic dissatisfaction at large law firms (O’Grady, 2006; Seligman, Verkuil, & Kang, 2000). And happiness is making its way into law schools as well—so to speak—with seminars being offered at Yale and Temple Law Schools on, for instance, “Law, Happiness, and Subjective Well-Being.”

But defining “happiness” or “welfare” is, unsurprisingly, a sticking point; this is another area to which psychologists can contribute. Traditional economics viewed “welfare” in financial terms: utility and welfare equaled wealth. Recent findings call into question, however, the idea that wealth leads to happiness. As a result, in suggesting a move to focusing on well-being, some legal philosophers emphasize other objective factors that lead to individual satisfaction and flourishing: health, integrity, emotions, play, life, imagination, reason, play, and control over one’s environment (Nussbaum, 2000). As with much of the legal philosophical literature, empirically-based insight from psychologists—especially ones versed in legal issues as well—would be of use to corroborate or challenge such commentary (for instance, such objective lists are reminiscent of Maslow’s [1943] work on hierarchy of needs). Similarly, interesting work in the context of the Americans with Disabilities Act connects the psychological importance of “belonging” to standards under the ADA that protect individuals with a disability that limits a “major life activity” (Hubbard, 2004). More broadly, such work argues for ADA protection when a disability disrupts life activities contributing to such flourishing and to achieving such objective factors. Again, contributions from psychologists could help situate such arguments in legal discourse.

In brief, happiness and well-being as policy issues are advancing to the forefront of legal academic discussion, and are another context for empirical contributions by psycholegal scholars.²

Neuroscience and the Law

“Neurolaw” (Rosen, 2007) and “neuroethics” increasingly apply research from neuroscience to legal and ethical issues, including evidence and jurors’ perceptions of evidence, free will, emotion, empathy, moral reasoning, terrorism, addiction, and aggression. Certainly psychologists have long been involved in researching and discussing such issues, and have of course studied the neural underpinnings of behavior. And some of the current work draws on both psychological research as well as research in “neuroeconomics,” the study of financial and economic decision-making at the neural level. But recent work in neuroscience, often emphasizing fMRI and other types of brain scans, has prompted substantial interest by legal academics that might also generate interest among psycholegal scholars.

One of the clearest connections to ongoing legal psychological research is in the context of lie-detection (Mobbs et al., 2007)—and, of course, as suggested above this is only one of a number of applications. Although brain-imaging lie-detection techniques are receiving substantial attention in the media and in legal academia, debate exists over their accuracy. Some studies have claimed more than 80% accuracy (e.g., Kozel, 2005), though interpreting what in fact constitutes accuracy may be another issue (Mobbs et al., 2007). The ethical implications of such imaging approaches are contested as well, and the role of brain scans in detecting deception—and in broader interrogation and counter-terrorism contexts (Marks, 2007)—is sure to provide legal and psychological commentators significant opportunities for research and debate (Wolpe, Foster, & Langleben, 2005).

This move toward a focus on neuroscience highlights psycholegal scholars’ opportunities to study not only substantive areas of psychology and law, but also the perceptions of those areas. For instance, Weisberg et al. (in press) demonstrate that non-experts in neuroscientific fields are more likely to accept an explanation for psychological phenomena when the explanation is accompanied by neuroscientific information, even when that information is substantively irrelevant—and even when the other logic supporting the explanation is deficient. The inference to jurors’ use of such evidence is clear. Again, this is probably unsurprising to many psychologists, and is reminiscent of previous research on jurors’ use of statistical and other scientific evidence. Psycholegal scholars with experience in evaluating jurors’ and policy-makers’ use of scientific, novel, psychological, statistical, and other complex will have much to contribute to how those techniques are used.

The tendency to over-value neuroscientific evidence in the legal context may not be limited to non-experts. Legal philosopher and psychologist Stephen Morse (2006) recently documented, only partly tongue-in-cheek, a new diagnosis of “brain overclaim syndrome” (BOS)—the tendency, in essence, for scholars, too, to overstate the influence of neurological effects on behavior and responsibility.³ Again, contributions from other psycholegal scholars who think deeply about the connection between scientific research and its use as evidence in court and for policy-makers can further this important discussion.

Conclusion

ELS ranges widely, covering political science, economics, anthropology, sociology, as well as psychology. Such research is increasing rapidly in the legal academy (Blumenthal, 2007), and reviewing these three areas of contemporary empirical legal scholarship is, of course, simply the proverbial tip of the iceberg. Internet discussion of ELS appears in blogs (for instance, www.elsblog.org), and a peer-reviewed journal, the *Journal of Empirical Legal Studies* was recently devoted to such scholarship. Developing areas of ELS build on, and reflect, existing literatures in legal psychology: both to expand psycholegal scholars’ impact and to enrich discussion in these important legal and policy contexts, research by and insight from legal psychologists will be useful. References

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(Endnotes)

¹ As Liptak (2007) recently observed, modern federal judges rarely read or cite law journal articles; to the extent that is so, they likely read or cite primary psycholegal research even less.

² The topic of emotions more broadly is also receiving increased attention in legal academe, with one recent conference being devoted solely to that area (Law and the Emotions: New Directions in Scholarship, 2007). This is one area in which psycholegal scholars are making substantial contributions, as with a recent *Law and Human Behavior* Special Issue.

³ Fortunately, Morse (2006, p. 411) is able to prescribe "cognitive jurotherapy" to deal with the BOS pathology, suggesting, in part, "that people need to think more clearly and make more transparent, logical arguments about the relationship of anything to criminal responsibility."

Expert Opinion

Editors: Matthew Huss & Eric Elbogen

Operational Psychology: An Emerging Discipline

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At a recent conference, an esteemed psychologist presented his work on violence risk assessment. Although there were a handful of psychologists present, the majority of the audience consisted of law enforcement investigators. The presentation began with an historical overview of the clinical violence risk assessment research. The psychologist then discussed the clinical versus actuarial risk assessment debate and their associated violence risk assessment tools. Finally, he presented his own research and the development of his violence risk assessment tool. As he went through his slides, the reaction of the audience ranged from copious note-taking, to confused looks, to glazed eyes. Being a Clinical and Forensic Psychologist by training, I appreciated the valuable information presented by my colleague. However, in my current role as an Operational Psychologist, I understood why my colleague's presentation was lost on this crowd.

What my colleague missed was the importance of understanding the limitations of his research to the audience's investigative mission. His presentation would have been excellent for an AP-LS conference where the audience consists of academic researchers and forensic clinicians. But when briefing an audience of "operators" (police officers, detectives, and special agents), clinical research falls on deaf ears. With this type of audience, the information must be operationally useful.

Traditional violence risk assessment tools – both actuarial and clinical – were created for clinical settings. They provide models for making determinations of violence risk in specific clinical situations, such as determining discharge from a treatment facility. Such tools lose their utility when applied to investigations of stalking, workplace violence, school violence, and other threat assessment crimes. Actuarial tools fail due to the low base rates of severe targeted violence. Clinical tools fail because the role of mental illness may be unknown or nonexistent, and clinical techniques such as interviews and psychological tests may provide partial, inaccurate, or irrelevant information related to the potential act of targeted violence (Borum, Fein, Vossekuil, & Berglund, 1999).

Providing law enforcement investigators with violence risk factors used in controlled clinical settings is not useful for their operational missions. Constructs such as psychopathy, substance abuse, and mental illness do not empower special agents with the ability to make decisions on a subject's violence risk and strategize a case management plan. They are the fodder of psychologists. What is more important is having the special agent investigate these factors within the context of the violent behavior, including the circumstances of, patterns of, and specific triggers to the vio-

lent behavior. This information is passed to an Operational Psychologist, who assesses and interprets the information for the special agent. The two then partner together to develop a threat assessment of the subject and design a strategy to manage the subject's violence risk (Gelles, Sasaki-Swindle, & Palarea, 2002).

Operational Psychology: The Birth of a Field

The field of Operational Psychology first emerged in the mid-1940s. At that time, the Office of Strategic Services (OSS – precursor to the CIA) produced *The Assessment of Men*, a book describing the use of psychologists for personnel assessment and selection for counterintelligence military operations (OSS, 1948). Since then, a variety of fields have employed psychologists in applied roles, including the military, law enforcement, and intelligence communities. Although Operational Psychologists are employed in a wide variety of contexts, little has been published on this field. A current PsycINFO search for "Operational Psychology" revealed only two comprehensive publications on this discipline: the book *Military Psychology: Clinical and Operational Applications* (Kennedy & Zillmer, 2006) and a special issue on Operational Psychology in the journal *Military Psychology* (2006).

Given the scarcity of publications on Operational Psychology, definitions of this specialty are rare. In their book chapter *Introduction to Operational Psychology*, Williams, Picano, and Roland (2006) defined Operational Psychology in military settings as: "... the actions by military psychologists that support the employment and/or sustainment of military forces (and in particular military commanders) to attain their strategic goals in a theater of war or a theater of operations by leveraging and applying their psychological expertise in helping identify enemy capabilities, personalities, and intentions; facilitating and supporting intelligence operations, designing and implementing assessment and selection programs in support of special populations and high-risk missions; and providing an operationally focused level of mental health support." Within their definition, Williams et al. (2006) describe two key points: 1) "... the need for operational psychologists to maintain both mental agility and flexibility in understanding and applying the tools of their profession to support the operational art of warfare," and 2) "... the need to maintain the ability to anticipate the strategic objectives of the ends, ways, and means, the demands of supported commanders, and the anticipation of how to apply psychological expertise to either enhance combat effectiveness or mitigate risk."

Thus, the focus of operational psychology is to provide psychological knowledge, skills, and abilities to the operational mission.



Whether the mission involves assisting a military commander to convince an enemy to surrender or assisting a special agent with managing a workplace violence case, the focus is on consulting with operators on their missions. The Operational Psychologist serves as a translator of mindset and behavior to the operator.

Operational Psychology Consultation for Law Enforcement Agencies: A Partnership Between Investigators and Psychologists
The concept of having psychologists as staff members of law enforcement agencies is by no means new (Reese, 1995). For years, Police Psychologists have provided clinical services to police officers, such as therapy, fitness for duty evaluations, and personnel selection. Some Police Psychology duties have expanded to operational functions, such as consulting on hostage negotiations (Greenstone, 1995; Rowe, Gelles, & Palarea, 2006). Despite this occasional overlap, the two disciplines are uniquely different. Although both are staffed by Clinical Psychologists, Police Psychology embraces its clinical service-provider role. Alternately, Operational Psychology distances itself from the clinical service-provider role and instead aligns with a consultant role. It focuses not on the providing clinical services to police officers, but instead, consulting with police officers on their investigations. Thus, in Police Psychology, the client is often the police officer, whereas in Operational Psychology, the client always is the agency.

One key difference in Operational Psychology is the assimilation of the psychologist into the organization's culture. Where Police Psychologists need to keep a distance from their officer corps – due to the ethical conflict of having multiple (clinical and non-clinical) relationships – Operational Psychologists are required to immerse in the agency's culture and build relationships with their investigator partners. Williams et al. (2006) describe the importance of this concept as viewing the world through the operator's eyes. They state that the psychologist “has a responsibility to learn and understand the military organization they operate within and the likely enemies they face.”

In the law enforcement arena, the psychologist assimilates to the law enforcement culture. Law enforcement is a relationship-based culture. From their beginnings in the police academy, officers are trained on a partnership model. Officers assist each other with investigative duties, pair up on interrogations, and cover each other during a shootout. In order to earn the trust and respect of the investigators, and establish their credibility, Operational Psychologists embrace the law enforcement culture, building relationships with their investigators and “partnering” with them when consulting on cases (Gelles, Sasaki-Swindle, & Palarea; 2002). To facilitate this relationship-building, it is preferred that Operational Psychologists are full-time staff members of their agencies rather than part-time contractors. Like the investigators, the Operational Psychologists need to incorporate the agency's identity into their personal identity, thus building a loyalty to the agency, its mission, and its staff. To further facilitate relationship-building, the Operational Psychologists should be embedded within the investigator corps rather than centralized in an office next to senior leadership. Having regular and frequent contact with investigators strengthens relationships and fosters consultation opportunities.

Although the partnership model provides the basis for consultation, Operational Psychologists are always mindful of their consultant role. In the clinical treatment environment, psychologists are empowered as strategic decision-makers; they make decisions on admissions, discharges, and treatment strategies. However, in the operational environment, Operational Psychologists serve as an adjunct resource to investigators. The Operational Psychologist is not a special agent and does not conduct the investigation or operation. Similarly, the Operational Psychologist does not enter into investigator functions, such as conducting interrogations or collecting evidence at crime scenes. It is paramount that Operational Psychologists “stay in their lanes” by always remaining respectful of the professional and ethical boundaries of their expertise.

The NCIS Psychological Services Unit: A Model for Operational Psychology Law Enforcement Consultation

The Naval Criminal Investigative Service (NCIS) provided fertile soil for the development of an Operational Psychology program. NCIS is charged with conducting investigations and operations involving the Department of Navy, which includes the Navy, Marine Corps, dependents of service members, and Department of Navy properties. The NCIS mission is three-fold: preventing terrorism, protecting secrets, and reducing crime. Its small size (approximately 1200 civilian special agents stationed worldwide), unique missions, and innovative culture allowed for opportunities to show Special Agents how psychology can enhance their skill sets and mission success in their investigations and operations. Pioneered by Dr. Michael Gelles (Chief Psychologist, 1993-2006) as a unit of one, the NCIS Psychological Services Unit (PSU) currently consists of four full-time staff psychologists who consult on numerous aspects of the agency's missions. The staff psychologists are stationed at NCIS Headquarters and embedded within each of the agency's directorates, allowing them to have regular interactions with the special agents who monitor the field's investigations and operations. The PSU staff members frequently travel to the agency's field offices around the world to provide onsite support to field agents and are deployable within 24 hours of a crisis situation.

As a result of the unique missions worked by NCIS, the agency established a number of units that focus on specific types of criminal investigations. Within these units, the PSU staff members provide specialized psychological consultation techniques:

- Counterterrorism Department: Consultation on counterterrorism investigations and operations, identifying pre-attack behaviors using the behavioral-based threat assessment methodology, assessment of communicated threats
- Threat Management Unit: Conduct behavioral-based threat assessments and develop management strategies on stalking, workplace violence, communicated threat, arson, sabotage, high-risk domestic violence, and other major cases
- Family Violence and Sex Crimes: Conduct behavioral assessments of sex crimes and family violence cases involving adult and child victims
- Death Investigations: Conduct psychological reviews of suicides, homicides, and other major death cases; perform psychological autopsies to assist medical examiners in determin-

ing manner of death; compile the suicide letter/video database; participate in the Death Review Board

- Cold Case Homicide Unit: Conduct victim and suspect assessments; assist with developing operational plans
- Criminal Operations Unit: Conduct undercover agent/cooperating witness assessments for cold case homicide investigations, death investigations, narcotics operations, and other criminal operations

Additionally the NCIS PSU has published a number of articles and book chapters regarding our operational consultation duties. For further information, see:

- Threat Assessment: A Partnership Between Law Enforcement and Mental Health (Gelles, Sasaki-Swindle, & Palarea, 2002)
- Threat Assessment: A Risk Management Approach (Turner & Gelles, 2003)
- Crisis and Hostage Negotiation (Rowe, Gelles, & Palarea, 2006)
- Psychological Autopsy: An Investigative Aid (Gelles, 1995)
- Al Qaeda's Operational Evolution: Behavioral and Organizational Perspectives (Borum & Gelles, 2005)
- Al Qaeda Related Subjects: A Law Enforcement Sample (Gelles, McFadden, Borum, & Vossekuil, 2005)
- Consulting to Government Agencies – Indirect Assessments (Morgan, et al., 2006)
- Ethical Concerns in Forensic Consultation Regarding National Safety and Security (Gelles & Ewing, 2003)

The Way Ahead: Evolution of the Operational Psychology Field

The field of Operational Psychology is young, but quickly evolving. Applications of Operational Psychology have now been defined in the military, intelligence, and law enforcement communities. Given the increasing number of students pursuing graduate degrees in Forensic Psychology, with the ultimate goal of providing psychological consultation on law enforcement investigations, the supply of Operational Psychologists will quickly outweigh the demand of law enforcement agency needs. In order to further the development of Operational Psychology in the law enforcement arena, the psychology community needs to educate law enforcement investigators and their senior leadership on the benefits of psychological consultation on their investigations. Furthermore, the existing Operational Psychology community must define itself by establishing guidelines for graduate psychology degree requirements, core competencies, on-the-job training/mentorship programs, and best practices. Potential ethical conflicts must also be anticipated and addressed. Once these guidelines are in place, Operational Psychology for law enforcement agencies will quickly develop as an established field within applied clinical psychology.

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AP-LS Teaching Techniques

Deliberating the Benefits of Learning Through Focus Groups

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Abstract

This article describes how students in an undergraduate legal psychology class utilized focus group research (i.e., a jury simulation exercise) to assist in planning strategies for trial. In addition to conducting the focus group, students were responsible for providing an analysis of the results, and preparing their team for trial. Ultimately, students reported the focus group exercise helped them develop trial strategies, understand the role of trial consultants, and gain a better understanding of scientific jury selection. Rationale, course objectives, and a description of the activity are outlined, as well as suggestions for including this exercise in an upper-level legal psychology course.

Deliberating the Benefits of Learning through Focus Groups

Focus groups are one of the most widely used tools available to help attorneys understand juror perceptions of critical case issues, are focus groups (Berman, 2004; Bray & Kerr, 1979; Strier, 1999). Focus groups typically consist of 8 to 10 participants that are recruited based on the demographics of the county in which the trial will take place. Attorneys present both sides of the case either in summary format or by presenting some aspect of the trial (e.g., opening arguments, direct and cross examination of a key witness). Participants then deliberate on case issues and reach a verdict. After deliberations, focus group moderators may ask participants specific questions about case issues, trial themes, or verdicts. After running the appropriate mock trial or focus groups, trial consultants write a detailed report for the attorneys. This data is then used to assist attorneys in trial preparation by identifying strengths and weaknesses of the case.

Comparable to critical thinking exercises, focus groups provide attorneys with the opportunity to consider a variety of possible explanations and viewpoints regarding their case. Focus groups help attorneys to develop case themes, prepare witnesses, and estimate mock-jurors' reactions to opening or closing arguments (Strier, 1999). Additionally, focus groups help attorneys learn what questions potential jurors may have about the evidence so they are better prepared to answer these questions at trial (Abbott & Batt, 1999). Properly conducted focus groups allow attorneys insight into the reasoning processes jurors may follow during deliberations. Moreover, focus groups help attorneys deliver complex information and concepts to jurors in a way that is easily understood. The proposed active learning exercise assists students in understanding how focus groups depict an overall sense of the case issues and themes that may resonate through a jury's deliberations.

Using Focus Groups as an Active Learning Exercise

Researchers agree that active learning fosters critical thinking (Andreoli-Mathie et al., 1993; Gokhale, 1995; Leonard, Mitchell,

Meyers, & Love, 2002). For active learning to be successful, teaching must be viewed as a process of developing and enhancing students' ability to learn. The instructor serves as a facilitator for learning, guiding students through the learning process. Developing and organizing meaningful learning exercises stimulates students' thinking through real-world experiences. Such practical approaches are effective because they engage students as active participants in the learning process (Benjamin, 1991; Heath, 2000). Research on active learning has demonstrated that participating in teamwork exercises not only generates student interest, but enhances critical thinking (Rau & Heyl, 1990). Additionally, students working in groups develop higher-level thinking and memory skills compared to students working alone (Johnson & Johnson, 1986; Totten, Sills, Digby, & Russ, 1991).

A recent review of the types of activities included in legal psychology courses reveals a trend toward those that focus on practical experiences. Exercises in jury selection, interviewing techniques, and issues in eyewitness identification require solving problems and making decisions as a team (Bennett, 1999; Berman, 1998, 2004; Miller, 1997; Platania, 2004). These types of exercises help prepare students for a changing workplace environment – one that emphasizes teamwork. Therefore, developing critical thinking skills through the small group experience is an important goal in legal psychology courses (Berman, 1999; Perry, Huss, McAuliff & Galas, 1996). This article describes how students in an undergraduate legal psychology course designed and implemented a focus group activity to assist in planning strategies for trial. The effectiveness of this exercise as it relates to learning outcomes for undergraduate students enrolled in a psychology and law course will be discussed.

Course Objectives

One course objective was to demonstrate, through focus group research, how social science can help attorneys conceptualize the case from the prospective juror's point of view, thus avoiding the use of heuristics when selecting jurors for trial. Prior to the introduction of pre-trial research, attorneys' perceptions of juror reactions to case issues were largely based on intuition. It was assumed that certain salient demographic characteristics could predict a juror's response to case-specific issues (e.g., women would be more likely to sympathize with a rape victim). As a result of this limited and nonscientific strategy, juror *profiles* were developed and used by attorneys when selecting a jury. Social science was viewed as having little to offer in understanding the process of jury selection.

A second course objective was for students to learn what is involved when individuals perform as a team. Although some class time was set aside for teamwork, the majority of the preparation

for the project, as well as the project itself, took place outside of class. At the beginning of the semester, the first author prepared them as *professionals* – emphasizing the similarities between the focus group classroom experience and that of the real-world focus group experience. The practical analogy encouraged a positive attitude among students and allowed them to exercise a sense of control on the task. Students worked collaboratively, rather than individually, with minimal complaints about the project or their teammates.

Description of Focus Group Activity

The focus group activity was part of a course requirement in the first author's legal psychology course. Early in the semester, students are randomly assigned to prosecution or defense teams, and given a transcript of a murder case, developed for a criminal procedure course in law school. Within each team, students assume various roles required to complete the assignment (e.g., trial consultants, attorneys, and witnesses). Students assuming the roles of trial consultants are responsible for developing and carrying out focus group research to help their respective attorneys prepare for trial. Instructions for conducting focus group research in a jury simulation context were supplied by the second author, a part-time trial consultant with ten years experience. In the real world, focus group research provides attorneys with valuable information on how to best prepare for trial. With this in mind, student-consultants for both sides prepared their research to help the attorneys gain insight into the reasoning processes jurors may follow during deliberations. Student-consultants are responsible for recruiting undergraduates to act as mock-jurors, developing questionnaires designed to assess participants' case-specific reactions and presenting the most important aspects of their case. After the prosecution or defense presents their case, student-jurors are read a 200 word summary from pattern criminal jury instructions in the state of Rhode Island and told to deliberate on the issues presented to them. Consultants carefully monitor the deliberation process from behind a one-way mirror. Student-consultants are then responsible for facilitating post-deliberation discussion sessions. At the completion of the exercise, student-jurors are thanked for their time and in most instances awarded extra credit for participation. The entire process takes approximately two hours.

When writing the report, student-consultants drew on theory and research in both legal and social psychology to help their attorneys understand the case-specific issues jurors discussed during deliberations. One group explained how jurors process the information presented at trial in an attempt to develop a story for what happened (Pennington & Hastie, 1993). Another group encouraged attorneys to use themes as a means to search for confirming evidence and to devalue disconfirming evidence. Student-consultants also emphasized how jurors' perceptions of their own life experiences affected how they discussed the case issues (Higgins & Bargh, 1987). In every instance, students provided research to support their observations.

Activity Evaluations

Students are required to write a focus group report. When preparing the focus group report, student-consultants were told to consider the following questions: "What can psychology add to your observations of juror reactions to the case issues?" "Did you

AP-LS NEWS, Fall 2007

observe any relation between jurors' beliefs and attitudes and verdict?" Final reports consisted of: case overview; description of student-jurors; group deliberation analysis; psychological theories used to describe the process; and, recommendations for proceeding to trial. At the completion of the exercise, student-consultants completed a 13-item evaluation form. The table below displays responses to 5 items measured on a 6-point Likert-type scale from 0 (*Strongly Disagree/Do Not Recommend*) to 6 (*Strongly Agree/Recommend*). Data were obtained from student-consultants participating in this activity in two legal psychology classes ($N=27$; 23 females and 4 males). See Appendix for mean responses to five of the items in the focus group evaluation form. Overall, recommending this activity for future use was significantly related to: understanding scientific jury selection: $r(27) = +.58, p < .01$; educational value: $r(27) = +.66, p < .01$; and, overall effectiveness of the focus group activity: $r(27) = +.53, p < .01$.

Conclusion

Student responses to the evaluation form indicated that the focus group was an effective strategy for active learning and for getting them to work together. Student comments about the exercise included "I feel as though the class learned a lot from the experience and it was an effective learning tool." "It helped us prep witnesses and attorneys for the mock jury." In addition, students said the activity helped clarify ideas through discussion, and helped them decide how best to proceed to trial. "It was fun, informative, a great experience – helped us understand what we were learning." "It pointed out our weaknesses and showed us what to improve upon." Alternatively, team responsibilities and out-of-class time devoted to the project, emerged as the primary responses to the aspect they enjoyed *least* about the project. "A lot of time is needed to conduct the focus group." "It takes time to get everyone together." The focus group exercise was successful in preparing students for the real-world experience of working in teams.

The authors recommend this activity to faculty teaching upper-level courses in legal psychology. This exercise has been used in classes ranging from 12-31 students. Students gain the value of using social science theory and research to explain mock-jurors' attitudes and identify effective trial strategies. Upon completion of the mock trial, students often say they have a better understanding of trial consulting and scientific jury selection.

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Appendix

Mean Responses to Focus Group Evaluation Form – N = 27
(6 = strongly agree / recommend)

Item	Mean
The focus group helped me develop trial strategy.	5.63
The focus group helped me understand jury selection.	5.30
I would recommend this activity be used in future classes.	5.81
The focus group was educationally valuable.	5.70
Overall, the focus group was an effective exercise.	5.63

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.

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Blevins, K. R., Cullen, F. T., Frank, J., Sundt, J. L., & Holmes, S. T. (2006). **Stress and satisfaction among juvenile correctional workers: A test of competing models.** *Journal of Offender Rehabilitation, 44*, 55-79. Greater perceived dangerousness, higher educational status, and perceived role conflict in job position predicted higher work-related stress in direct-line juvenile correctional staff ($n = 195$). Race (being African American), greater perceived dangerousness, less support provided by supervisors, more time working at their current facilities, and job-role conflict predicted lower job satisfaction.

Blitz, C. (2006). **Predictors of stable employment among female inmates in New Jersey: Implications for successful reintegration.** *Journal of Offender Rehabilitation, 43*, 1-22. 908. In a sample of 908 incarcerated female offenders, length and stability of employment (before incarceration) was associated with a greater education level attained and receipt of mental health treatment pre-incarceration.

Bouffard, J. A. & Bergeron, L. E. (2006). **Reentry works: The implementation and effectiveness of a serious and violent offender reentry initiative.** *Journal of Offender Rehabilitation, 44*, 1-29. Recidivism and revocation of parole among offenders participating in a serious and violent offender re-entry program (SVO; $n = 71$; 86% males) were compared to those from offenders in a traditional re-entry program ($n = 106$; 84% males). Participation in the SVO re-entry program predicted lower recidivism rates than the traditional approach.

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

Bouffard, J. A., & Muftic, L. R. (2006). **Program completion and recidivism outcomes among adult offenders ordered to complete a community service sentence.** *Journal of Offender Rehabilitation, 43*, 1-33. Recidivism among 200 male and female adult offenders participating in community service ($n = 100$ CS completers; $n = 100$ CS non-completers) revealed that older offenders, offenders with a more extensive criminal history, and those with more CS hours to complete were at a higher risk for post-CS recidivism. Offenders who completed CS successfully were at a significantly lower risk for recidivism overall.

Carlson, J. R., & Thomas, G. (2006). **Burnout among prison caseworkers and corrections officers.** *Journal of Offender Rehabilitation, 43*, 19-34. In a sample of 227 correctional staff ($n = 42$ caseworkers; $n = 185$ corrections officers), caseworkers self-reported higher levels of burnout than corrections officers ($d = .77$), including greater emotional exhaustion ($d = .50$) and feelings of depersonalization ($d = .65$).

Carnahan, T. & McFarland, S. (2007). **Revisiting the Stanford prison experiment: Could participant self-selection have led to the cruelty?** *Personality and Social Psychology Bulletin, 33*, 603-614. Male college

students (Age range: 18 – 25) who read versions of the ad from the 1973 Stanford Prison Experiment volunteered for a psychological study ($n = 61$) or a prison life study ($n = 30$). Prison life volunteers scored higher on measures of narcissism, aggressiveness, and authoritarianism, and lower on empathy and altruism than others.

Carney, M. M., Buttell, F. P., & Muldoon, J. (2006). **Predictors of batterer intervention program attrition: Developing and implementing logistic regression models.** *Journal of Offender Rehabilitation, 43*, 35-54. The authors investigated a prediction model of program completion in a sample of 114 male batterers ($n = 56$ completers; $n = 58$ drop-outs). The use and frequency of sexual coercion and injury to partner were significant predictors in the model (odds ratio = .266, 2.814, and .938 respectively). As a whole, the model successfully classified 59% of the sample into completers and drop-outs.

Dembo, R., Wareham, J., Poythress, N. G., Cook, B., & Schmeidler, J. (2006a). **The impact of arbitration services on psychosocial functioning: A follow-up study.** *Journal of Offender Rehabilitation, 43*, 61-94. Effectiveness of intensive case management (ICM) versus treatment as usual

(TAU) on self-reported delinquency and substance use was evaluated in a sample of 165 diverted juvenile offenders ($n = 84$ TAU; $n = 81$ ICM). Participation in ICM was associated with a decrease in self-reported drug use 12 months post intervention, but not with a decrease in self-reported delinquency. Youths high in psychopathic traits displayed poorer treatment outcomes in both treatment groups.

Dembo, R., Wareham, J., Poythress, N. G., Cook, B., & Schmeidler, J. (2006b). **The impact of arbitration intervention services on youth recidivism: One-year follow-up.** *Journal of Offender Rehabilitation, 43*, 95-131. Effectiveness of intensive case management (ICM) versus treatment as usual (TAU) on post intervention recidivism was evaluated among 165 diverted juvenile offenders ($n = 84$ TAU; $n = 81$ ICM). Treatment group assignment was not associated with recidivism at 12-month follow-up. Youths displaying callous-unemotional and impulsivity features of psychopathy had more instances of recidivism at follow-up than those without such features.

Ford, J. D., Trestman, R. L., Wiesbrock, V., & Zhang, W. (2007). **Development and validation of a brief mental health screening instrument for newly incarcerated adults.** *Assessment, 14*, 279-299. An 8-item Correctional Mental Health Screen-Female (CMHS-F) and a 12-item CMHS-Male were derived from data on 1,526 male and 670 female inmates. Both demonstrated adequate internal consistency, test-retest reliability, and interrater agreement; they correlated significantly with higher rat-



ings of mental health needs and were generally unrelated to non-mental health needs/risks. AUCs for identifying Axis I or II disorders ranged from .72 to .86, depending on gender and race.

Green, B. L., Furrer, C., Worcel, S., Burrus, S., and Finigan, M.W. (2007). **How effective are family treatment drug courts? Outcomes from a four-site national study.** *Child Maltreatment*, 12, 43-59. Parents from families participating in family drug treatment courts (FDTC) entered treatment more quickly, spent more time in treatment, and completed more treatment than parents from matched families that did not participate in treatment courts. Children of FDTC parents were more likely to be placed in a permanent living situation and more likely to be reunited with their parents.

Marsh, S. C., & Evans, W. P. (2006). **Predictors of staff responses to problematic youth behavior in detention and correctional settings.** *Journal of Offender Rehabilitation*, 44, 59-79. Non-white juvenile justice staff were found to have provided more severe consequences to behavior problems than white staff ($\hat{\alpha} = .27$). Staff who had received training in anger management, life skills, behavior modification, and counseling families used less severe consequences.

Golden, L. S., Gatchel, R. J., & Cahill, M. A. (2006). **Evaluating the effectiveness of the national institute of corrections "Thinking for a Change" program among probationers.** *Journal of Offender Rehabilitation*, 43, 55-73. The impact of completing the *Thinking for a Change* treatment program on recidivism, probation violations, and social problem-solving skills was

investigated in 100 male and 24 female offenders on probation. Treatment dropouts were more likely to have technical probation violations than those who were awaiting treatment or had completed treatment. Treatment completers showed greater improvement in social problem-solving skills compared to others. There were no significant group differences in recidivism.

Harrison, K. S., & Rogers, R. (2007). **Axis I screen and suicide risk in jails: A comparative analysis.** *Assessment*, 14, 171-180. Among 51 female and 49 male inmates, a cutoff score of 3 on the Composite Mental Disability/Suicide Intake Screen was associated with sensitivity of 1.00, specificity of .71, and hit rate of .75 for predicting suicide risk. For predicting depression, a cutoff score of 7 on the Composite Past Mood Symptoms achieved the optimal combination of sensitivity (1.00), specificity (.75), and hit rate (.79).

Hubbard, D. J. (2006). **Should we be targeting self-esteem in treatment for offenders: Do gender and race matter in whether self-esteem matters?** *Journal of Offender Rehabilitation*, 44, 39-57. The association between self-esteem and re-arrest was evaluated in a therapeutic community offender sample ($n = 280$; 223 males, 57 females). While self-esteem alone was unrelated to re-arrest, regression analyses indicated that race and gender moderated this relationship. Among male and female African-Americans, as self-esteem increased, rates of re-arrest also increased. Among the male and female Caucasian offenders, as self-esteem decreased rates of re-arrest increased.

McCullough, A. & McMurrin, M. (2007). **The features of a good offender treatment programme manual: A Delphi survey of experts.** *Psychology, Crime, & Law*, 13, 265-274. Thirty-two cognitive-behavioral treatment trainers from various countries responded to a survey about their views of useful offender treatment manuals. Results indicated that the majority of respondents preferred a theoretical background, clear, but flexible objectives outlined for each session, and the use of large print in offender treatment manuals.

McKendrick, K., Sullivan, C., Banks, S., & Sacks, S. (2006). **Modified therapeutic community treatment for offenders with MICA disorders: Antisocial personality disorder and treatment outcomes.** *Journal of Offender Rehabilitation*, 44, 133-159. Male offenders ($n = 139$) were randomly assigned to one of two treatment groups [Modified Therapeutic Community (MTC) versus Mental Health treatment as usual (MH)]. Offenders who participated in MTC had lower rates of re-incarceration 12 months post-treatment than those who participated in the MH group. Offenders without a diagnosis of APD who participated in the MTC showed less self-reported substance abuse 12-months post-treatment than those in the MH group.

McMurrin, M., & Theodosi, E. (2007). **Is treatment non-completion associated with increased reconviction over no treatment?** *Psychology, Crime, & Law*, 13, 333-343. Effect size estimates across samples of offenders who received treatment while incarcerated ($n = 7774$ program completers, 2385 non-completers) or no treatment ($n = 9434$) revealed that offend-

ers who did not participate in treatment were more likely to be reconvicted than offenders completing treatment (Mean $d = .11$).

Naser, R. L., & La Vigne, N. G. (2006). **Family support in the prisoner reentry process: Expectations and realities.** *Journal of Offender Rehabilitation*, 43, 93-106. In a sample of 413 male offenders, post-release perceptions of family support and family relationship quality exceeded pre-release perceptions.

Sevin Goldstein, N.E., Dovidio, A., Kalbeitzer, R., Weil, J., & Strachan, M. (2007). **Anger management for female juvenile offenders: Results of a pilot study.** *Journal of Forensic Psychology Practice*, 7, 1-28. Females ($N=12$) residing at a post-adjudication juvenile justice facility received treatment as usual (TAU) or TAU plus anger management for female juvenile offenders (AMFJO). Of the 5 participants available for post-treatment assessment, those in AMFJO improved on measures of anger, overall aggression, verbal aggression, and outcome expectations compared to the TAU group.

Shoham, E., & Timor, U. (2006). **Rehabilitation of released prisoners in the Kibbutz: From isolation to segregation.** *Journal of Offender Rehabilitation*, 44, 1-22. In a sample of 110 offenders (95% male), participating in the Kibbutz (a re-entry rehabilitation program in Israel) was associated with lower rates of re-incarceration for those who appeared to acclimate to various cultural expectations of the Kibbutz and Israeli society.

The, Y. K. (2006). **Female prisoners in Malaysia.** *Journal of Offender Rehabilitation*, 43,

45-64. The author examined background variables and their relationship to recidivism among women incarcerated in Malaysian prisons ($N = 422$). Thirty-three percent reported drug and alcohol use, and 60% of these endorsed an addiction problem. Eighteen percent had a history of physical abuse victimization, while approximately 16% had been sexually abused. Among the variables significantly related to recidivism in this sample were being physically abused, having an addiction problem, and a family history of offending.

Theriot, M. T. (2006). **Evaluation of a court-ordered MADD presentation for juvenile alcohol and drug offenders.** *Journal of Offender Rehabilitation, 43*, 49-72. In a sample of juvenile offenders charged with drug and alcohol offenses who were mandated to attend a MADD presentation and attended ($n = 91$), were mandated but did not attend ($n = 72$), or not mandated ($n = 72$), attending the presentation was unrelated to time to recidivate over a 12 month period. Males and those with prior offenses were more likely to recidivate and recidivate sooner than females and those with no prior offenses.

Tuerk, E. H., & Loper, A. B. (2006). **Contact between incarcerated mothers and their children: Assessing parenting stress.** *Journal of Offender Rehabilitation, 43*, 23-43. In a sample of 357 incarcerated women with children, those who maintained contact with their children once incarcerated reported a greater sense of competence and attachment. Specifically, when current contact with children was in the form of letter writing, those who had prior contact (before incarceration) reported greater competence

and attachment than those without prior contact.

DELIQUENCY/ ANTISOCIAL BEHAVIOR

Andershed, H., Hodgins, S., & Tengström, A. (2007). **Convergent validity of the Youth Psychopathic Traits Inventory (YPI): Association with the Psychopathy Checklist: Youth Version (PCL:YV).** *Assessment, 14*, 144-154. Correlations between YPI and PCL:YV total and conceptually similar factor scores for adolescents (92 females and 70 males) receiving substance abuse treatment ranged from .30 to .51 and were comparable across gender. EXACON analyses indicated that individuals classified as high or low on the YPI tend to fall within the same group based on the PCL:YV; results for those in "medium" categories were less consistent.

Baker, L.A., Jacobson, K.C., Raine, A., Lozano, D.I., & Bezdjian, S. (2007). **Genetic and environmental bases of childhood antisocial behavior: A multi-informant twin study.** *Journal of Abnormal Psychology, 116*, 219-235. Twins ($n = 596$ pairs, age 9-10) and triplets ($n = 9$ sets) along with their primary caregivers and teachers were administered the DISC-IV, the Childhood Aggression Questionnaire, the Child Psychopathy Scale, and the CBCL. Boys were rated as more aggressive on all scales ($p < .01$) except teachers' ratings of relational aggression, on which there were no sex differences. Genetic influences accounted for .40 - .50 of the variance in aggression, while nonshared environmental influences accounted for .12 - .51 of the variance.

Burke, J. D., Loeber, R., and Lahey, B. B. (2007). **Adolescent conduct disorder and inter-**

personal callousness as predictors of psychopathy in young adults. *Journal of Clinical Child and Adolescent Psychology, 36*, 334-346. In a sample of 163 adolescents followed until age 19, teacher ratings of interpersonal callousness from adolescence were significant predictors of PCL-R Factor 1 and 2 scores (at ages 18-19). Other predictors of Factor 1 included prenatal tobacco exposure, community level economic disadvantage, and full scale IQ.

Butler, S., Fearon, P., Atkinson, L., & Parker, K. (2007). **Testing an interactive model of symptom severity in conduct disorder youth: Family relationships, antisocial cognitions, and social-context risk.** *Criminal Justice and Behavior, 34*, 721-739. Researchers found a strong association between parent-adolescent alienation and aggression in a sample of 85 young offenders referred for court-ordered mental health evaluation. Trust-communication moderated the association between social-contextual risk and antisocial thinking.

Chen, C., & Howitt, D. (2007). **Different crime types and moral reasoning development in young offenders compared with non-offender controls.** *Psychology, Crime, & Law, 13*, 405-416. Moral reasoning was evaluated in a sample of 444 adolescent males ($n = 330$ incarcerated offenders; $n = 114$ community comparison). The comparison group showed greater moral reasoning ability than any offender group (e.g., Theft, Violent, and Drug; $d_s = 1.96, 1.81, \text{ and } 1.66$, respectively). After controlling for age, the moral value of life was the only moral reasoning value that predicted classification into offender groups.

Chen, X., Thrane, L., Whitbeck, L.B., Johnson, K.D., & Hoyt, D.R. (2007). **Onset of conduct disorder, use of delinquent subsistence strategies, and street victimization among homeless and runaway adolescents in the Midwest.** *Journal of Interpersonal Violence, 22*, 1156-1184. Results of interviews with 428 homeless and runaway youth indicated that youth with childhood onset conduct disorder (CD) were more likely to exhibit antisocial behaviors and report violent victimization related to deviant survival strategies compared to youth with adolescent onset CD.

Cornell, A. H., & Frick, P. J. (2007). **The moderating effects of parenting styles in the association between behavioral inhibition and parent-reported guilt and empathy in preschool children.** *Journal of Clinical Child and Adolescent Psychology, 36*, 305-318. Three to five year old children ($N=83$) were rated by their parents on the Behavioral Inhibition Scale (BIS), the My Child Parent Report (a measure of conscience), the Alabama Parenting Questionnaire (APQ), and the Ideas About Parenting Scale (IAP). Behaviorally inhibited children were rated higher in guilt and empathy than uninhibited children. Higher levels of inconsistent discipline were associated with lower levels of guilt for uninhibited children.

Dembo, R., Turner, C.W., Jainchill, N. (2007). **An assessment of criminal thinking among incarcerated youths in three states.** *Criminal Justice and Behavior, 34*, 1157-1168. Male ($n=151$) and female ($n=52$) incarcerated adolescents completed the Texas Christian University Criminal Thinking Scales (CTS). These adolescents reported signifi-



cantly higher scores on the Entitlement, Justification, Personal Irresponsibility, and Power of Orientation scales than incarcerated adults.

Douglas, K. S., Guy, L. S., Edens, J. F., Boer, D. P., & Hamilton, J. (2007). **The Personality Assessment Inventory as a proxy for the Psychopathy Checklist Revised: Testing of the incremental validity and cross-sample robustness of the Antisocial Features Scale.** *Assessment, 14*, 255-269. Among 281 incarcerated males, hierarchical regressions revealed that, of the PAI's ANX, DEP, MAN, PAR, BOR, ALC, DRG, AGG, STR, RXR, DOM, and WRM scales, DRG was a significant predictor for PCL:R Total, DOM for Factor 1, and DRG, RXR, ANX, and PAR for Factor 2 scores; ANT and ANT-A scales incrementally improved the prediction of only Factor 2 scores. Using variable weights from the regression models, ICCs between predicted and actual PCL:R scores ranged from .07 to .37 in a separate sample of 85 male sex offenders.

Echeburúa, E. & Fernández-Montalvo, J. (2007). **Male batterers with and without psychopathy: An exploratory study in Spanish prisons.** *International Journal of Offender Therapy and Comparative Criminology, 51*, 254-263. The PCL-R was administered to 162 males incarcerated for an offense against an intimate partner. 20 men (12%) met criteria for psychopathy or probable psychopathy. The psychopathy group was significantly younger, more impulsive and suspicious, less empathic, and had lower self-esteem than the non-psychopathy group.

Flight, J.I. & Forth, A.E. (2007). **Instrumentally violent youths:**

The roles of psychopathic traits, empathy, and attachment. *Criminal Justice and Behavior, 34*, 739-752. In a sample of 51 incarcerated youths, psychopathy scores were significantly related to instrumental and reactive violence. Instrumentally violent youth scored higher on psychopathy than reactively violent youth.

Glenn, A.L., Raine, A., Venables, P.H., & Mendick, S.A. (2007). **Early temperamental and psychophysiological precursors of adult psychopathic personality.** *Journal of Abnormal Psychology, 116*, 508-518. Participants ($N=335$) were given temperament and autonomic measures at age 3 and the Self-Report Psychopathy scale (SRP-II) at age 28. Those scoring higher on the SRP-II at 28 were less inhibited ($d = .46$) and less fearful ($d = .40$) at age 3 than low scorers. High scorers on the SRP-II were more verbal ($d = .28$), more socially involved ($d = .41$), and friendlier towards the experimenter ($d = .39$).

Hawes, D. J., and Dadds, M. R. (2007). **Stability and malleability of callous-unemotional traits during treatment for childhood conduct problems.** *Journal of Clinical Child and Adolescent Psychology, 36*, 347-355. In a sample of boys aged four to eight ($N=49$), those with higher levels of callous unemotional traits, whose parents had participated in an intervention, received lower CU scores after the parent training. CU traits and antisocial behaviors were relatively stable over time, but CU traits were only predicted by CU scores at baseline, whereas post-treatment antisocial behaviors were predicted by antisocial scores at baseline, mother's education, and post treatment CU scores.

Hipwell, A. E., Pardini, D. A., Loeber, R., Semboer, M., Keenan, K., & Stouthamer-Loeber, M. (2007). **Callous-unemotional behaviors in young girls: Shared and unique effects relative to conduct problems.** *Journal of Clinical Child and Adolescent Psychology, 36*, 293-304. Girls ages 7 and 8 ($N=990$) were assessed using parent and teacher report assessments of callous-unemotional (CU) behaviors, conduct problems (CD, ODD, ADHD symptoms), anxiety, depression, negative emotionality, harsh punishment, and low parental warmth. High levels of hyperactivity were associated with high levels of CU due to their overlap with conduct problems. Conduct problems were found to contribute significantly to anxiety and negative emotionality when CU behaviors were controlled. Girls who were high in conduct problems but low in CU behaviors were also high in harsh punishment and low in parental warmth.

Jolliffe, D. & Farrington, D.P. (2007). **Examining the relationship between low empathy and self-reported offending.** *Legal and Criminological Psychology, 12*, 265-286. Self report offending data were collected from community adolescents ($N=720$). Males who reported offending had lower levels of empathy than males who reported not offending. Both males and females who reported violent offenses also reported significantly lower empathy scores than non-offenders.

Keenan-Miller, D., Hammen, C., & Brennan, P. (2007). **Adolescent psychosocial risk factors for severe intimate partner violence in young adulthood.** *Journal of Consulting and Clinical Psychology, 75*, 456-463. Youths ($N=610$) were surveyed at age 15 and at age

20. At age 20, 16% of participants reported at least one episode of severe IPV. Odds of experiencing IPV were higher for females (OR = 2.27) and those who had experienced an episode of depression before age 15 (OR = 2.36). Females (conditional probability = .12, 95% CI = .078, .188) but not males (conditional probability = .02, 95% CI = .008, .069) were more likely to perpetrate severe violence when a history of maternal depression was present.

Moltó, J., Poy, R., Segarra, P., Pastor, M.C., & Montanés, S. (2007). **Response perseveration in psychopaths: Interpersonal/affective or social deviance traits?** *Journal of Abnormal Psychology, 116*, 632-637. Male Spanish inmates ($N=47$) were administered the PCL-R (Spanish adaptation) and the Card Perseveration Task. Psychopaths ($n = 9$) played more cards and earned less money than nonpsychopaths ($n = 11$) and mixed participants ($n = 19$). Factor 2 (Social Deviance) and Facet 3 (Lifestyle) predicted response perseveration (i.e., continuing to play despite increasing losses) in psychopaths.

Murrie, D.C., Marcus, D.K., Douglas, K.S., Salekin, R.T., Lee, Z., & Vincent, G., (2007). **Youth with psychopathy features are not a discrete class: A taxometric analysis.** *Journal of Child Psychology and Psychiatry, 48*, 714-723. Authors applied taxometric analyses to scores from two primary measures of youth psychopathy features—the PCL:YV ($N = 757$) and the self-report APSD ($N = 489$)—among delinquent boys. All analyses supported a dimensional structure, indicating that psychopathy features among youth are best understood as

existing along a continuum; they are not distributed in a manner that creates a unique or qualitatively distinct class of young “psychopaths.”

Obrovic, J., Pardini, D. A., Long, J. D., & Loeber, R. (2007). **Measuring interpersonal callousness in boys from childhood to adolescence: An examination of longitudinal invariance and temporal stability.** *Journal of Clinical Child and Adolescent Psychology, 36*, 276-292. Boys ($N=503$) were assessed nine times from age 8 through 16 via both parent and teacher ratings of interpersonal callousness (IC). Results from both parent and teacher ratings indicated that IC is unidimensional (both cross-sectionally and longitudinally) and stable over time.

Pardini, D. A., Lochman, J. E., & Powell, N. (2007). **The development of callous-unemotional traits and antisocial behavior in children: Are there shared and/or unique predictors?** *Journal of Clinical Child and Adolescent Psychology, 36*, 319-333. Children ($N=120$) in the fourth grade who were rated as being in the top thirty percent of aggressive students completed a self-report measure of affective dysregulation, were rated by both their parents and teachers on callous-unemotional (CU) traits and antisocial behaviors, and rated by parents only on child anxiety and parenting practices. CU traits were relatively stable for a year long period. The level of CU traits and antisocial behaviors decreased in children who received low levels of corporeal punishment. Children receiving higher levels of corporal punishment and those who reported their parents as cold were found to have increasing CU traits over time.

Skeem, J., Johansson, P., Andershed, H., Kerr, M., & Louden, J.E. (2007). **Two subtypes of psychopathic violent offenders that parallel primary and secondary variants.** *Journal of Abnormal Psychology, 116*, 395-409. The PCL-R was administered to 367 Swedish men incarcerated for violent crimes. The 123 psychopathic participants fit into 2 clusters: one that parallels primary psychopaths ($n = 66$) and one that parallels secondary psychopaths ($n = 41$). Secondary psychopaths had greater trait anxiety, lower psychopathic traits, poorer interpersonal and clinical functioning, and were more emotionally unstable and withdrawn than primary psychopaths.

Swogger, M.T. & Kosson, D.S. (2007). **Identifying subtypes of criminal psychopaths: A replication and extension.** *Criminal Justice and Behavior, 34*, 953-971. Results from cluster analysis with county jail inmates ($N=258$) support a four-factor model of psychopathy for offender classification. The revised PCL-R factor model indicates primary (15.5%) and secondary (20.2%) psychopath subtypes consistent with previous findings.

Walters, G. D., Duncan, S. A., & Mitchell-Perez, K. (2007). **The latent structure of psychopathy: A taxometric investigation of the Psychopathy Checklist Revised in a heterogeneous sample of male prison inmates.** *Assessment, 14*, 270-278. Taxometric analyses (MAMBAC, MAXEIG, and L-Mode) of the four facet PCL-R scores from 409 incarcerated males suggested that the latent structure of psychopathy is dimensional.

Walters, G.D. & McCoy, K. (2007). **Taxometric analysis of the Psychological Inventory of Criminal Thinking Styles in**

incarcerated offenders and college students. *Criminal Justice and Behavior, 34*, 781-794. Taxometric analysis of PICTS scores from incarcerated offenders ($n=427$) and college students ($n=393$) revealed a dimensional construct for criminal lifestyle.

Washburn, J.J., Romero, E.G., Welty, L.J., Abram, K.M., Teplin, L.A., McClelland, G.M., & Paskar, L.D. (2007). **Development of Antisocial Personality Disorder in detained youths: The predictive value of mental disorders.** *Journal of Consulting and Clinical Psychology, 75*, 221-231. Juveniles ($N = 1,112$; age 15-18) in a detention center were given Diagnostic Interview Schedule for Children (DISC). At follow-up (3 years), 17.3% of the sample had developed APD and 27.6% had developed Modified APD (APD without the CD requirement). Having CD at baseline increased the likelihood of developing M-APD (AOR = 1.68, 95% CI = 1.01-2.81). Having 5 or more CD symptoms was associated with developing M-APD (AOR = 5.03, 95% CI = 1.74-14.53).

FORENSIC EVALUATION

Elhai, J. D., Butcher, J. J., Reeves, A. N., Baugher, S. N., Gray, M. J., Jacobs, G. A., et al. (2007). **Varying cautionary instructions, monetary incentives, and comorbid diagnostic training in malingered psychopathology research.** *Journal of Personality Assessment, 88*, 328-337. In two experimental studies of malingering using the Trauma Symptom Inventory, cautionary statements (e.g., warning that over endorsement decreases believability) tended to lower symptom endorsement for individuals asked to feign PTSD and monetary incentives (either high or low) generally did

not impact participant performance. Results of the second experiment suggested that comorbidity education had minimal impact on ability to feign combined PTSD and MDD.

Gervais, R. O., Ben-Porath, Y. S., Wygant, D. B., & Green, P. (2007). **Development and validation of a Response Bias Scale (RBS) for the MMPI-2.** *Assessment, 14*, 196-208. In Sample 1 ($N=1212$ clients), regression analyses identified 28 items from the MMPI-2 that predicted failure on Word Memory Test (WMT), CARB (Computerized Assessment of Response Bias) and/or Test of Memory Malingered. In Sample 2 ($N=317$ clients), the new MMPI-2 scale (RBS) was a better predictor of WMT failure than F , F_p , and FBS . A cut-off score of 17 achieved the highest hit rate for predicting failure on WMT and/or Medical Symptom Validity Test.

Morasco, B. J., Gfeller, J. D., & Elder, K. A. (2007). **The utility of the NEO-PI-R validity scales to detect response distortion: A comparison with the MMPI-2.** *Journal of Personality Assessment, 88*, 276-283. Negative Presentation Management (NPM) and the Positive Presentation Management (PPM) validity scales from the NEO-PI-R were compared with the MMPI-2 validity scales in a sample of individuals undergoing psychological evaluations at a university clinic ($n = 74$). NPM was significantly related to L, F, F-K, and F(b) [$r_s = -.25, .31, .30$, and $.38$ respectively]. PPM was significantly related to L, F, K, F-K, and F(b) [$r_s = .39, -.52, .41, -.51$, and $-.46$ respectively].

O'Bryant, S.E., Finlay, C.G., & O'Jile, J.R. (2007). **TOMM performances and self-reported symptoms of depression and anxiety.** *Journal of Psychopa-*



thology and Behavioral Assessment, 29, 111-114. 37 women and 30 men were administered the TOMM, BDI-II, and State-Trait Anxiety Inventory (STAI) at an outpatient psychiatric clinic. TOMM Trial 1 scores were correlated with scores on the BDI-II ($r = -.30$), the STAI State scale ($r = -.25$), and STAI Trait scale ($r = -.37$). TOMM Trial 2 and 3 scores were not significantly correlated with BDI-II and STAI scores.

Rogers, R., Harrison, K. S., Hazelwood, L. L., & Sewell, K. W. (2007). **Knowing and intelligent: A study of Miranda warnings in mentally disordered defendants.** *Law and Human Behavior, 31*, 401-418. Among 118 hospitalized patients on competency-to-stand trial units, 10% achieved good understanding of their *Miranda* warnings when the Flesch-Kincaid reading level for the warning was at or above 6th grade. WIAT reading comprehension and GAF significantly predicted understanding of *Miranda* rights when Flesch-Kincaid reading level was below 6th grade. Approximately 25% and 16% could not identify a reason to exercise their *Miranda* rights or right to counsel, respectively.

Ryba, N. L., Brodsky, S. L., & Shlosberg, A. (2007). **Evaluations of capacity to waive Miranda rights: A survey of practitioners' use of the Grisso Instruments.** *Assessment, 14*, 300-309. Of 96 psychologists who conducted capacity to waive *Miranda* rights (CWM) evaluations, 44% used *Miranda* instruments. Users ($n=48$) rated the Comprehension of *Miranda* Rights (CMR) and Function of Rights in Interrogation (FRI) as more important than CMR-Recognition and Comprehension of *Miranda* Vocabulary.

Most used and reported scores for all four tests but did not use cutoff scores. Intelligence and achievement tests were also commonly used.

Vitacco, M. J., Rogers, R., Gabel, J., & Munizza, J. (2007). **An evaluation of malingering screens with competency to stand trial patients: A known-groups comparison.** *Law and Human Behavior, 31*, 249-260. Patients undergoing competency to stand trial evaluations were administered the Miller Forensic Assessment of Symptoms Test (M-FAST), Structured Inventory of Malingered Symptomatology (SIMS), and the Evaluation of Competency to Stand Trial-Revised Atypical Presentation scale (ECST-R ATP), and they were classified as probable malingerers ($n=21$) or nonmalingerers ($n=79$), based on the Structured Interview of Reported Symptoms. A cutoff of 6 on M-FAST and 14 on SIMS total scores were associated with sensitivity and NPP of 1.0, with M-FAST achieving a higher specificity, PPP, and hit rate. For the ATP, its Psychotic subscale was most effective.

LAW ENFORCEMENT, CONFESSIONS, & DECEPTION

Kassin, S. M., Leo, R. A., Meissner, C. A., Richman, K. D., Colwell, L., Leach, A. M., et al. (2007). **Police interviewing and interrogation: A self-report survey of police practices and beliefs.** *Law and Human Behavior, 31*, 381-400. In a sample of 631 police investigators, 82% had received special training on conducting interviews/interrogations. Common interrogation practices included isolating the suspect, identifying contradictions, establishing rapport, and confronting the suspect with evidence of guilt. Most

informed suspects of their *Miranda* rights verbally and believed that interrogations should be taped (audio or video) or transcribed, although only 16% reported that recording was required by their agency.

Klaver, J. R., Lee, Z., & Hart, S. D. (2007). **Psychopathy and nonverbal indicators of deception in offenders.** *Law and Human Behavior, 31*, 337-351. Among 45 male offenders, PCL-R Factor 1 scores predicted increased blinking, head movements, number of words spoken, and speech rate during provision of statement about a crime they did not commit. Psychopathic offenders displayed more head movements than non-psychopathic offenders only when lying ($\zeta^2=.13$).

Offe, H., & Offe, S. (2007). **The comparison question test: Does it work and if so how?** *Law and Human Behavior, 31*, 291-303. Undergraduates ($n=38$) and law enforcement trainees ($n=27$) participated in a polygraph examination after choosing to commit a theft or not. Receiving a pre-test explanation of the importance of comparison question (CQ) improved identification only for guilty participants; discussion of CQ between tests did not have any effects regardless of guilt. Guilty participants also rated relevant questions as more stressful than CQs.

Stromwall, L.A. & Granhag, P.A. (2007). **Detecting deceit in pairs of children.** *Journal of Applied Social Psychology, 37*, 1285-1304. Twenty-two pairs of children in Sweden (Age range = 12-13) participated in videotaped interviews about an encounter with a man on a college campus. Half of the pairs actually encountered a man (truthful); half imagined the encounter (deceitful). Un-

dergraduate raters ($N = 88$) made fairly accurate judgments about the truthfulness of the children's stories (62.5%).

LEGAL DECISION-MAKING/ JURY RESEARCH

Alter, A. L., Kernochan, J., & Darley, J. M. (2007). **Transgression wrongfulness outweighs its harmfulness as a determinant of sentence severity.** *Law and Human Behavior, 31*, 319-335. In Study 1, 116 undergraduates read nine vignettes of 3 types of crime (assault, theft, shooting) that emphasized harmfulness, wrongfulness, or both. Regression analyses indicated that ratings of wrongfulness better predicted sentence recommendation than harmfulness across all crime types. Study 2 ($n=33$), using vignettes of 3 types of breaches of University Honor Code, resulted in similar findings.

Beckham, C. M., Spray, B. J., and Pietz, C. A. (2007). **Jurors' locus of control and defendants' attractiveness in death penalty sentencing.** *The Journal of Social Psychology, 147*, 285-298. Death qualified mock jurors ($N=98$) read a vignette that included a picture of either an attractive or unattractive defendant and completed Rotter's Internal-External Locus of control scale. Neither defendant attractiveness nor juror locus of control was associated with sentencing decisions. Males, except for the youngest males, were more likely than females to sentence the defendant to death.

Brown, J. M., Hamilton, C., & O'Neill, D. (2007). **Characteristics associated with rape attrition and the role played by skepticism or legal rationality by investigators and pros-**

ecutors. *Psychology, Crime, & Law*, 13, 355-370. Rapes reported by females in the UK were examined to determine whether victim, offender, and offense characteristics were associated with the case being prosecuted. Variables associated with increased likelihood of prosecution included time (< 24 hours elapsed from rape to report of incident to police), no prior convictions for the victim, offender known to victim, and injury or violence. Discontinued cases more often had a victim who was single, non-white, and under the influence of a substance during the incident.

Dennison, S. M. (2007). **Interpersonal relationships and stalking: Identifying when to intervene.** *Law and Human Behavior*, 31, 353-367. Adults in a community sample ($N=868$) read vignettes describing an ex-partner's behaviors after dissolution of a romantic relationship. They were more likely to perceive the behaviors as illegal if there was explicit intent to cause fear/apprehension, if the behaviors were repeated, and if the actor in the vignette was the same gender as the participant. For participants who perceived the behaviors as illegal, most recommended community-based punishment.

Elbogen, E. B., Swanson, J. W., Appelbaum, P. S., Swartz, M. S., Ferron, J., Van Dorn, R. A., et al. **Competence to complete psychiatric advance directives: Effects of facilitated decision making.** *Law and Human Behavior*, 31, 275-289. Psychotic patients at risk for involuntary treatment either received written information about psychiatric advance directives (PAD; $n=206$) or met with a facilitator to develop a PAD ($n=213$). Meeting with a facilitator was associated with

improved reasoning abilities in writing and making decisions within a PAD only for those with below average intelligence.

Gavisk, M. & Greene, E. (2007). **Guardianship determinations by judges, attorneys, and guardians.** *Behavioral Sciences and the Law*, 25, 339-353. Guardians ($n = 57$), attorneys ($n = 56$), and judges ($n = 38$) rated vignettes about guardianship hearings that varied by level of evidence of impairment (functional impairment only/neuropsychological test results/use of supportive services). Overall, raters rarely recommended full guardianship and often asked for further evaluation. Professional guardians were more likely than attorneys to choose full guardianship and more likely in general to ask for further testing.

Jenkins, G., & Schuller, R. A. (2007). **The impact of negative forensic evidence on mock jurors' perceptions of a trial of drug-facilitated sexual assault.** *Law and Human Behavior*, 31, 369-380. Undergraduates ($N=116$) read a simulated trial transcript of an alleged sexual assault and either received no forensic evidence, a forensic report that indicated no evidence of substance in complainant, or the report accompanied by expert testimony. They were less likely to find the defendant guilty and less accepting of complainant's account and estimated lower probability of guilt if exposed to the report only or if they were male.

Marshall, B. C., & Alison, L. J. (2007). **Stereotyping, congruence and presentation order: Interpretative biases in utilizing offender profiles.** *Psychology, Crime, & Law*, 13, 285-303. Participants ($n = 222$) read a description of a suspect

(consistent or not with child molester literature) and judged the suspect's guilt either before or after reading a profile of a child molester that was either consistent or not consistent with the description of the suspect. Assessment of guilt was strengthened when participants were provided with a congruent profile and suspect descriptions and weakened when information was inconsistent. The majority of participants reported using physical evidence information for determining guilt.

McCoy, M.L. & Gray, J.M. (2007). **The impact of defendant gender and relationship to victim on juror decisions in a child sexual abuse case.** *Journal of Applied Social Psychology*, 37, 1578-1593. Jury-eligible community residents ($N = 256$) evaluated a case summary about the sexual assault of a 10-year-old female that varied by defendant gender and relationship to victim (parent/stranger). Overall, jurors rated father defendants as most likely to be guilty (43 – 50% guilty verdicts) and rated all other types of defendants equally (Range: 17 – 30% for male stranger and female parent/stranger).

Sommers, S. R., & Norton, M. I. (2007). **Race-based judgments, race-neutral justifications: Experimental examination of peremptory use and the Batson challenge procedure.** *Law and Human Behavior*, 31, 261-273. During a simulated jury selection process, participants (90 undergraduates, 81 law students, and 28 attorneys) were more likely to challenge prospective jurors judged to be biased against the prosecution and to cite the potential bias as reason for the peremptory challenge if the jurors were black (vs. white). Undergraduates also rated the black jurors as less likely to

vote guilty ($\zeta_p^2 = .07$), which regression analyses identified as a mediator between juror race and peremptory challenge.

Wright, D.B. & Hall, M. (2007). **How a "reasonable doubt" instruction affects decisions of guilt.** *Basic and Applied Social Psychology*, 29, 91-98. British undergraduates ($N=26$) read a rape vignette and gave verdicts and written descriptions of the verdict after hearing one of two jury instructions about reasonable doubt (brief/detailed). Qualitative results suggested that mock jurors who received detailed instructions had a lower threshold for reasonable doubt, which was consistent with findings from a subsequent quantitative study.

RISKASSESSMENT

Folsom, J. & Atkinson, J.L. (2007). **The generalizability of the LSI-R and the CAT to the prediction of recidivism in female offenders.** *Criminal Justice and Behavior*, 34, 1044-1057. The LSI-R and the Childhood and Adolescent Taxon Scale (CAT) showed acceptable levels of reliability in a sample of 100 female offenders. Both measures were significant predictors of recidivism.

Hagan, M. P., Monford-Dent, T. M., Coady, J., & Stewart, S. (2006). **Accuracy of psychology interns' clinical predictions of re-incarceration of delinquents: A preliminary study.** *Journal of Offender Rehabilitation*, 43, 75-85. After participating in training regarding the clinical prediction of risk for future criminality, three doctoral interns were asked to choose 10 incarcerated youths who they believed would be re-incarcerated within two years post-release.



Interns were 100% accurate in their predictions. Youths chosen by the interns were more likely to be re-incarcerated at the 2-year follow-up than other youths incarcerated at the facility.

Kingston, W.L., MacTavish, A., & Loza-Fanous, A. (2007). **A nine-year follow-up study on the predictive validity of the Self-Appraisal Questionnaire for predicting violent and non-violent recidivism.** *Journal of Interpersonal Violence, 22*, 1144-1156. Male offenders ($N=657$) in Canada were administered the SAQ. Results indicate adequate predictive validity for nonviolent and violent recidivism over a 9 year span. Risk ratios for violent recidivism in the high risk group and medium risk groups were 9.64 and 4.38, respectively, while nonviolent recidivism ratios were 4.20 and 2.89, respectively.

Palmer, E.J. & Hollin, C.R. (2007). **The Level of Service Inventory revised with English women prisoners: A needs and reconviction analysis.** *Criminal Justice and Behavior, 34*, 971-985. For female inmates ($N=150$), the LSI-R demonstrated adequate internal consistency ($\alpha = .70$) and predictive validity for reconviction using subscale and total LSI-R scores. Factor analysis revealed a one-factor solution on LSI-R subscales for female inmates, in contrast to the two-factor model for male inmates.

SEX OFFENDERS

Barbaree, H.E., Lanton, C.M., & Blanchard, R. (2007). **Predicting recidivism in sex offenders using the VRAG and SORAG: The contribution of age-at-release.** *International Journal of Forensic Mental Health, 6*, 29-46. Recidivism data for sex offenders ($N=468$) assessed with the VRAG and

SORAG indicated that offenders with lower actuarial scores were released at an older age. After controlling for the effect of age at release, most item scores and bin scores showed reduced predictive validity.

Bengston, S., & Langstrom, N. (2007). **Unguided clinical and actuarial assessment of re-offending risk: A direct comparison with sex offenders in Denmark.** *Sex Abuse, 19*, 135-153. The predictive accuracies of the Static-99, Static-2002, and unstructured clinical judgment were compared for sexual, severe sexual, or violent reoffense in 121 male sex offenders from Denmark. Both actuarial measures were more accurate for sexual recidivism than clinical judgment and no method yielded significant results beyond 2 years.

Caldwell, M.F. (2007). **Sexual offense adjudication and sexual recidivism among juvenile offenders.** *Sex Abuse, 19*, 107-113. Recidivism rates for juvenile sex offenders ($n=249$) were compared with those from non-sexual offending delinquents ($n=1780$). There were no significant differences in rates of sexual recidivism between the groups. Juvenile sex offenders were ten times more likely than non-sex offenders to be charged with a non-sexual offense than a sexual offense.

Freeman, N.J. (2007). **Predictors of rearrest for rapists and child molesters on probation.** *Criminal Justice and Behavior, 34*, 752-769. Rapists ($n=631$) were more likely that child molesters ($n=4,700$) to be re-arrested for a nonsexual offense, while child molesters were more likely than rapists to be re-arrested for a sexual offense. Criminal history and offender age were significant

predictors of reoffense for both groups.

Nunes, K. L., Firestone, P., Wexler, A. F., Jensen, T. L., & Bradford, J. M. (2007). **Incarceration and recidivism among sexual offenders.** *Law and Human Behavior, 31*, 305-318. Among adult male sexual offenders incarcerated ($n=399$) or under community supervision ($n=228$) for their index sexual offense, logistic regressions indicated that risk, as measured by a modified Rapid Risk Assessment for Sexual Offense Recidivism, predicted general violent and sexual recidivism ($d=.59$ and $.49$, respectively). Incarceration and length of incarceration were not related to either type of recidivism.

Nunes, K.L., Hanson, R.K., Firestone, P., Moulden, H.M., Greenberg, D.M., & Bradford, J.M. (2007). **Denial predicts recidivism for some sexual offenders.** *Sex Abuse, 19*, 91-105. Adult male sexual offenders ($N=489$) were assessed using the RRASOR and PCL-R. Results indicate that denial of the index offense was associated with increased sexual recidivism for low-risk offenders and decreased recidivism for high-risk offenders. Denial was associated with increased sexual recidivism for offenders with related victims.

Sandler, J.C. & Freeman, N.J. (2007). **Typology of female sex offenders: A test of Vandiver and Kercher.** *Sex Abuse, 19*, 73-89. The offense histories of female sex offenders ($N=390$) were explored and compared with Vandiver and Kercher's typologies. Results indicate support for using victim and offender age to typify female sex offenders, and cluster analysis indicated six distinct subtypes; criminally-limited hebephiles, criminally-prone hebephiles, young adult child

molesters, high-risk chronic offenders, older non-habitual offenders, and homosexual child molesters.

Webster, S.D., Mann, R.E., Thornton, D., & Wakeling, H.C. (2007). **Further validation of the Short Self-Esteem Scale with sexual offenders.** *Legal and Criminological Psychology, 12*, 207-216. In a samples of incarcerated male sexual offenders ($n=1376$) and non-offending males ($n=40$), the SSES had a high level of internal consistency ($\alpha=.84$) and test-retest reliability ($r=.90$). The SSES was able to discriminate between different types of sexual offenders based on victim type.

Wnuk, D., Chapman, J. E., & Jeglic, E. L. (2006). **Development and refinement of a measure of attitudes toward sex offender treatment.** *Journal of Offender Rehabilitation, 43*, 35-47. In a sample of 170 undergraduate students, the Attitude Toward the Treatment of Sex Offenders scale showed acceptable levels of internal consistency ($\alpha s = .78-.86$) and a three-factor structure: *Incapacitation, Treatment Effectiveness, and Mandated Treatment*. Attitudes regarding incapacitation were significantly correlated with attitudes regarding treatment Effectiveness ($r=.67$), but these factors were not significantly correlated with attitudes toward mandated treatment ($r s = .01$ and $.07$ respectively).

WITNESS ISSUES

Frumkin, L. (2007). **Influence of accent and ethnic background on perceptions of eyewitness testimony.** *Psychology, Crime, & Law, 13*, 317-331. In a sample of undergraduate mock jurors from the

Continued on p. 31

Division 41/American Psychology-Law Society Executive Committee (EC) Meeting Minutes

San Francisco, CA August 16, 2007

Attending: Eve Brank, Roslyn Caldwell, Mary Connell, Brian Cutler, Kevin Douglas, Amy Bradfield-Douglass, Joel Dvoskin, Patty Griffin, Jennifer Groscup, Saul Kassin, Margaret Kovera, Brad McAuliff, Lynn Peterson, Steve Penrod, Allyson Redlich, Ronald Roesch, Jen Skeem, Beth Wiggins, Gary Wells, Patty Zapf

The meeting was called to order at 2:45pm by President Joel Dvoskin.

I. Executive Committee meeting minutes from March 2007 were approved.

II. Treasurer's Report

Brad McAuliff, Treasurer, reported that we are in good financial shape. As of June 30, 2007 we had \$599,424 in the bank, which is enough for 2 years worth of operating expenses. Dues income is down this year, most likely as a result of not having a conference in 2007. The budget for 2008 is attached. The numbers represent a conservative estimate of income and expenses and thus the anticipated deficit of \$10,500 for 2008 should not be problematic as it may not materialize. In addition, there is a strong possibility that we will receive a significant increase in income within the next few years as a result of the new LHB contract negotiations.

III. Old Business

1. Interdivisional Grant Project

The Interdivisional Grant awarded by APA to Divisions 33 and 41 for the purposes of holding a meeting of experts regarding mental retardation and the death penalty is being coordinated by Greg Olley of the University of North Carolina at Chapel Hill. Due to delays in receiving the funding from APA for this project, the meeting has been delayed until the APA Convention in Boston in 2008.

2. Marion Wright Edelman nomination

Mrs. Edelman is not available to attend the APLS meeting in Jacksonville in 2008. With respect to the issue of having the current APLS President nominate individuals for special awards to attend the APLS Annual Meetings, Joel Dvoskin moved

AP-LS NEWS, Fall 2007

that we empower the President with the discretion to award a Presidential Citation once yearly to have an individual attend the Annual Meeting to give a talk. This Presidential Citation would include an honorarium of \$2000 and travel expenses. This motion passed unanimously.

3. Distinguished Member Designation

As was previously reported, a new category of membership has been established. The Honorary Distinguished Member designation is open to individuals who have made distinguished contributions to the field but who are not members of either APA or APLS. Any nominations of individuals who would qualify for this special category of membership should go through Edie Greene as she has taken over as chair of the AP-LS Fellows Committee. The EC would like to thank the outgoing chair, Kirk Heilbrun, for his service on this committee.

4. Change in Bylaws to enable the addition of new journals

Motion to approve the proposed bylaws change to allow for the possible creation of new journals was passed unanimously with the friendly amendment that the creation of any new journal must first be approved by the EC and then by a simple majority of members voting on the issue.

IV. New Business

1. LHB Editor's Report

Brian Cutler reported that LHB received 167 manuscript submissions between August 1, 2006 and July 30, 2007. This represents an increase of about 4% from the same time period in the previous year. The number of days between submission and initial editorial decision ranged from 1 to 68, thanks to the timely work of reviewers, the editorial board, and the editorial team. As of August 1, 38 manuscripts have been accepted for publication (excluding those in production for the August issue), and 23 manuscripts are in revision status. Thirty-two manuscripts are published in the Online First section of the Springerlink page. Journal operations are running smoothly and the quality of manuscripts accepted for publication is excellent. LHB's 2006 ISI Journal Impact Factor is 2.122, a

substantial increase over the previous year. In the 2006 data, LHB had the 18th highest Impact Factor among law journals, trailing closely behind PPPL (2.163; ranked 17th), and above many very well-respected law reviews.

2. Publisher presentations regarding LHB contract negotiation

The EC invited each of the four publishers who submitted proposals for LHB to give a brief presentation at the meeting. Much discussion ensued. The EC made a recommendation to the publications committee (Ron Roesch, Brian Cutler, and Jennifer Groscup). The publications committee will follow up on this recommendation and report back to the EC via email.

3. Committee reports and discussion of reports

a. Interdisciplinary Grant Committee

No new business to report.

b. Continuing Education Committee

No new business to report.

c. Corrections Committee

Jennifer Skeem, Chair, reported on the activities of the corrections committee, which was formed to increase the number of correctional psychologists within APLS and to increase collaboration between Division 18 and 41. The members of this committee are Joel Dvoskin, Patty Griffin, Robert Morgan, Daryl Kroner, Jeremy Mills, and Ira Packer and student member Sarah Manchak. Several proposals have been put forth by this committee including: allowing Division 18 members to attend the Annual APLS Meeting at the member rate; inviting a well-established speaker in corrections to give a talk at the APLS Meeting; establishing a seed grant in the amount of \$5000 for early/mid career faculty for corrections research; allocating some program hours for corrections research at the APLS Meetings and having a corrections peer review committee; highlighting corrections research in the call for papers for APLS and Division 41 APA meetings; and establishing a corrections column in the APLS Newsletter.



2008 AP-LS Budget

INCOME	2008 Budget
Dues & Contributions	\$ 183,000.00
LHB Editorial Expenses	\$ 19,250.00
Interest Income	\$ 17,000.00
Royalties	\$ 70,000.00
AP-LS Conference	\$ 100,000.00
Advertising	\$ 0.00
Miscellaneous	\$ 0.00
TOTAL INCOME	\$ 389,250.00

EXPENSES

Meetings & Conferences:

APA Convention Program	\$ 16,000.00
APA EC Meeting	\$ 3,000.00
APLS EC meeting at APA	\$ 17,000.00
Midwinter EC Meeting	\$ 13,000.00
APLS Conference	\$100,000.00
Div. Leadership Conference	\$ 1,500.00
SUB-TOTAL	\$150,500.00

Publications:

Newsletter Expenses	\$ 2,000.00
Subscriptions to LHB	\$ 78,000.00
Editor Expenses for LHB	\$ 19,250.00
Web Site Expenses	\$ 3,000.00
SUB-TOTAL	\$ 102,250.00

Administrative Costs:

General Operating Exp.	\$ 57,000.00
Presidential Expenses	\$ 4,000.00
Treasurer Expenses	\$ 1,000.00
SUB-TOTAL	\$ 62,000.00

Awards and Committees:

Awards & Dissertations	\$ 5,000.00
Grants-in-Aid	\$ 15,000.00
Interdisciplinary Grant	\$ 10,000.00
Student Committee	\$ 3,000.00
Education Outreach Comm.	\$ 0.00
Minority Affairs Comm.	\$ 21,000.00
Careers & Teaching Comm.	\$ 1,000.00
Rels w/ Other Organizations	\$ 0.00
Mentoring Comm.	\$ 1,000.00
Specialty Guidelines	\$ 500.00
Corrections Committee	\$ 8,500.00
SUB-TOTAL	\$ 65,000.00

Other:

Dvoskin Presidential Initiative	\$ 20,000.00
Miscellaneous	\$ 0.00
SUB-TOTAL	\$ 20,000.00

TOTAL EXPENSES \$ 399,750.00

PROJECTED NET \$ -10,500.00

d. Mentorship Committee

Ryann Haw, Chair, reported via email that the mentorship section of the APLS website is operating and a list of frequently asked questions is now available online. A mentorship breakfast was held at the APLS conference in St. Petersburg wherein students had the opportunity to meet and connect with mentors. Given the success of this breakfast the committee is planning a similar event for the APLS conference in Jacksonville.

e. Fellows Committee

No new business to report.

f. Grants in Aid Committee

Elizabeth Bennett, Chair, reported via email that the committee reviewed 14 proposals for the spring 2007 funding cycle. Of the 14 proposals, 11 (79%) received funding. Of the 11 funded submissions, 5 (45%) recipients were female and 6 (55%) were male. A total of \$4290.00 was awarded. We received the same number of submissions for projects in legal psychology (7) and for projects addressing clinical/forensic issues (7). The recipients were: Jennifer Elak and Lezlee Ware; Virginia Fresiello; Robert Latzman; Elizabeth Nicholson; Derek Pasma; Tracy O'Connor Pennuto; Thomas Rea; Dario Rodriguez; Nicholas Schweitzer; Doug Stenstrom; and Femina Varghese.

g. Conference Advisory Committee

The conference advisory committee has named the following individuals as chairs of the upcoming conferences: Keith Cruise, Jeffery Neuschatz, and Gina Vincent for APLS 2009 (March 5-8) in San Antonio; and Matt Scullin, Sam Sommers, and Jodi Viljoen for APLS 2010 (March 18-21) in Vancouver, Canada.

h. Dissertation Award Committee

No new business to report.

i. Student Section Report/Elections

Peter Shore, Chair of the Student Section, reported via email the results of the elections for the 2007-2008 student officer positions, as follows: Chair, Andrew Cassens, Chicago School of Professional Psychology; Chair-Elect, Gianni Pirelli, John Jay College of Criminal Justice; Past-Chair, Peter Shore, Chicago School of Professional Psychology; Secretary/Treasurer, David Duke, Chicago School of Professional Psychology; Web Editor, Shannon Maney, Suffolk University; Member-

at-Large/Clinical Liaison, Natasha Elkovitch, University of Nebraska-Lincoln, and Ryan Montes, Nova Southeastern University; Member-at-Large/Experimental Liaison, Andre Kehn, University of Wyoming, and Sarah Manchak, University of California, Irvine; Member-at-Large/Law Liaison, Jennifer Hurwitz, Valparaiso University.

j. APA 2007 Conference Program

The EC would like to thank Amy Bradfield Douglass and Roslyn Caldwell, Division 41 co-chairs for APA, for their hard work in putting together a wonderful program.

k. APLS 2008 Conference

Eve Brank, APLS 2008 co-chair, reported on the upcoming 2008 APLS Meeting to be held in Jacksonville, Florida from March 5th through 8th. The co-chairs for this conference are Eve Brank, David DeMatteo, and Kevin O'Neil. The submission portal through All Academic is now open and the deadline for submissions is September 21, 2007. Individuals interested in serving as reviewers are encouraged to sign up through the All Academic portal. Three continuing education workshops are currently being planned to take place on Wednesday March 5th, 2007; a clinical CE workshop, a Florida Bar CLE workshop, and a statistical workshop. In addition, two special events are being planned: a Minority Affairs Committee luncheon, and a "Murder on a Sunday Morning" Plenary.

l. Minority Affairs Committee (MAC)

Roslyn Caldwell, Chair, reported on several recent activities of this committee. Four colleges and universities were visited in the spring of 2007 as part of the MAC Ambassador's Program, including: Clark Atlanta University, Morehouse College, Spelman College, and the University of New Mexico. In addition, during late fall 2006 and early spring 2007, MAC finalized and mailed the AP-LS Handbook to psychology department of Historically Black Colleges and Hispanic Serving Institutions. Finally, MAC awarded one conference presentation and travel award for the APA 2007 Convention to Marsha Brown of John Jay College of Criminal Justice for a paper presentation entitled, "Multicultural Competence and Child Protection Decision-Making."

m. Nominations and Awards Committee

No new business to report.

n. Scientific Paper Review Committee

Saul Kassin reported on the status of the whitepaper on interrogation procedures. The paper is nearing completion and should be ready to send to Bill Thompson, Chair of the Scientific Paper Review Committee, in approximately 6 weeks.

o. Teaching, Training, and Careers Committee

Allison Redlich, Chair, reported that she will be stepping down as chair of this committee and the next chair will be Mark Costanzo, who will invite one or two new members to join the committee. The Summer 2007 APLS Newsletter included a "Teaching Techniques" column, by Michelle McCauley, on writing assignments when teaching psychology and law. Terese Hall and Garrett Berman have been making great progress in updating the list of psychology and law programs, which will be posted to the APLS website. Edie Greene and her student are currently in the process of updating the handbook of teaching materials for undergraduate teaching of psychology and law courses. Finally, Edie Greene and Bette Bottoms are planning a pre-conference seminar for Jacksonville 2008, providing students and junior investigators guidance in getting the most out of the conference.

p. Undergraduate Paper Award Committee

No new business to report.

q. Book Series

Ron Roesch, book series editor, reported that the latest book in the APLS book series published by Oxford University Press, by Roger Levesque on adolescents, media, and the law, was published this summer. Three additional books are in development: Bornstein and Miller on the effects of religion on legal practice and trial outcomes; Cutler on eyewitness testimony; and Klein and Mitchell on judicial decisionmaking.

The editor is interested in proposals for new books. Inquiries and proposals from potential authors should be sent to Ron Roesch.

4. Visit from Cynthia Belar – APA Education Directorate

Bob Walsh, standing in for Cynthia Belar, reported to us that the Education Directorate is collaborating with the Science Directorate to attempt to find funding for the APLS Ambassador's Program.

5. Visit from Steve Breckler/APA Science Directorate (5:30 PM)

Kathy Pezdek was appointed by President Joel Dvoskin as the new Liaison to the Science Directorate. The EC would like to thank Brian Bornstein for his service as Liaison to the Science Directorate.

Steve Breckler reported that the Government Relations Office of the Science Directorate—which deals with NSF, the Department of Defense, and the Veterans Affairs—will now also deal with the Department of Justice within the Science Office. Anne Bettsworth is now the liaison for DoJ within the Science Directorate.

Our Ambassador's Program has received very positive review from the Science Directorate Office; however, there is no money in the budget for new initiatives. Steve Breckler asked the Board to propose a substitute motion to the Science Directorate and he is fairly certain that there will be some sort of funding. Steve is committed to finding some resources to help out with this initiative.

Science Directorate at APA is working hard to address diversity issues within APA and they see our Ambassador Program initiative as a model program. The spirit of this program is consistent with the ambit of the Science Directorate in responding to APA's call for diversity initiatives.

NSF Reauthorization Bill has been working its way through congress and there has been an effort to exclude anything dealing with social or behavioral sciences or biology. Some people in our field are currently get funding from NSF programs that are under threat of discontinuation. Recently the President has endorsed language that prioritizes reauthorizing social sciences projects.

5. Report of APA Council Representatives

Beth Wiggins and Patty Griffin reported on a number of Counsel issues relevant to APLS. They indicated that the APLS Ambassador's Program was highly regarded by APA but that, at present, APA is not funding new initiatives.

One of the major issues currently being discussed by APA is that of interrogations within the military context. In 2006, APA made a resolution that psychologists should not participate in any interrogations, torture, or degrading treatment;

however, this resolution did not define degrading treatment. A casebook with examples to illuminate ethical nuances and factors to consider was commissioned but has not yet been completed. The (what board? APA or AP-LS?) Board put proposed a substitute motion that reiterates last year's resolution and enumerates some specific techniques that are included in the definition of torture and cruel, inhuman, and degrading treatment.

Patty Griffin proposed that the EC attempt to avoid scheduling meeting dates on APA Council dates (APA Council will meet on Aug 13, 2008 and Aug 12, 2009 from 9am-5pm). Future Division 41 APA co-chairs will be made aware of these dates and urged to attempt to schedule the EC Meeting on other dates or times.

6. Membership Data and Proposal for Professional Development Committee – Jen Skeem and Patty Griffin

Jen Skeem and Patty Griffin reported on some data they, along with Mary Connell, collected regarding the numbers of women at various levels within the profession and within APLS. These data show that women are over-represented at the junior levels in APLS and rarely receive our highest awards. The establishment of a professional development committee was proposed as a means of emphasizing and developing remedies for these issues (to bring more women into the field and to work to increase their development and stature). This motion passed unanimously.

V. Additional Informational Items

1. Early Career Retention

Margaret Kovera announced that the focus of the initiatives for her presidential year include diversity and early career retention. She noted that only one student member (of about 200) transferred to member status last year and thus we need to find a way to reach out to these early career people. Margaret would like to form a committee and have a meeting to discuss ideas regarding retaining these early career people as members of the division. Anyone who is interested in working with Margaret on this is encouraged to let her know.

2. APLS Grants and Funding

Margaret Kovera, Chair of the ad hoc committee on APLS grants and funding, reported on the committee's proposed plan



of action for grants and funding, including: having an EC Member-at-Large serve as coordinator of the grant programs (currently, Grants-in-Aid of student research, Interdisciplinary Grant Program, and Minority Affairs Committee Grants); having proposals submitted through Lynn Peterson so that membership status can be confirmed; having committee chairs return decisions regarding funding to the coordinator so that duplicate funding for the same costs does not occur; having the chairs of the MAC and the Grants-in-Aid work together to ensure that no MAC proposal receives less funding than the largest average Grant-in-Aid proposal; and having committee chairs work with the APLS President to ensure committees are adequately staffed with members. A motion to accept these recommendations passed unanimously.

3. Specialty Guidelines for Forensic Psychologists

Randy Otto reported via email on the progress of the revision of the Specialty Guidelines for Forensic Psychologists. He expects that another draft of the revised guidelines should be ready in approximately 3 months, at which time it will be posted for public review. There has been one major “sticking point”—whether to include “forensic treatment” in the guidelines. Both sides of this issue have been argued, with no easy resolution. Anyone who might have thoughts about this conundrum is encouraged to contact Randy Otto. There will be a meeting and discussion of the SGFP revisions at the APLS 2008 Meeting in Jacksonville.

4. Committee on International Relations in Psychology (CIRP)

Michele Galietta will represent APLS at CIRP.

5. Weiss Lecture on Peace

Motion to approve the nomination of Clarence Sundrum as the lecturer for the Weiss Lecture on Peace passed unanimously.

The next meeting will be held in March 2008 in Jacksonville, Florida at the APLS Meeting.

The meeting was adjourned at 7:35 p.m.

**Respectfully submitted,
Patricia A. Zapf, AP-LS Secretary**

EXECUTIVE COMMITTEE AND COMMITTEE CHAIRS

• President	Margaret Bull Kovera	mkovera@jjay.cuny.edu
• Past-President	Joel Dvoskin	JoeltheD@aol.com
• President-Elect	Saul Kassir	skassin@jjay.cuny.edu
• Secretary	Patricia Zapf	pzapf@jjay.cuny.edu
• Treasurer	Brad McAuliff	bdm8475@csun.edu
• Member-at-Large	Kevin Douglas	douglask@sfu.ca
• Member-at-Large	Jennifer Skeem	skeem@uci.edu
• Member-at-Large	Mary Connell	mary@maryconnell.com
• Council Representative	Patty Griffin	pgriffin@navpoint.com
• Council Representative	Beth Wiggins	bwiggins@fjc.gov
• Newsletter Editor	Jennifer Groscup	jpgroscup@jjay.cuny.edu
• Publications Editor	Ron Roesch	roesch@sfu.ca
• <i>Law & Human Behavior</i> Editor	Brian Cutler	lhb@email.uncc.edu
• <i>Psychology, Public Policy, & Law</i> Editor	Steven Penrod	spenrod@jjay.cuny.edu
• Webpage Editor	Adam Fried	afried@fordham.edu
• Liaison to APA Science Directorate	Kathy Pezdek	Kathy.Pezdek@cgu.edu
• Liaison to APA Public Interest Directorate	Natacha Blain	natacha.blain@atlahg.org
• Liaison to APA Practice Directorate	Michele Galietta	mgalietta@jjay.cuny.edu
• Teaching, Training, and Careers Committee	Allison Redlich	aredlich@prainc.com
• Dissertation Awards	Eve Brank	ebrank@ufl.edu
• Educational Outreach Committee	Lavita Nadkarni	lnadkarn@du.edu
• Fellows Committee	Edie Greene	egreene@uccs.edu
• Grants-in-Aid	Beth Bennett	BBennett@washjeff.edu
• Book Award Committee	Richard Redding	redding@law.villanova.edu
• Undergraduate Research Award Committee	Livia Gilstrap	lgilstrap@uccs.edu
• Committee on Relations with Other Organizations	Michele Galietta	mgalietta@jjay.cuny.edu
• Scientific Review Paper Committee	William Thompson	wcthomps@uci.edu
• Minority Affairs Committee	Roslyn Caldwell	rcaldwell@jjay.cuny.edu
• Mentorship Committee	Ryann Haw	ryannh@bigbend.edu
• Division Administrative Secretary	Lynn Peterson	div41apa@comcast.net
• Conference Advisory Committee	Tonia Nicholls	tnichola@sfu.ca
• 2006 APA Program Chairs	Amy Bradfield	abradfie@bates.edu
	Roslyn Caldwell	rcaldwell@jjay.cuny.edu
	David DeMatteo	dsd25@drexel.edu
	Kevin O'Neil	oneilk@fu.edu
• 2008 APLS Conference Chairs	Eve Brank	ebrank@ufl.edu

By-laws of the American Psychology-Law Society

Division 41 of the American Psychological Association

The Executive Committee has approved the following changes to the by-laws:

1) There are revisions to Articles 4.7 and 5.4 that would allow for the division to sponsor journals in addition to Law and Human Behavior.

2) The revisions to Articles 2.1 and 4.3 are necessitated by APA's ruling that only APA members can be referred to as Fellows. We have proposed the substitution of the term Distinguished Member for those members who would be eligible for Fellow status but are not APA members.

Those same by-laws require that the revisions be voted on by the membership. In an electronic ballot, the revisions pass if two-thirds of the members voting on the revisions approve them. You will be receiving information shortly about submitting your electronic ballot. The following are the revised by-laws for your information.

BY-LAWS OF THE AMERICAN PSYCHOLOGY-LAW SOCIETY, DIVISION 41 OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

Article I: Name and Purpose

1. The name of this organization shall be: The American Psychology-Law Society (Society)/Division 41 of the American Psychological Association (Association).
2. The purposes of the Society shall be:
 - a. To advance the contributions of psychology to the understanding of law and legal institutions through basic and applied research;
 - b. To promote the education of psychologists in matters of law and the education of legal personnel in matters of psychology, including the appropriate use of psychologists in the legal system; and

- c. To inform the psychological and legal communities and the general public of current research, educational, and service activities in the field of psychology and law.

Article II: Membership

1. There shall be six categories of members in the Society: Members in the Association, Associates in the Association, Members-at-large, Associates-at-large, Fellows of the Division, ~~Fellows~~ Distinguished Members of the Society, and Affiliates.

2. Members and Associates affiliated with the American Psychological Association shall be designated in accordance with the By-Laws of the Association, as follows:

- a. Members shall be those members who are also members of the American Psychological Association and who are elected as members in accordance with the provision of Section 5 of Article II of the By-Laws for the Association.

- b. Associates shall be those who are also Associates of the American Psychological Association and who are elected as Associates in accordance with the provisions of Section 7 of Article II of the By-Laws for the Association.

3. Members-at-large shall be members who, by reason of their competence in fields bearing upon the central interests of the Society, wish to aid the Society in the attainments of its objectives, but who do not hold membership in the American Psychological Association.

- a. Ordinarily, eligibility for Member-at-large shall require a doctorate in psychology or a related behavioral science or a law degree. However, these requirements may be waived by an affirmative vote of two-thirds of the Executive Committee, given submission of evidence satisfactory to the Executive Committee of contributions

by an individual to the field of Psychology and Law.

- b. Eligibility for membership as an Associate-at-large shall require the master's degree in psychology from a regionally accredited graduate or professional school." Initially, Associates may not vote or hold office within the Association. shall be enrolled in law school or in a graduate or undergraduate program in a social or behavioral science.

4. Affiliates shall be members who, by reason of their interest in fields bearing upon the central interests of the Society, wish to aid the Society in the attainment of its objectives, but who do not hold membership in the American Psychological Association, and who do not meet the eligibility criteria for affiliation as a Member-at-large. Affiliates include International Affiliates, Student Affiliates (including High School Student, Undergraduate Student, and Graduate Student), High School Teacher Affiliates, and Community College Teacher Affiliates.

Student Affiliates will be represented in the Division through the Student Section of the Society, in accordance with the provisions of Article IV, Section 6.

5. Members, Associates, and Affiliates of the American Psychological Association who apply for Society membership in the same status held in the Association, and persons who apply to the Society for status as Members-at-large, Associates-at-Large, or Affiliate, may be admitted to the Society subject to review by the Secretary, and approval of the membership of the Society at its annual business meeting.

6. Members nominated for Fellow in the Division or Fellow in the Society must provide evidence of unusual and outstanding contributions in the area of psychology and law. All can-



didates for Division Fellow must be endorsed by at least one Fellow of the Division and all candidates for Society Fellow must be endorsed by at least one Fellow of the Society. In addition, all candidates for Division Fellow must meet the requirements of the by-laws of the American Psychological Association. All members who are determined to meet the requirements for Fellow of the Division are also granted status as Fellow of the Society.

7. Voting in the Society shall follow the criteria established in the By-Laws of the American Psychological Association, except that Associates and Affiliates may vote as a member of any committee on which they serve.
8. Minimum membership dues are set by vote of the Executive Committee and may be imposed on all Fellows, Members, Members-at-large, Associates, Associates-at-large, and Affiliates. Non-payment of dues for two consecutive years shall be considered as equivalent to resignation from the Society.
9. Life membership is automatically conferred on members of the American Psychological Association who have reached the age of 65 years and have been members of the Society for at least 25 years. On their initiative, Members-at-large who are at least 65 and have been members of the Society for at least 25 years may submit a written request for life membership. Life Members shall be exempt from paying that portion of their dues not attributable for Journal or Newsletter costs and shall retain all other rights and privileges of members of the Society.

Article III: Officers

1. The officers of the Society shall consist of a President, a President-elect, a past-President, a Secretary, a Treasurer, three Council Members and such other officers as may be elected in accordance with the provisions of this Article. Each shall perform the usual duties of the respective office and specific duties

provided elsewhere in these By-Laws or assigned by the Executive Committee.

- a. **President:**
The President shall be the principal officer of the Society and shall in general supervise all of the business and affairs of the Society. The President shall preside at all meetings of the membership and of the Executive Committee and in general shall perform all duties incident to the office of President and such other duties as may be prescribed by the Executive Committee from time to time. The President shall be elected for a three year term, serving the first year as President-Elect, the second year as President, and the third year as Immediate Past-President.

In the absence of the President or in the event of the President's inability to act, the President-elect shall perform the duties of the President and, when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The President-elect shall perform such other duties as from time to time may be assigned by the President or by the Executive Committee.

- b. **Treasurer:**
The Treasurer shall have charge and custody of and be responsible for all funds of the Society, receive and give receipts for monies due and payable to the Society, deposit all such monies in the name of the Society in such banks or other depositories as shall be selected by the Executive Committee of the Society, prepare an annual financial report and a budget for the upcoming year for the Society, and in general perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Executive Committee. The Treasurer shall serve for a five-year term of office, this term being staggered with the term of the Secretary in such a manner as to provide continuity for the Executive Committee and the Society.

Nothing in this Section shall be construed to bar collection by the Association or any other entity designated by majority vote of the Executive Committee of funds due and payable to the Society. When such collection occurs, the Treasurer shall have charge of ensuring ultimate deposit of such funds in the accounts of the Society

and maintaining appropriate accounting of their receipt.

- c. **Secretary:**
The Secretary shall keep the minutes of the meetings of the members of the Executive Committee, be the custodian of the Society records, secure and review evidence concerning the qualifications of all candidates for membership or changes in membership status in the Society, maintain an annually-updated membership list, disseminate information regarding the Society's activities to the membership, and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the President or by the Executive Committee. The Secretary shall submit a budget for necessary operating expenses to the Executive Committee for approval, and shall have the authority to hire an Administrative Assistant according to the amount approved for such expenses. The Secretary shall serve for a three-year term of office, this term being staggered with the term of the Treasurer in such a manner as to provide continuity for the Executive Committee and the Society.

- d. **Council Members:**
One Council Member shall be responsible for working with the Society's Program Committee and current and future program chairs with respect to preparing and developing the Society's annual scientific programs. One Council Member shall be responsible for working with the Society's Student Committee. Council Members may also take on other duties as assigned by the President, in consultation with the Executive Committee. Council Members shall be elected by Society membership and shall serve terms of three years, these terms being staggered so that one Council Member is elected each year.

2. There shall be Divisional Representatives to the Council of Representatives of the American Psychological Association in numbers permitted by the By-Laws of the Association. Representatives shall be elected for a five-year term of office. In the event that there is more than one Divisional Representative allotted by the American Psychological Association, their terms will be stag-

gered in such a manner as to provide continuity in representation to the Council. Divisional Representatives of the Association shall be members of the Association and shall be chosen by and only by the members of the Society who are also members of the Association.

3. Candidates for office in the Society shall be Fellows, Members, or Members-at-large of the Society, with the exception of Divisional Representatives who must also be members of the American Psychological Association. Officers and Divisional Representatives shall be elected by preferential mail ballot.

Article IV: Committees

1. The President, in appropriate consultation with officers of the Executive Committee, may designate and appoint one or more committees, each of which shall consist of two or more Members, Members-at-large, Fellows, Associates, Associates-at-large, or Affiliates. In addition, Ad hoc committees may be appointed by the President to address matters of relevance to the Society. The Committees of the Society shall consist of such standing committees as may be provided by the By-Laws and such special committees as may be established by the Executive Committee. However, no such committee shall have the authority of the Executive Committee in reference to amending, altering, or repealing the By-Laws; electing, appointing, or removing any officer of the Society; or amending or repealing any resolution of the Executive Committee; nor shall the appointment of any such committee and the delegation thereto of authority relieve the Executive Committee or any individual Executive Committee member of any responsibility imposed upon it by these By-Laws. In accordance with Article V, Section 7, of the By-Laws of the American Psychological Association, all committees shall be subject to a review by the Association's Board of Directors.

- a. There shall be an Executive Committee of the Society, consisting of the President, the President-elect, the immediate past-President, the Secretary, the Treasurer, the Divisional Representatives, three Council Members, the newsletter editor, the editor of the society's journal, the book series editor, the chair of the student section of the Society, and such other officers as may be elected in accordance with the provisions of this Article. The newsletter editor, the editor of the society's journal, and the book series editor are non-voting, ex-officio members of the Executive Committee. Any vacancy occurring in the Executive Committee shall be filled by the affirmative vote of a majority of the remaining members, though less than a quorum of the Executive Committee, provided that the position is not filled by the immediate past-President, past-Secretary, or past-Treasurer of the Society. A Member elected to fill a vacancy on the Executive Committee shall be elected for the unexpired term of the predecessor in that office. All outgoing and incoming members of the Executive Committee shall be present at the annual meeting of the Executive Committee. With the consideration of new business, the President-elect shall assume the office of President and the incoming Executive Committee shall take office.

- b. The Executive Committee shall have general supervision of the affairs of the Society, performing the duties and abiding by the limitations specified in these By-Laws. Actions of the Executive Committee affecting Society policy are subject to approval by majority vote of the membership voting. The voting for such matters shall be conducted at an annual meeting or by electronic or mail ballot, as decided by the Executive Committee.

- c. The Executive Committee shall meet at least annually. Other meetings may be held on the call of the

President, by consensus of the Secretary and Treasurer, or by consensus of a simple majority of the Executive Committee. A quorum at any meeting shall consist of a majority of the entire membership of the Executive Committee. Decisions shall be made by a simple majority of Executive Committee members present at a meeting.

- d. Executive Committee members, other than the journal editor and book series editor, shall receive no salaries for their services to the Society. Executive Committee members will be reimbursed for travel to Society executive meetings according to the reimbursement policies then in effect, such policies to be determined by a two-thirds vote of the Executive Committee in light of overall financial resources and responsibilities of the Society.

3. Fellowship Committee:
The Committee on Fellows shall consist of three Fellows of the Division appointed by the President. It shall be the duty of the Committee on Fellows to review all nominations for Fellowship, to collect and consider such supporting materials as are necessary, and to recommend nominees for Fellow status in the Division or Fellow Distinguished Membership in the Society in accordance with the By-Laws of the Division/Society and of the Association.

4. Nomination and Awards Committee:
The Nomination and Awards Committee shall consist of the past-President as Chairperson, the current President, and three other non-Executive Committee members appointed by the President.

- a. The Nomination and Awards Committee shall nominate at least two persons for each office for which election is being held, taking care to assure broad representation in the administration of the Society. In addition, any Member, Member-at-large, or Fellow of the Society who gains the support of 25 of the membership of the Society on a petition for nomination shall be nominated for the office.



Membership of the Society shall be reminded of this option in a timely manner, prior to the holding of elections. The Nomination and Awards Committee shall ascertain whether Members, Members-at-large, or Fellows so nominated meet requirements for office as specified in the By-Laws and are willing to serve if elected. The Committee shall also nominate, in consultation with the Publications and Communications Committee, candidates to assume editorial duties of Society publications as openings occur.

- b. The Nomination and Awards Committee shall present nominations for any awards offered by the Society to the Executive Committee, which will select recipients of these awards by a majority vote.

5. Program Committee:

The President shall appoint two persons designated as Co-Chairs to serve on the Program Committee. This committee shall be responsible for planning the Society's program for the annual convention of the Association and the program for the annual meeting of the Society.

6. Student Committee:

- a. This Committee shall work to further the participation of students in the activities of the Society, promote and support psycholegal research and practice efforts of students, enhance communication between students interested in the interface of psychology and law, and assist in the professional development of students in careers involving psychology and law.

- b. Officers of the Student Section of the Society shall be elected according to the provisions for such elections established in the Student Section Guidelines, such guidelines and any modifications thereto subject to the approval of the Executive Committee. The Chair of the Student Section shall participate in the Executive Com-

mittee of the Society as an ex-officio, voting member.

- c. The Student Section shall be appropriated a budget to further its prescribed activities. The Student Section shall prepare an annual budget for review, revision, and approval by the Executive Committee at its annual meeting. The Section also shall submit, at the annual meeting, a formal written accounting of the past year's expenditures in light of the established budget for the previous year.

7. Publications and Communications Committee:

There shall be a Publications and Communications Committee consisting of the editor of ~~the Society Journal~~ *Law and Human Behavior* (Chair), the editors of other journals published by the Society, the editor of the Society newsletter, and the editor of the Society book series. This committee shall: be responsible for publication of the Society's newsletter, journal, and book series; advise the Nominations and Awards Committee on candidates to assume editorial duties of Society publications as openings occur; oversee such journals, newsletters, books, book series, pamphlets, and other materials as will inform the psychological and legal communities and the public about research and practice in the area of law and psychology; and make recommendations to the Executive Committee to ensure that the membership receives all communication and information relevant to Society affairs to the maximum extent feasible.

Article V: Activities

- 1. There shall be an annual meeting of the Society for the presentation of scientific papers and the discussion of professional matters in the field of the Society's interest. The Society shall coordinate its programs with, and participate in, the programs of the Association.
- 2. The Secretary of the Society, directly or through the Central Office

of the Association, shall notify new Members, Members-at-large, Associates, Associates-at-large, and Affiliates of the Society of their election into the Society immediately after the annual meeting. Students shall be notified directly by the Secretary of their membership status in the Society. The Secretary shall maintain and update a current list of eligible voters.

- 3. The Society shall publish a Newsletter for purposes of coordinating and disseminating news relevant to the membership of the Society and for conducting Society business.

- a. As a part of its mandate, the Newsletter shall publish the minutes of each Executive Committee meeting, the annual budget for the Society, announcements of the petition process as outlined in Article IV, Section 4 of these By-Laws, and final nominations for Society offices.

- b. The editor of the Newsletter shall be nominated by the Nominations and Awards Committee, in consultation with the Publications and Communications Committee, such appointment subject to the approval of the Executive Committee. The Editor shall be appointed to a three-year term and shall serve as an ex-officio, non-voting member of the Executive Committee. By mutual consent of the newsletter editor and the Executive Committee, the appointment may be extended for one additional three-year term, for a maximum of six years.

- 4. The Society shall publish ~~a~~ journals with the goal of disseminating results of research and scholarly writing in the area of psychology and law. The editor of ~~the~~ a Journal shall be nominated by the Nominations and Awards Committee, in consultation with the Publications and Communications Committee, such appointment subject to the approval of the Executive Committee. ~~The~~ An Editor shall be appointed to a five-

year term without possibility of extensions, and shall serve as an ex-officio, non-voting member of the Executive Committee.

5. The Society shall publish a book series with the goal of disseminating results of research and scholarly writing in the area of psychology and law. The editor of the book series shall be nominated by the Nominations and Awards Committee, in consultation with the Publications and Communications Committee, such appointment subject to the approval of the Executive Committee. The Editor shall be appointed for a five-year term and shall serve as an ex-officio member of the Executive Committee. By mutual consent of the book series Editor and the Executive Committee, the appointment may be extended for an additional five year term, for a maximum of ten years.
6. An annual meeting of the Society will be held at a time different from the annual meeting of the American Psychological Association.

Article VI: Amendments

1. Amendments to these By-Laws may be proposed by a majority vote of the Executive Committee or by a majority vote of the membership present at any annual meeting. Ratification of the amendment proposed requires a two-thirds majority of those of the membership voting by electronic or mail ballot, or by a two thirds vote of those members attending any annual meeting, providing that notice of the vote on the proposed By-Law Amendment was advertised in at least one issue of the Society newsletter that was distributed prior to the annual meeting at which the vote on the proposed By-Law amendment occurs.

**Final Revisions: September 16, 2007,
Margaret Bull Kovera, President**

Research Briefs Continued from p. 22

US ($N = 174$) ratings of credibility, accuracy, and prestige of a videotaped witness were lower when the witness was German, Mexican, or Spanish and also spoke with an accent versus no accent. When the witness was Lebanese and had an accent, ratings of credibility, accuracy, and prestige were significantly lower than other ethnicity and accent present conditions

Mueller-Johnson, K., Togliani, M.P., Sweeney, C.D., & Ceci, S.J. (2007). **The perceived credibility of older adults as witnesses and its relation to ageism.** *Behavioral Sciences and the Law*, 25, 355-375. Undergraduates ($N = 212$) read information about an involuntary manslaughter case that varied by eyewitness gender (male/female) and age (49/69/79/89). Overall, older adults (79 and 89) were viewed as more honest, with older male witnesses being given especially high ratings on several characteristics. Later, 94 students competed these ratings for a 79-year-old witness. Generally, students with higher scores on an ageism measure evaluated the older witness as being less credible.

Neuschatz, J. S., Lawson, D. S., Fairless, A. H., Powers, R. A., Neuschatz, J. S., Goodsell, C. A., et al. (2007). **The mitigating effects of suspicion on post-identification feedback and on retrospective eyewitness memory.** *Law and Human Behavior*, 31, 231-247. Undergraduates watched a video of a store robbery and were asked to identify the culprit from a target-absent lineup of five photos. In Experiments 1 and 2, those who received confirmation about their choice were more confident about their identification than those who did not receive feedback or those who were warned, immediately or one week later, about motive of receiving feedback. Experiment 3 revealed that the effectiveness of mitigating confidence inflation was time-limited.

Ross, D. F., Benton, T. R., McDonnell, S., Metzger, R., Silver, C. (2007). **When accurate and inaccurate eyewitnesses look the same: A limitation of the "pop-out" effect and the 10- to 12-second rule.** *Applied Cognitive Psychology*, 21, 677-690. Participants ($N=433$) watched a video after being told it was about interactions between teachers and preschoolers. Some

participants were told that the video showed a theft. Others were told that it showed a theft and a similar looking foil reading to children. Response latency for identifications was longer in the accurate versus inaccurate group. Automatic recognition and higher confidence levels were more common that witnesses that identified the thief or the similar looking foil.

Sumner-Armstrong, C. & Newcombe, P. A. (2007). **The education of jury members: Influences on the determination of child witnesses.** *Psychology, Crime, & Law*, 13, 229-244. Mock jurors ($N = 125$ jury eligible individuals) viewed videotaped testimony (accurate versus not accurate) of a child who witnessed a staged theft. Before watching the video, some participants were given information about child witnesses and the appropriateness of interview questions used with such witnesses. Participants who were given the information more accurately assessed the accuracy of the child witness.

Wilcock, R. A., Bull, R., & Vrij, A. (2007). **Are old witnesses always poorer witnesses? Identification accuracy, context reinstatement, own-age bias.** *Psychology, Crime, & Law*, 13, 305-316. After watching a video of men (an older and younger man) breaking into a house, undergraduates aged 16-30 ($n = 49$) and individuals aged 64-86 ($n = 47$) were asked to identify the men in a lineup (targets absent vs. present). Context was provided to some participants in the form of photographs from the house. Older participants made less accurate identifications, but benefited from context to make correct identification. No evidence of own-age bias was found.

Wright, R., Powell, M. B., & Ridge, D. (2007). **What criteria do police officers use to measure the success of an interview with a child?** *Psychology, Crime, & Law*, 13, 395-404. The authors evaluated the effectiveness of 75 police officers' ($n = 44$ females; 31 males) interviews with a child who participated in one of three events (e.g., reading a story, interacting with a puppet, and finding a hidden surprise). Officers believed that effectiveness depended on the ease with which the child could talk about the event, rather than on the use of appropriate questions to elicit the information from the child.



Nominations, Awards, and Announcements

AP-LS Award

for Outstanding Teaching and Mentoring in the Field of Psychology & Law

**Nominations are now being sought for the 2008
Outstanding Teaching & Mentoring Award.**

THE DEADLINE IS JANUARY 2, 2008

Eligibility for 2008 Award:

Nominees should be persons who have made substantial contributions to student training in the field of psychology and law. To be eligible for the 2008 award, an individual must:

- be from a program or department that is **undergraduate-only or MA-terminus** [persons teaching/mentoring in law schools only are not eligible]
- have a doctoral degree (OR a law degree, whichever comes first, if both have been earned) for at least 7 years
- have been teaching and/or mentoring students in psychology and law for at least 5 years

Nominations/Applications:

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

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

Self nominations are encouraged.

Send applications and questions to:

Allison D. Redlich, Ph.D.

Careers and Training Committee

Policy Research Associates, Inc.

345 Delaware Avenue

Delmar, NY 12054

Tel: 518-439-7415

Fax: 518-439-7612

Email: aredlich@prainc.com

Congratulations to AP-LS Fellow and Honorary Distinguished Members!

The Fellows Committee approved the Fellowship application of one current APA Fellow, Andrew Benjamin, and six individuals nominated to become Honorary Distinguished Members of AP-LS: Paul Appelbaum, Richard Bonnie, Michael Perlin, Chris Slobogin, David Wexler, and Bruce Winick. Honorary Distinguished Members are those individuals who have made significant contributions to our field but who are not members of AP-LS or APA. Congratulations to all on these well-deserved honors.

Fellow Status in the American Psychological Association

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

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

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

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.

Nominations, Awards, and Announcements

AP-LS Dissertation Award Program

The American-Psychology Law Society confers Dissertation Awards for scientific research and scholarship that is relevant to the promotion of the interdisciplinary study of psychology and law. Persons who will have completed dissertations in 2007 that are related to basic or applied research in psychology and law, including its application to public policy, are encouraged to submit their dissertations for consideration for the awards. First (\$500), second (\$300), and third (\$100) place awards are conferred. Winners will also present their research at the 2008 conference in Jacksonville.

To apply for the Dissertation Awards, please attach the following items in an email to Eve Brank (aplssdissertations@gmail.com) by **January 1, 2008**: 1) the dissertation as it was turned in to the student's university, 2) the dissertation with all author (and advisor) identifying information removed, and 3) a letter of support from the dissertation advisor. You must be a member of AP-LS in order to receive a dissertation award.

2007 Saleem Shah Award:

Call for Nominations

This is an award given annually by APLS and the American Academy of Forensic Psychology for early career contributions to forensic psychology in areas of practice, research, or public policy. The recipient must have received the doctoral degree (or law degree, whichever comes later, if both have been earned) within the last 6 years. The award includes \$2,000, as well as the opportunity to give the Saleem Shah Address.

Nominations must include 1) a letter detailing the nominee's contributions to psychology and law and 2) a copy of the nominee's vita. Self-nominations will not be considered.

Please send nominations to:

Philip H. Witt, Ph.D.
Associates in Psychological Services, P.A.
25 N. Doughty Ave.
Somerville, NJ 08876
Or phwitt@optonline.net

The deadline is December 1, 2007.

AP-LS Award for Best Undergraduate Paper

Description:

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

Eligibility:

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

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

- A statement by the student describing their role in initiating, conducting, analyzing and writing the project (150 words or fewer).
- APA style manuscript or thesis detailing the research to be considered for an award in less than 20 pages of text.
- Letter of support from the student's faculty supervisor; this letter must characterize the nature and extent of the student's contribution to the project.

Submissions:

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

Email: Veronica.Stinson@smu.ca

Mail: Veronica Stinson, Chair of the AP-LS Undergraduate Paper Award Committee,
Department of Psychology,
Saint Mary's University, Halifax, Nova Scotia
Canada B3H 3C3

Nomination Deadline: June 30 (annually)

Decision Made By: AP-LS Undergraduate Paper Award Committee

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

Awarded:

First, second, and third place winners will be determined. Award recipients will be invited to present their work at the next AP-LS Conference and will be recognized as winners of this Award.



Division News and Information

2008 American Academy of Forensic Psychology Workshops Schedule

January 9-13, 2008, San Antonio, TX, Hilton Palacio Del Rio Hotel \$149

Assessment of Competence to Stand Trial (Wed., 1/9/08; 8:30 A.M. – 4:30 P.M.)

Randy Otto, Ph.D.

Comprehensive Assessment of Malingering in Forensic Settings (Thurs., 1/10/08; 8:30 A.M. – 4:30 P.M.)

Richard Frederick, Ph.D.

Role of the Forensic Psychologist in Death Penalty Litigation (Thurs., 1/10/08; 8:45 A.M. – 4:45 P.M.)

James Eisenberg, Ph.D.

Implementation of Dialectical Behavior Therapy in Forensic and Correctional Settings (Fri., 1/11/08; 8:30 A.M. – 4:30 P.M.)

Robin McCann, Ph.D.

Clinical Neuropsychology for the Forensic Psychologist (Fri., 1/11/08; 8:45 A.M. – 4:45 P.M.)

Robert Denney, Ph.D.

Children, Divorce, and Custody: New Research and Roles for Psychologists (Sat., 1/12/08; 8:30 A.M. – 4:30 P.M.)

Robert Emery, Ph.D.

Ethical Issues for the Forensic Practitioner (Sat., 1/12/08; 8:45 A.M. – 4:45 P.M.)

Donald Bersoff, JD, Ph.D.

Police Psychological Assessment (Sun., 1/13/08; 8:30 A.M. – 4:30 P.M.)

David Corey, Ph.D.

Contending with Cross Examinations (Sun., 1/13/08; 8:45 A.M. – 4:45 P.M.)

Terence Campbell, Ph.D.

February 6-10, 2008 New Orleans, LA, Le Pavillon Hotel, \$134

Developments in Risk Assessment (Wed., 2/6/08; 8:30 A.M. – 4:30 P.M.)

Kirk Heilbrun, Ph.D.

Introduction to Child Custody Evaluations (Thurs., 2/7/08; 8:30 A.M. – 4:30 P.M.)

David Martindale, Ph.D.

Law of Criminal Competence from A to Z (Thurs., 2/7/08; 8:45 A.M. – 4:45 P.M.)

Christopher Slobogin, JD, LL.M.

Interrogations and Disputed Confessions: Forensic Assessment (Fri., 2/8/08; 8:30 A.M. – 4:30 P.M.)

Gregory DeClue, Ph.D.

Parenting Coordination: Working with High Conflict Families (Fri., 2/8/08; 8:45 A.M. – 4:45 P.M.)

Robin Deutsch, Ph.D.

Legal Issues in Civil Litigation (Sat., 2/9/08; 8:30 A.M. – 4:30 P.M.)

John Petrila, JD, LL.M.

Assessment of Competence to Stand Trial (Sat., 2/9/08; 8:45 A.M. – 4:45 P.M.)

Randy Otto, Ph.D.

Assessment of Psychological Impairment in Civil Settings (Sun., 2/10/08; 8:30 A.M. – 4:30 P.M.)

William Foote, Ph.D.

Preparing for Board Certification in Forensic Psychology (Sun., 2/10/08; 8:45 A.M. – 4:45 P.M.)

Ira Packer, Ph.D.

March 5-9, 2008, Hyatt Regency Jacksonville, FL, \$131 (Concurrent with AP-LS)

Advanced Topics in Criminal Forensic Assessment (Wed., 3/5/08; 8:30 A.M. – 4:30 P.M.)

Alan Goldstein, Ph.D.

Law School Crash Course: Foundational Information for Forensic Practice (Thurs., 3/6/08; 8:30 A.M. – 4:30 P.M.)

Craig Lareau, JD, Ph.D.

Assessments in Contested Parenting Time and Access Matters (Thurs., 3/6/08; 8:45 A.M. – 4:45 P.M.)

Mary Connell, Ed.D.

The Defendant: Impact of Mental Disability in the Criminal Law Process (Fri., 3/7/08; 8:30 A.M. – 4:30 P.M.)

Michael Perlin, JD

Psychological Independent Medical Examinations in Disability Matters (Fri., 3/7/08; 8:45 A.M. – 4:45 P.M.)

Lisa Piechowski, Ph.D.

The MMPI-2-RF (Restructured Form): An Introduction for Forensic Psychologists (Sat., 3/8/08; 8:30 A.M. – 4:30 P.M.)

Yosef Ben-Porath, Ph.D.

Psychological Assessment of Parents in Child Protection Matters (Sat., 3/8/08; 8:45 A.M. – 4:45 P.M.)

Karen Budd, Ph.D.



Division News and Information

2008 American Academy of Forensic Psychology Workshops Schedule

Preparing for Board Certification in Forensic Psychology (Sun., 3/9/08; 8:30 A.M. – 4:30 P.M.)

Linda Berberoglu, Ph.D.

May 14-18, 2008, San Francisco, CA, The Miyako Hotel, \$149

Police Psychology (Wed., 5/14/08; 8:30 A.M. – 4:30 P.M.)

Mark Zelig, Ph.D.

Adolescents as Adults in Court (Thurs., 5/15/08; 8:30 A.M. – 4:30 P.M.)

Elizabeth Cauffman, Ph.D.

Conducting Child Custody Evaluations (Thurs., 5/15/08; 8:45 A.M. – 4:45 P.M.)

Marsha Hedrick, Ph.D.

The Role of the Forensic Psychologist in Death Penalty Litigation (Fri., 5/16/08; 8:30 A.M. – 4:30 P.M.)

Mark Cunningham, Ph.D.

Psycholegal Assessment of Employment Discrimination & Sexual Harassment Allegations (Fri., 5/16/08; 8:45 A.M. – 4:45 P.M.)

Herb Weissman, Ph.D.

Stalking: The State of the Science (Sat., 5/17/08; 8:30 A.M. – 4:30 P.M.)

Reid Meloy, Ph.D.

Forensic Report Writing (Sat., 5/17/08; 8:45 A.M. – 4:45 P.M.) LIMITED TO 15 REGISTRANTS

Thomas Grisso, Ph.D.

Malingering and Forensic Practice: Conceptual Issues and Clinical Methods (Sun., 5/18/08; 8:30 A.M. – 4:30 P.M.)

Richard Rogers, Ph.D.

September 17-21, 2008, Las Vegas, NV, The Riviera Hotel Casino, \$115

Ethical Issues for the Forensic Practitioner (Wed., 9/17/08; 8:30 A.M. – 4:30 P.M.)

Donald Bersoff, JD, Ph.D.

Conducting Child Custody Evaluations (Thurs., 9/18/08; 8:30 A.M. – 4:30 P.M.)

Steve Sparta, Ph.D.

Risk Assessment and Management in Probation and Parole Contexts (Thurs., 9/18/08; 8:45 A.M. – 4:45 P.M.)

Jennifer Skeem, Ph.D.

Children's Memory: Interviewing Children to Preserve Accurate Testimony (Fri., 9/19/08; 8:30 A.M. – 4:30 P.M.)

Jodi Quas, Ph.D.

Violence Risk Assessment and Management Using Structured Professional Judgment (Fri., 9/19/08; 8:45 A.M. – 4:45 P.M.)

Kevin Douglas, Ph.D., LL.M.

Forensic Applications of the MMPI-2 (Sat., 9/20/08; 8:30 A.M. – 4:30 P.M.)

Roger Greene, Ph.D.

Overview of the Hare Psychopathy Scales (Sat., 9/20/08; 8:45 A.M. – 4:45 P.M.)

Stephen Hart, Ph.D.

Use of the Personality Assessment Inventory in Forensic & Correctional Settings (Sun., 9/21/08; 8:30 A.M. – 4:30 P.M.)

John Edens, Ph.D.

Nov. 4 – Nov. 9, 2008, Dearborn, MI., Hyatt Regency Dearborn, \$119

Schedule to be announced

American Academy of Forensic Psychology Workshop Schedule: 2008

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

The schedule for 2007-2008 can be found at www.abfp.com, along with a listing of the specific topics covered in each workshops. More information also appears in Conference and Workshop planner on page 38 and detailed information about upcoming workshops appears to the left.

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



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 our series has now been published.

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

Books in the APLS series are available 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>

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

The following are recently published books in the AP-LS book series:

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

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

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

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

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*.

Book and Test Reviews

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

Psychology, Public Policy & Law: Editorial Statement

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

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.

Announcement from APA's Committee on International Relations in Psychology

APA's Committee on International Relations in Psychology (CIRP) is starting an initiative to begin a speaker's bureau for the UN. They are interested in compiling a directory of division 41 members who live in or near the NYC region, who would be willing to speak (pro-bono) at the UN on various topics (forensic and other). For those interested, please email a brief bio describing areas of expertise and a recent cv to: Michele Galietta, Ph.D. at mgalietta@jjay.cuny.edu

Fellowships and Positions

John Jay College of Criminal Justice hiring in Cognitive, Psychology & Law, Clinical, Quantitative, and Counseling

John Jay College of Criminal Justice of The City University of New York is seeking to fill a full-time tenure-track line for Fall 2008 in **COGNITIVE PSYCHOLOGY** or **PSYCHOLOGY AND LAW** (broadly defined), Ph.D. (or Psy.D.) in Psychology required, with a strong record of or potential for excellence in/dedication to undergraduate teaching and pedagogy, and an active research agenda and demonstrated scholarly work in either area. The Psychology Department is interested in psychologists who are committed to pursuing scholarship and teaching at the highest professional levels, and who are well-grounded in the science and practice of psychology. Specifically, successful candidates will be expected to bring enthusiasm and demonstrated commitment to teaching, to develop and maintain an active and successful research and publication agenda in selected areas of psychology; to provide strong mentoring of students in research activities and/or supervision of clinical experience; and, to participate actively in public and professional service. We seek scholars with strong interdisciplinary interests to fully engage with the vibrant scholarly community here at the College, throughout CUNY, nationally, and internationally, and are particularly interested in those scholars whose work focuses on ethnic minority or under-served populations.

John Jay College of Criminal Justice of The City University of New York is seeking to fill a full-time tenure-track senior position for Fall 2008 in **CLINICAL PSYCHOLOGY**. Ph.D. in Clinical Psychology required, preference for clinical scientist at the senior level, with an established program of research and scholarly record, significant experience in graduate education, mentoring, and clinical supervision, but not necessarily directly in the field of forensic psychology. The Psychology Department is interested in psychologists who are well-grounded in the science and practice of clinical psychology. We seek a clinical psychologist to play an active role in the CUNY Graduate Center's doctoral program in psychology with a specialization in forensic psychology. Specifically, successful candidates will be expected to bring enthusiasm and demonstrated commitment to teaching, to have an active and successful research and publication record; and to mentor and/or supervise students in research and/or clinical work.

John Jay College of Criminal Justice of The City University of New York is seeking to fill a full-time tenure-track line for Fall 2008 in **QUANTITATIVE PSYCHOLOGY** or **PSYCHOMETRICS** at the assistant or associate level with research/publication record (research area open).

John Jay College of Criminal Justice, CUNY offers a Tenure Track Position in the Psychology Department, anticipated for Fall 2008: ASSISTANT/ASSOCIATE PROFESSOR with strong teaching/research/clinical record in **COUNSELING** or **COUNSELING PSYCHOLOGY**, for new MA Program in Forensic Mental Health Coun-

seling. A Ph.D. or Psy.D. in counseling or counseling psychology is required.

Review of applications will begin **October 15**, although applications will continue to be reviewed until the position is filled. Send cover letter, C.V., statements of teaching & research interests, 3 reference letters to: Dr. Maureen O'Connor, Chair, Psych. Department, John Jay College of Criminal Justice, CUNY, 445 W. 59th Street, New York, NY 10019. John Jay College is an Equal Employment Opportunity/Affirmative Action/Immigration Reform and Control Act/Americans with Disabilities Act Employer. Address questions to Dr. Maureen O'Connor, Psychology Department Chair, moconnor@jjay.cuny.edu.

The Psychology Department at John Jay College, with 35 full-time professors, has just created a new MA Program in Forensic Mental Health Counseling, to complement its MA in Forensic Psychology. We also have a Doctoral Program in Forensic Psychology located at John Jay College, and we participate in a Doctoral Program in Criminal Justice. There are several distinguished professors in the department: Saul Kassin, Cathy Widom and Steve Penrod. For further information about John Jay College, please see www.jjay.cuny.edu/psychology.

University of California, Irvine Assistant Professor, Psychology and Law

The University of California, Irvine invites applications for a joint position in Psychology and Law at the level of Assistant Professor. The successful candidate will join the *Department of Criminology, Law & Society* and the *Department of Psychology & Social Behavior*. Applicants should have a record of successful research in an area that links psychology and law. Candidates must have a Ph.D., and preference will be shown for those with a J.D. as well. Candidates must have an active program of research and demonstrated excellence in teaching. Evidence of success in securing extramural funding to support research and graduate students is desired.

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

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

To ensure full consideration, application files should be completed no later than **October 22, 2007**. The University of California, Irvine, is an equal opportunity employer committed to excellence through diversity, has a National Science Foundation Advance Gender Equity Program, and is responsive to the needs of dual career couples. Please direct questions about this position to Elizabeth Robison via email at erobison@uci.edu.



Fellowships and Positions

Two Positions Available at University of Nebraska – Lincoln

The advertisement to follow announces two positions in the Department of Psychology at the University of Nebraska at Lincoln. The first is for a child or family clinical psychologist. Individuals interested in policy and/or forensic issues as well as child, or family clinical interests, as well will be considered. The second position is for a social psychologist who works in the area of legal decision making broadly defined. Individuals interested in discrimination research, affirmative action, and other diversity problems in judicial, jury, or policy judgments are legal decision researchers that would meet the job requirements, as would other individuals with general expertise in legal decision making. The University of Nebraska at Lincoln has doctoral programs in biological, clinical, cognitive, developmental, legal, and social psychology. The joint degree program JD/Ph.D. in Psychology and Law has strong emphases in social psychology and mental health policy and is the oldest existing program of its type in North America.

Richard Wiener
Director, Law and Psychology Program (UNL)

The Department of Psychology, University of Nebraska-Lincoln seeks to fill two tenure-track, Assistant Professor positions beginning August, 2008. **1. Clinical Psychology, with expertise in child and family issues:** Responsibilities include maintaining an active program of research, including pursuit of external funding; research and clinical supervision of students, and teaching graduate and undergraduate courses in psychology. Qualifications include Ph.D. in clinical psychology or equivalent, record of achievement in scholarship and teaching, and license eligibility. **2. Social Psychology, with expertise in legal decision making:** Responsibilities include maintaining an active program of research, including pursuit of external funding; research supervision of students, and teaching graduate and undergraduate courses in psychology. Qualifications include Ph.D. in social psychology or equivalent, record of achievement in scholarship and teaching, and expertise in legal decision making, such as discrimination, affirmative action, sexual harassment, jury and judicial decision making, or social policy. **Review of applications will begin November 9, 2007 and continue until the position is filled.** Send letter of application, vita, reprints, and three letters of recommendation to: David DiLillo, Chair, Clinical Search Committee, or Richard Wiener, Chair, Social and Legal Psychology Search Committee, Department of Psychology, 238 Burnett Hall, University of Nebraska-Lincoln, Lincoln, NE 68588-0308. In addition, to be considered for the positions please complete the on-line application form at <http://employment.unl.edu>, requisition #070730 (Clinical Search) or #070729 (Social Search). These positions are contingent upon the availability of funds. The University of Nebraska is commit-

ted to a pluralistic campus community through affirmative action and equal opportunity and is responsive to the needs of dual career couples. We assure reasonable accommodations under the Americans with Disabilities Act: Contact Claudia Price-Decker at (402) 472-3721 for assistance.

For more information about the Department of Psychology see <http://www.unl.edu/psypage/>

University of Florida Department of Criminology, Law, and Society

The Department of Criminology, Law, and Society (CLS) and the Center for Latin American Studies at the University of Florida invite applications for a joint appointment as a tenure-track assistant or associate professor to begin in August 2008. Tenure accrual will be in CLS. Qualifications include a Ph.D. in a relevant social science discipline and evidence of excellence in teaching and research focusing on crime, law and criminal justice in Latin America in comparative perspective. Candidates should demonstrate an ability to work collaboratively with faculty and students across departments and disciplines. Submit a letter that describes your research and teaching interests, a copy of your curriculum vitae, three letters of recommendation, and a sample of your written work to Ronald L. Akers, Search Chair, Department of Criminology, Law & Society, PO Box 115950, Gainesville FL 32611-5950. **Review of applications will begin Nov. 26** and continue until the position is filled. If an accommodation due to a disability is needed to apply for this position, please call (352) 392-2HRS or the Florida Relay System at (800) 955-8771 (TDD). The University of Florida is an Equal Opportunity Institution.

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 (jgroscup@fjjay.cuny.edu). Deadlines are January 15, May 15, and September 15, with each issue placed online approximately one month 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).

Fellowships and Positions

The Department of Mental Health Law & Policy Louis de la Parte Florida Mental Health Institute University of South Florida

The Department of Mental Health Law & Policy, Louis de la Parte Florida Mental Health Institute (FMHI), University of South Florida (USF) invites applications from qualified candidates for either of two 12-month, tenure earning faculty positions, Position Numbers 9102 or 6368, Associate Professor or Assistant Professor, depending on the qualifications of the applicant. Full salary support will be made available for the first three years the faculty member is in the position. After that point, the faculty member will be expected to earn a minimum of 25 percent of their salary from external funding). Women and minorities are encouraged to apply.

Position Description

The successful candidates will bring a national reputation and established research program (or demonstrate the potential for such) focused on the provision of public sector mental health and/or substance abuse services, with an emphasis on critical needs populations (e.g., juvenile justice, corrections, abused and neglected children or adults, persons with substance use or co-occurring disorders, prevention, disparities), evidence-based practices, outcome research, or financing of behavioral health services. The faculty member will be expected to secure ongoing external support for their research program and to promote and disseminate research findings at the national and international levels. In addition to securing sponsored research funds, the faculty member will be active in teaching and professional outreach related to behavioral health services, and will develop collaborative research partnerships with University colleagues, as well as local, state, and federal agencies.

Minimum Qualifications

For the **Associate Professor**, a terminal degree (e.g., Ph.D., J.D., DR.PH) in social sciences, law, or equivalent, a minimum of five years experience in behavioral health services research and demonstrated support, in part, by external funding.

For the **Assistant Professor**, a terminal degree (e.g., Ph.D., J.D., DR.PH) in social sciences, law, or equivalent, with demonstrated potential to secure external funding for a program of research in behavioral health services.

Preferred Qualifications

Research program focused on critical needs populations (e.g., juvenile justice, corrections, abused and neglected children or adults, prevention, disparities), evidence-based practices, outcome research, or funding of health care services; excellent communication and interpersonal skills; ability to work collaboratively both within and outside the University; knowledge of and experience with health policy and services research related to mental health and substance abuse programs; teaching in behavioral health services.

Salary

Negotiable

Start Date for Position

Negotiable, but as soon as possible after approval of the selected applicant

About the application process

The review of applications will begin on **January 16, 2008**. Applications must be complete and include a cover letter detailing the applicant's qualifications for the position, including a description of the applicant's research program and obtained or pending external funding; full contact information for at least three references (approval to contact references is assumed unless otherwise stated); a current curriculum vitae; and a maximum of three reprints of representative publications. Faxed and e-mailed applications will not be considered. Faxed and e-mailed applications will not be considered. Applications should be mailed to

Roger Boothroyd, Ph.D.
Professor, Florida Mental Health Institute
MHC 2719
University of South Florida
13301 Bruce Downs Blvd
Tampa, FL 33612

The State of Florida has a Public Meetings Law and a Public Records Law and all university searches are conducted under the terms thereof. All meetings of the Search Committee are publicly announced and conducted. All documents submitted to the committee are treated as open material with the exception of evaluative documents specific to the performance of the faculty of the State University System of Florida. USF is an equal opportunity, affirmative action, equal access institution. For disability accommodations contact Becky Hatten, at 813/974-9342 at least 5 working days in advance of need.

Princeton University's Program in Law and Public Affairs (LAPA)

Princeton University's Program in Law and Public Affairs (LAPA) invites outstanding faculty, independent scholars, lawyers, and judges to apply for appointments as Fellows for the academic year 2008-2009.

We anticipate naming up to six Fellows who are engaged in substantial research on topics broadly related to law and public affairs or law and normative inquiry, including one Microsoft/LAPA Fellow specializing in intellectual property or the legal regulation of the economy. The remaining fellowships are not limited in their choice of topics within the broad theme of legal studies.

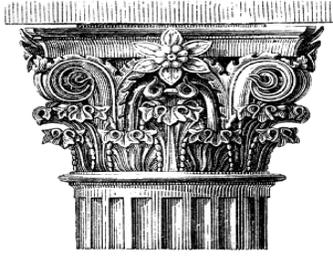
Successful candidates will devote an academic year in residence at Princeton to engage in research, discussion, and scholarly collaboration. Fellows may also qualify to teach a graduate or undergraduate course. Applicants should have a doctorate, JD or an equivalent professional postgraduate degree.

The application deadline is **November 15, 2007**.

For more information and for instructions about the on-line application process, visit the LAPA website at <http://lapa.princeton.edu>. Princeton University is an Equal Opportunity/Affirmative Action Employer. LAPA is co-sponsored by the Woodrow Wilson School of Public and International Affairs, the University Center for Human Values, and Princeton University.



Notes From The Student Chair



AP-LS

Student Officers

E-mail Addresses

Chair, Andrew Cassens
acassens@csopp.edu

Past Chair, Peter Shore
pshore@gmail.com

Chair Elect, Gianni Pirelli
GPirelli@gc.cuny.edu

Secretary/Treasurer, David Duke
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Web Editor, Shannon Maney
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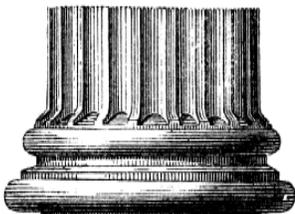
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Member-at-Large/Liaison (Law)
Jennifer Hurwitz
Jennifer.Hurwitz@valpo.edu

AP-LS Student Homepage
www.aplsstudentsection.com/

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



Dear APLS Student Member:

I would like to take this opportunity to thank Peter Shore for the three years he served as Secretary/Treasurer, Chair-Elect and Chair. While serving within these positions, Peter demonstrated outstanding leadership and an unwavering commitment to the entire APLS community. Thank you again Peter, and on behalf of the student section, we wish you the very best in all your future endeavors. Within this same vein, I would like to extend my sincere appreciation for those who self-nominated and voted in this year's election. I am proud to announce that the voter turnout was at an all-time high. A special thanks is in order to Julie Singer, who served as web-editor for the past three years, for doing such a great job in maintaining our website and for facilitating all voting links. Thank you again Julie for all your hard work and dedicated service.

Please join me in congratulating the new APLS Student Section officers. This cabinet is comprised of uniquely talented and motivated leaders, committed to providing valuable resources and services to student members.

The 2007-2008 student officers are:

Chair-Elect, Gianni Pirelli

Secretary/Treasurer, David Duke, M.A.

Web Editor, Shannon Maney, M.A.

Clinical Liaisons, Natasha Elkovitch, M.A. and Ryan Montes, M.A.

Experimental Liaisons, Andre Kehn, M.S. and Sarah Manchak, M.A.

Law Liaison, Jennifer Hurwitz

APAGS Liaison, Jennifer Hurwitz

The primary initiative of the APLS Student Section for 2007-2008 will be to provide our student members with opportunities to serve as active participants within the APLS community, fostering increased student membership and collaboration with members of the professional community. It is my hope to introduce the Campus Representative Program within the next few weeks, which will provide the opportunity for students to serve as an APLS representative for their respected program. Our Chair-Elect is currently spearheading efforts for the student section to increase our presence at the upcoming APLS conference in Jacksonville, Florida. We are hoping to accomplish this feat by co-sponsoring committee sessions, having our initiatives included in the conference program and acquiring an information booth where student officers can closely interact with conference attendees. In addition, we are in the process of re-designing the student website, <http://www.unl.edu/ap-ls/student/index.html>, in order to offer the most current information and resources critical for professional development. We will be sure to keep you informed as these projects progress. I would also like to remind students of the discussion board, which is accessible by going directly to <http://aplsstudent.proboards61.com/>. There are several topics relevant to academic training, grants and scholarships, as well as employment opportunities during and after the completion of your training. Please take the opportunity to join the discussion board and share your opinions and comments with fellow psychology and law students.

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

In the spirit of communication, I encourage students to contact me at any time with ideas and comments you feel should be addressed in the coming year. For general comments and the posting of announcements to the entire student section, please submit your emails to aplsstudents@gmail.com. This year will prove to be a great one for our division, and I remain confident that our combined efforts will produce many wonderful things in the coming year. It will be an honor to lead our section, and I look forward to working with each you.

Best Wishes,

Andrew Cassens, MA

Chair, American Psychology-Law Society Student Section

AP-LS NEWS, Fall 2007

Funding Opportunities

AP-LS Interdisciplinary Research Grant

The Executive Committee of the American Psychology-Law Society will offer up to \$5000 in seed money to facilitate interdisciplinary research projects. Up to two applications will be funded, both up to \$5000. We have in mind projects that would bridge the gap between the discipline of psychology and law, on the one hand, and other academic disciplines (e.g., medicine, sociology, political science, economics, public policy), on the other. Applicants must make clear how the proposal is truly interdisciplinary. We are particularly interested in proposals that advance theoretical development or propose methodological innovations. Money can be used to cover travel and meeting costs, data collection, pilot work, and other expenses related to the research. Successful grantees will be expected to present the results of their collaborative study at a meeting of the American Psychological Association. Deadline for receipt of proposals is **Wednesday January 15, 2008**.

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

To apply, please email the two-page application, as well as the names, affiliations, and contact information of all researchers, to Lynn Peterson at div41apa@comcast.net.

Announcement of Funding Opportunity for Scholarship Relating to Litigation

The ABA Section of Litigation (the Section) announces the establishment of The Litigation Research Fund to support original and practical scholarly work that significantly advances the understanding of civil litigation in the United States. The Section anticipates making individual awards of between \$5,000 and \$20,000. Legal academics as well as social scientists and scholars from other disciplines are invited to apply.

The Fund will be administered by a Section task force chaired by Professor Bruce A. Green of Fordham University School of Law, and informed by advice from researchers convened by the American Bar Foundation, a leading research institute for empirical research on law.

The Litigation Research Fund will support research and writing projects in two broad areas: First, scholarship relevant to litigation policy; and second, scholarship bearing on litigation practice. Funded scholarship may relate to judicial administration; judicial independence; rules and standards relating to litigation (e.g., ethics rules, rules of evidence, and rules of civil procedure); the assistance of counsel; trial and discovery practice; or the jury process, among others.

Preference will be given to works with an empirical foundation, although they need not involve original data collection.

Applications should be submitted by e-mail with the subject line "Litigation Research Fund" to Patsy Engelhard, Executive Director, ABA Section of Litigation, pengelhard@staff.abanet.org, with a copy to Robert Nelson, Director, American Bar Foundation, rnelson@abfn.org. Applicants should submit a short statement describing the project and how it will be conducted; the form the final product will take (e.g., article or book); when it will be completed; the importance of the project in light of the above criteria; and a project budget. A curriculum vita including a list of the applicant's prior publications should also be submitted. While there is no deadline, and awards will be made on a rolling basis, priority consideration for the first awards will be given to submissions received by **January 1, 2008**. For additional information, contact: Professor Bruce Green, bgreen@law.fordham.edu.

American Society of Trial Consultants 2007-2008 Student Research Grants

In order to promote and support empirical research applicable to the profession of trial consulting and the involvement of students in the American Society of Trial Consultants (ASTC), the ASTC Research Committee is sponsoring Student Research Grants for a maximum of \$500.00 per award.

Applicants

Applicants must be currently enrolled and be in good standing in an undergraduate, graduate or professional school program at an accredited university or college. Applicants must also be student members of the ASTC. Students who are not current members must include an application of membership when submitting materials for the research grant. To learn more about the ASTC, visit our website at <http://www.astcweb.org>.

Submission Guidelines

Students should ELECTRONICALLY (i.e., by email) submit a short proposal (1500 word limit) including:

- * A cover sheet stating the title of the project, and the applicant's name, address, e-mail address, and phone number
- * An abstract summarizing the project
- * A description of the project's purposes, theoretical rationale, and research methodology
- * The relevance of the research to the profession of trial consulting
- * The specific amount requested, including a budget
- * The project's status with respect to the relevant institutional human subjects review process
- * A brief resume of the student investigator
- * A letter of recommendation from a faculty sponsor

Award recipients must submit an update on their research project one year from the time the funds are disbursed. Upon completion of the project, they must provide an Executive Summary describing their results in a format suitable to be printed in Court Call,



Funding Opportunities

ASTC's newsletter. Materials must be received, at the address listed below, no later than **December 7, 2007**. The research committee will review all submissions for soundness of proposed research and relevance to the field of trial consulting. Awards will be announced in January 2007.

Send submissions to:

Stanley L. Brodsky, Ph.D., Chair, ASTC Grants and Awards, Department of Psychology, The University of Alabama, Tuscaloosa, AL 35487-0348. Electronic Submissions only to: sbrodsky@bama.ua.edu

AP-LS/Division 41 Stipends for Graduate Research

The Division 41 Grants-in-Aid Committee is accepting proposals for small grants (maximum of \$750) to support empirical graduate research that addresses psycholegal issues (the award is limited to graduate students who are student affiliate members of AP-LS).

There are two deadlines each year:

September 30 & January 31.

Interested individuals should submit a short proposal (a maximum of 1500 excluding references) in an electronic format (preferably Word or PDF) that includes:

- (a) a cover sheet indicating the title of the project, name, address, phone number, and email 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;
- (e) specific amount requested, including a detailed budget; and
- (f) references.

If the application has previously received funding from the committee, their application must also include an abstract describing their completed research.

Budget items typically funded include (but are not limited to) payment of subjects, photocopying, purchase of testing materials, software not typically provided via universities, and electronic media. The Committee does not typically provide funds for computers (though peripherals may be funded), office supplies and furniture (e.g., file cabinets), mileage, paying research assistants, and software or equipment typically

available within universities. Conference and other travel costs are not funded.

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. If an applicant's institution requires that checks be sent to the institution, the applicant is encouraged to contact the committee chair in advance.

Questions about the process can be sent to the committee chair: BBennett@washjeff.edu

Electronic submissions should be submitted via email to Lynn Peterson (AP-LS Administrative Assistant):
div41apa@comcast.net

Tax forms (see below for links) and proof of IRB approval can be emailed or FAXed to Lynn Peterson:

FAX: 303-652-2723

email: div41apa@comcast.net

W-9 Tax Form: www.ap-ls.org/students/fw9.pdf

W-8BEN Tax Form: www.ap-ls.org/students/fw8ben.pdf

Committee members:

Elizabeth Bennett (Chair), Washington and Jefferson College
Robert Cochrane, U.S. Department of Justice
Frank DiCataldo, Roger Williams University
Judy Platania, Roger Williams University.

Grants-in-Aid

Elizabeth Bennett: (BBennett@washjeff.edu)

The Grants in Aid Committee strives to encourage research across a range of psycholegal research topics. The committee consists of two forensic clinical and two social/experimental psychological professionals. Committee members are employed across both academic and non-academic settings in order to promote research in underdeveloped areas of basic and applied research. This group has been proud of its ability to fund proposals for graduate level research across a range of institutions while maintaining a balance between applied and theory-driven research pertinent to law and psychology. The Grants in Aid Committee has two annual funding cycles with deadlines in January and September. Please submit any inquiries to Elizabeth Bennett at BBennett@washjeff.edu.

This is no way to start your day

...but it happens more often than you think.

SUBPOENA TO APPEAR
County Court

RE: Rodrigo Salazar v. Herbert R Nierstein, PhD
Case No.: 00-167263
Herbert R. Nierstein, PhD

You are hereby summoned to appear on February 4, 2003 at 10:00 am in the
Honorable Max Williams in response to the aforementioned complaint against
following materials with you:

- certifications and licenses
- appropriate patient records and notes

When you are faced with a Risk Management issue... whether it's a simple question or you are in the middle of a crisis, we'll be there!* A confidential phone call to the Trust's Advocate 800 Risk Management Consultation Service can help you avoid trouble even before it begins!

The call is free and the advice is priceless

Our Advocate is an experienced attorney and licensed psychologist who has advised more than 20,000 of your colleagues. The call is free and so is the advice; in fact, practitioners will tell you it's priceless.

The Trust Professional Liability Insurance program** is so much more than just an insurance policy; it's an entire risk management program. There isn't a more comprehensive Professional Liability Insurance Program anywhere. Call us and we'll tell you all about it.

THE TRUST

Call 1-800-477-1200*
www.apait.org

* Events which may reasonably be expected to evolve into a claim must be reported to TRMS, the plan administrator at (877) 637-9700

**Underwritten by ACE American Insurance Company, one of the ACE USA companies. ACE USA is the U.S.-based retail operating division of the ACE Group of Companies rated A+, by A.M. Best. Administered by Trust Risk Management Services, Inc.

1. Don't panic! You're covered 2. Take a deep breath and try to relax. 3. Call The Advocate at The Trust

