



CRIME SCENE

Psychology Behind Bars and In Front of the Bench

The Official Organ of Criminal Justice Psychology of the Canadian Psychological Association

Section Executive:

Chair

Jeremy Mills, Ph.D.
MillsJF@csc-scc.gc.ca

Secretary/Treasurer

Karl Hanson, Ph.D.
Karl.Hanson@psepc.gc.ca

Past Chair

Daryl Kroner, Ph.D.
KronerDG@csc-scc.gc.ca

Co-Editor Crime Scene

Chantal Langevin, Ph.D.
Chantal_Langevin@hc-sc.gc.ca

Co-Editor Crime Scene

Tanya Rugge, M.A.
Tanya.Rugge@psepc.gc.ca

Student Representative

Joseph Camilleri, M.A.
4jac1@qlink.queensu.ca

Director-At-Large

J. Stephen Wormith, Ph.D.
wormith@duke.usask.ca

Director-At-Large: Clinical and Training

Andrew Starzomski, Ph.D.
Andrew.Starzomski@cdha.nshealth.ca

Co-Director-At-Large: Police Psychology

Dorothy Cotton, Ph.D.
CottonDH@csc-scc.gc.ca

Co-Director-At-Large: Police Psychology

Craig Bennell, Ph.D.
Cbennell@connect.carleton.ca

Director-At-Large: Psychology in the Courts

Joanna Pozzulo, Ph.D.
jpozzulo@ccs.carleton.ca

Director-At-Large: Continuing Education

Andrew Harris, Ph.D.
Andrew.Harris@psepc.gc.ca

Director-At-Large: 2006 Conference

Programme
Guy Bourgon, Ph.D.
Guy.Bourgon@psepc.gc.ca

WHAT'S INSIDE

REGULAR FEATURES ...

Editors' Note, <i>C. Langevin & T. Rugge</i>	2
View from the Top: Chair's Comments, <i>J. Mills</i>	3
Column: In the Trenches, <i>D. Cotton</i>	3
Column: Training in Criminal Justice Psychology, <i>A. Starzomski</i>	4
Column: CCOPP's Stories, <i>D. Cotton</i>	5
Column: Beyond a Reasonable Doubt, <i>J. Pozzulo</i>	7
Recently Defended Dissertations & Theses	7

SPECIAL FEATURES ...

Special Feature: Where the Field of Criminal Justice Should Be Headed? <i>P. Gendreau</i>	8
Special Feature: Pathways to Sexual Offending: Implications for the Criminal Justice System, <i>M. Logan, L. Piché & A. Schweighofer</i>	11
Special Feature: History and Ideologies of Terrorism: A Middle-Eastern Perspective, <i>W. Loza</i>	14

STAYING CONNECTED ...

Section Business	15
Recent Publications	15
Kudo Korner	16
Employment Opportunities	17
Upcoming Conferences	18
Members on the Move	19
Students' Water Cooler	19
Graduate Training in Criminal Justice Psychology: Communicating our Field to Undergraduate Students, <i>J. Camilleri</i>	19
Achieving a Balance between Work and School, <i>T. Scott</i>	20
The Perfect Poster, <i>G. Bourgon</i>	21



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REGULAR FEATURES ...

Editors' Note

Similar to previous newsletters we have edited, this issue is filled with engaging articles and information. It is by far the largest issue of *Crime Scene* to date and there is a hint of comedy found within its pages. We think that you will find the April 2006 *Crime Scene* truly an enjoyable read!

Our regular features cover a broad range of topics, though they share a common theme of the importance of professionals working together to achieve optimal results. *In the Trenches* provides practical guidance for treating clientele with Borderline Personality Disorder. In the article *Go, Canada!*, Dr. Andrew Starzomski likens a winter Olympics team to a line-up of professionals in the field of criminal justice, and he encourages us to strive for national "unity" to promote our work. Dr. Dorothy Cotton demonstrates an aptitude for comedy in her article, which discusses inherent differences between police officers and psychologists. In *When a Lawyer Calls*, Dr. Joanna Pozzulo highlights the need to educate professionals within the Canadian criminal justice system on eyewitness research findings and solicits feedback on the appropriateness of social science researchers' involvement.

This issue also houses a number of special feature articles. Dr. Paul Gendreau responds to his tribute, and with a great sense of humour, offers his thoughts on where the field of criminal justice should be headed. Another special feature provides a snapshot of the history and ideologies of terrorism in an effort to promote an understanding of this phenomenon among psychologists. Although we did not receive any feedback on the need for regional representation in *Crime Scene*, and as a result, will put the Regional Perspectives Series on the back burner, the third special feature shares experiences from the west. Specifically, it describes behavioural progressions and how it is used by police in British Columbia to manage sex offenders in the community.

The Students' Water Cooler is a bustle this issue. Three articles have been solicited specifically for students. Access to criminal justice graduate program information in Canada was the focus of a small study, and its results provide guidance for the enhancement of the CJP Section website. In addition, a Master's student at Carleton University discusses her experiences and thoughts on balancing full-time government employment with academic pursuits. For those of you presenting a poster at the CPA

2006 poster session in Calgary, this issue also contains an article that outlines the qualities of a good poster and explains how to present its contents in an effective manner.

As co-editors, we have been discussing the future of *Crime Scene* and reflecting on comments acknowledging how far the newsletter has come since its original one-page format. Ironically, during this time of reflection, one of us came across Jeremy and Daryl's first issue (October 2001) as co-editors and we believe some of the content is worth resurrecting. Two areas we want to include in future issues are Research Briefs (i.e., a summary about research you have conducted that is interesting and not going to be published in the near future, or at all) and Information Reviews (i.e., a short review of a book, article or research that you are aware of on which you would like to provide commentary - good, bad, or humorous). Review of the 2001 *Crime Scene* also made us rethink the "in press" citations. We had received suggestions to only include citations for articles that were published; however, Daryl and Jeremy originally thought to include articles "in press" so readers could stay on top of research and circumvent the time delay involved in publication. As a result, we will include "in press" articles with author(s) contact information, and will provide the citation again once the article is published. That way you have two opportunities to hear about the article! Lastly, we are planning to initiate a new column called *After Thoughts*, which would include feedback received on *Crime Scene* in general, as well as commentary on specific articles. So again, we are asking for your involvement!

The success of *this* issue is due to the numerous submissions received, and we would like to thank all of you who took the time to make a contribution. As always, we encourage our readers to participate. So, while you bask in the summer sun, spend some time thinking about how you could get involved. Please let us know if there is a Section member needing recognition, news to share about members or yourself, job opportunities, or you have an article for the newsletter. We will be accepting submissions until August 4th, 2006 for the next issue of *Crime Scene* due out in September 2006.

Cheers,

Chantal & Tanya

**THANK YOU TO EVERYONE
WHO HELPED MAKE OUR
FIRST YEAR AS CO-EDITORS
A GREAT SUCCESS!**

3 NEW SECTIONS COMING SOON!**~ RESEARCH BRIEFS ~****~ INFORMATION REVIEWS ~****~ AFTER THOUGHTS ~****View from the Top**

Welcome to the pre-conference edition of *Crime Scene*. I hope that many of you are planning on attending CPA this year in Calgary. Do not wait to the last minute to book your hotel room as they seem to be going fast.

I am very pleased to announce that the First North American Correctional and Criminal Justice Psychology Conference has now been approved for June 7-9, 2007 in Ottawa, Canada. This will be a very exciting time for our Section as we, along with the Criminal Justice Section of Division 18 (APA) and the American Association of Correctional and Forensic Psychology, host this important event. Multiple streams of symposia are being planned so that those attending will have a broad array of quality presentations to choose from. Pre-conference workshops are also being planned to provide attending clinicians and practitioners with valuable training. Formal continuing education (CE) credits will be available to those who need them. There will be ample opportunity to network and an awards banquet is being planned as part of our Celebration of Excellence. As you receive information about the conference I would encourage you to pass this information along to all of your colleagues who may be involved in Correctional and Criminal Justice Psychology.

Some time ago our readers were introduced to a relatively new Journal sponsored by Division 18 and managed by the American Psychological Association called *Psychological Services*. The focus of this particular journal is applied research in the area of psychological service delivery. Under the new leadership of Dr. Patrick DeLeon (former APA President), the journal has recently increased the number of issues per year while maintaining its focus on methodologically sound research of an applied nature. For those of you working in the correctional field much of your work would fall under this definition. Unlike other journals in the field and in keeping with its mandate, *Psychological Services* maintains an editorial board comprised of psychologists from both academic and applied clinical settings. *Psychological Services* has set exacting goals for turn-around times on reviews and their on-line portal makes for ease when submitting papers. Given the

journal's mandate of publishing applied research and the recognition it gives to research-oriented practitioners by making them a part of the scientific and editorial process, I would suggest that you consider submitting your next applied work to the journal. I should also note that my positive endorsement of the journal was unsolicited and I hope it is well received.

I look forward to seeing many of you in Calgary this summer.

Regards,

Jeremy

Column: In The Trenches: The Practical Experience of Forensic and Correctional Psychology

By Dorothy Cotton, Ph.D.
Director-at-Large: Police Psychology

...Borderline Personality Disorder...

If one were to take a vote among clinicians as to which diagnostic group of patients present the greatest challenges, I would be surprised if those with Borderline Personality Disorder (BPD) did not find themselves near the top of the list. This disorder, characterized by affective instability, impulsivity, cognitive distortions, interpersonal difficulties, somatization, and a host of other symptoms, is one that causes great disruption to not only the person with the problem but to all those around them - including their therapists. While we are becoming increasing skilled at working with these difficult patients, we are still largely in the dark about where the disorder comes from. There is no doubt that a history of severe trauma or abuse is a significant part of the history, but the hitch is that there are many people with severe abuse histories who do not develop BPD and there are some people who do not seem to have a significant history or trauma who DO develop BPD. I think most people nowadays are willing to concede that BPD has a number of causal elements, and at least some of them have to do with neurological or neuropsychological function.

So as a neuropsych kind of person, I was quite intrigued to read a recent paper that appeared in the December 2005 issue of the journal *Psychiatry Research*, a paper entitled "The neuropsychology of borderline personality disorder: A meta-analysis and review" (Ruocco, 2005). Needless to say this author is not the first one to consider that something is amok neuropsychologically in individuals with this diagnosis. There are many anecdotal reports of problems with such cognitive functions as attention, memory, cognitive flexibility, processing speed, visuospatial function and planning in individuals with BPD. But the literature has been confusing and contradictory in this area. That is why it is always nice to see a meta-analysis.

I will spare you all the gory details of the paper - you can read it yourself if you are interested - but the gist of it is that when you put all the literature together, there is some pretty compelling evidence that ALL of these areas of function are affected to a greater or lesser degree in people with BPD. The effect sizes are the largest for the planning domain and the visuospatial domain. These findings are all consistent with disturbances in various aspects of the frontal lobes, probably more on the right side, with a little parietal lobe pathology thrown in for good measure.

The interesting question from a clinical perspective is how this all relates to the common history of abuse and trauma. Do they simply co-occur or are both independent contributing factors or does one cause the other? The model that seems most consistent with the data is the Jacksonian biopsychosocial model, which stipulates that many of the symptomatic features of BPD including dysregulation, identity disturbance, somatization and dissociation are caused by disrupted connections between the prefrontal cortex and other brain regions subserving higher cognitive functions.

Jackson's main hypothesis is well known. He suggested that those functions which have evolved last and which emerge late in human development are more fragile, and more easily disrupted by insults to the brain-mind system than those functions which, as it were, are more hard-wired and appear earlier in evolutionary history. This process, the reverse of evolution, he called "dissolution".

Adding what we now know about brain function and neuropsych (as Jackson had the disadvantage of coming up with his theory in the mid 1800's), the hypothesis is that the symptoms of BPD are due to the failure of "experience-dependent" maturation of a cascade of neural networks, with prefrontal connections, which become active relatively late in development and which coordinate disparate elements of central nervous system function. These networks subserve higher psychological functions, including attentional focus and affect regulation. They also underpin the reflective function necessary to the emergence of self as the stream of consciousness, which appears at about the age of four years.

Simply put, if a child is subject to abuse or does not receive the proper doses of consistent approval, attention and support, the brain does not develop as it ought - and in particular, the frontal lobes do not completely develop.

The implications of this for clinical practice? It means that one thing which needs to be taken into account in any course of therapy is that the person with BPD may well also be at a disadvantage in terms of attention, learning and memory. It means that the person with BPD might need treatments to reflect not only the more obvious

symptoms like emotional dysregulation and interpersonal difficulties but also the more subtle cognitive problems that may affect their ability to participate in and benefit from therapy.

And it is another indication that there is really no longer a place for that age-old question of whether a problem is "psychological" or "organic" in nature.

For a brief overview of Jackson's view of BPD see:

Meares, R., Stevenson, J., Evian Gordon, E. (1999). A Jacksonian and biopsychosocial hypothesis concerning borderline and related phenomena. *Australian and New Zealand Journal of Psychiatry*, 33, 831-840.

References

Ruocco, A. C. (2005). The neuropsychology of borderline personality disorder: A meta-analysis and review. *Psychiatry Research*, 137, 191-202.

**KNOW SOMETHING THAT WOULD
BE OF INTEREST TO STUDENTS?
DROP US AN EMAIL!**

Column: Training in Criminal Justice Psychology

By Andrew Starzomski, Ph.D.,
Director-at-Large: Clinical and Training

Go, Canada!

If you were hibernating, shovelling snow or basking in a chinook these last few weeks you may have missed the 'real' Canadian athletes turning in a fantastic performance at the winter Olympics. Perhaps the criminal justice distractions for the men's hockey team were too much for that crew to handle. It all got me to thinking: how would our national Criminal Justice Psychology Olympic Team stack up against other countries? We are all keenly aware of the national and international recognition earned by the veterans and the youth in our line-up, in no particular order: Hanson, Forth, Hare, Harris, Quinsey, Hart, Gendreau, Dutton, Ogloff, Cotton, Lalumiere, Seto, Porter, Kropp and on and on. That's a team with lots of experience and wisdom. I wonder who would play goal. Better yet, who would coach? Let's get an office pool going.

So, given the widely-valued contributions, in many cases outright pioneering quality (another Canadian trait?) of the work done by these various people, is there merit in trying to create a little more unity in our national criminal justice collective? OK, maybe 'unity' is not the best term. While many of us are part of international groups working on

different forensic fronts, we also need to rally together around national issues such as funding for research and training, state of the profession, public/health policy and other vital matters that define us.

These observations emerge from questions thrown out to the *Crime Scene* readership in the last couple of issues. The last page of January's issue asked for input around the importance of regional representation in this publication and also how to engage more psychologists (including students) from different parts of the country in *Crime Scene*. From the editors I hear there has been a rather paltry response (i.e., none) on these issues.

At last year's section business meeting at CPA in Montreal, the leadership shared their perspective that our group has largely grown up within and around the correctional psychology community of central Canada. While that has led to a relatively productive and stable sense of progress and accomplishment, more voices from other geographical and criminal justice communities are strongly desired. Our strong correctional psychology base can be complemented by more input from those in the provincial forensic psychiatric systems, psychologists working with law enforcement and in the areas of policy, research, etc. I find *Crime Scene* is working to reflect this diversity reasonably well.

The idea we could benefit from different voices from around the country exchanging their unique, but also shared, perspectives in *Crime Scene* is a bit newer and quite intriguing. I remember Steve Porter telling me a couple years ago, after we had both returned to the east coast from training at UBC, that "Yeah, Andrew, there are psychopaths here too, but they're Maritimers..." Anyone who has had a chance to work with clients in different parts of the country has likely developed a sense for how regional and cultural factors exert influence on the expression of criminality and mental health issues. Perhaps a section-specific lis-serve would foster some dialogue on these issues?

From a training perspective I find it especially compelling to consider a stronger national and regional dialogue, having just come through a few months of reviewing many forensically-inclined applicants to our internship at the Nova Scotia Hospital (which includes forensic rotations). Just this past week we have been matched through the Association of Psychology Postdoctoral and Internships Centers (APPIC) with two dynamic and forensically inclined interns from Dalhousie and the University of Saskatchewan for next year. The Saskatchewan person has had lots of great training experience within Correctional Service Canada (CSC), while the Dalhousie person has worked with different facets of the provincial forensic service here

in Nova Scotia. Other applicants to our program this year had criminal justice training in greater Vancouver, Detroit, Oregon, Toronto and eastern Ontario.

My guess is that graduate students with a forensic interest would find it quite useful to have a central source of information containing forensic training sites and supervisors across the country. If you are a clinician supervising graduate students, do not be surprised if I contact you in the months ahead to make some progress on creating such a 'registry'. Better yet, please contact me and tell me about your site and the types of training you do, or could, offer: andrew.starzomski@cdha.nshealth.ca.

Also over the last several weeks I received word, as some of you have as well, that my applications for CPA Calgary have been accepted. This year I am involved with several different interactive presentations that relate to training in criminal justice psychology. One of these in particular, "Let's talk training: Issues in criminal justice psychology", is intended to be a forum driven in substantial part by ideas from the students and supervisors in our field. I am very interested in hearing any input you have in advance to help me plan that session. While at CPA I will also have the chance to attend the annual meeting of the Canadian Council of Professional Psychology Programs (CCPPP; www.ccppp.ca) to discuss issues bearing on clinical training across the country. I will keep you posted about items that tie in to forensic training.

Vancouver 2010? Bring it on!

**DON'T FORGET TO LET US KNOW
WHEN YOU HEAR ABOUT:**

- Employment Opportunities ☰
 - Members on the Move ✈
 - Recently Published Articles 📖
-

Column: CCOPP's* Stories

(*Canadian Committee of Police Psychologists)

By Dorothy Cotton, Ph.D.,
Director-at-Large: *Police Psychology*

Working with Police

I was having one of those "aha" moments...this was several years ago when I had first established a liaison committee involving senior staff at the psychiatric hospital I worked at and members of the criminal justice system. Among others, there were two senior police officers present, from two different police services. They did not much like each other

as far as I could tell. There was a slightly heated (but well-controlled) moment, until one of them attempted to diffuse things by saying, "Well, let's not argue about that. The fact is that we all have the same primary goal in mind and that is the protection of the public".

I nearly fell off my chair. I had not done much work with police at this point and had never really thought about the differences between what they did and what I did - but the fact was for me, protection of the public was certainly NOT my primary goal. In fact, it rarely entered my mind. (I will point out that since I now work in a correctional facility, that view has changed a little.) But it did get me to thinking about the many assumptions we make about priorities. I think we often fail to notice that we do not all think alike and we do not necessarily have the same goals in mind.

In case you have not noticed, there are some fundamental differences between police officers and psychologists. To start with, most police officers are extroverts and most psychologists are introverts. Psychologists tend to be "learn by going to school" people and police are "learn by doing" people. If you look at things like the Strong Vocational Interest Inventory, we do not fall in the same quadrant. Police are RES (realistic-enterprising-social) and psychologists are IAS (investigative-artistic-social).

It is perhaps telling that when one does a literature search on this subject, one can find hundreds of articles on personality profiles and types of police officers, and nary a one on personality types of psychologists. That might be because, in general, police officers are selected on the basis of personality, whereas psychologists are selected on the basis of grade point average. (This explains many things about the personalities of psychologists, most of which are best left unstated.)

But leaving personalities aside, there are also some interesting differences in cultural and social expectations of the two groups. When one finds oneself in a problem-solving situation with the police - perhaps you are assisting with an interaction involving a mentally ill person - it becomes clear that there is a strong social expectation on the police to always act. It appears the worst thing a police officer can do is NOTHING. There is an assumption that they will DO SOMETHING. For psychologists in particular and indeed mental health professionals in general, there is a strong expectation not to butt in unless expressly asked and granted permission. Consider for example the amount of time we spend carrying out tasks related to informed consent. Think about the inanity of some of the ethical principles involved in research that involve spelling out in gory detail every possible negative outcome that might arise from participation in the project. "Should you decide to complete this questionnaire, you should know that it is

possible that you might get a paper cut which could become infected and you will die. If the staple stabs you, and also stabs someone near you who has AIDS and the two of you bleed together, you might also die...."

Picture a police officer doing a similar thing. "Before you attempt to flee from custody, I would like to explain to you the possible ramifications. Should you simply flee the consequences are...but if you resist arrest, then the penalties change to....however, the judge may take into account...."

The same issue comes up when we talk about risk assessment. I picture a police officer drawing his weapon and pointing it at an apparently dangerous person and calling out, "STOP! POLICE! Were your parents still together by the time you reached age 16 and do you have a history of doing rude things to small animals??!!!"

Facetious as these comments may seem, they do belie a fundamental difference between the world that psychologists live in and the police world - differences that need to be taken into account when working with them. Whether one is providing therapy, embarking on research, doing candidate selection....there are fundamental differences. They are action oriented whereas as we are oriented toward reflection. "Soon" to a police officer means in a few minutes as opposed to within the month. In psychology, colleagues are people to be consulted with and competed against. A colleague to a police officer is a person who is going to make sure you do not end up hurt at the end of a shift.

One of the results of these differences of course is that police as a group are not wildly fond of psychologists as a group. We often try to impose our ways of doing things on them. We identify flaws in them (e.g., their coping mechanisms, their culture, their standard procedures) and like to point out to them how they are doing it wrong.

And then we are surprised when they are not thrilled about that.

Duh.

There is a good article on police culture and the implications of that culture for psychological services in the October, 2005 issue of *Professional Psychology: Research and Practice* (36(5), 525-529; author is Robert Henley Woody). It is worth having a look at. It is an interesting thing, when you think about it, that there even is a "police culture" to be considered. No one ever talks about a "psychology culture" even though I will bet we can all describe certain aspects of it. But the fact is that the professional culture is far more important to police, and we need to be able to understand and work within that culture if we are to work successfully with police either as individuals or organizations.

Meanwhile, my goal when working with police is to start from where they are at - rather than where I think they ought to be.

INTERESTED IN SUBMITTING AN ARTICLE FOR THE NEXT EDITION?

Deadline is August 4th, 2006

Column: Beyond a Reasonable Doubt

By Joanna Pozzulo, Ph.D.

Director-at-Large: Psychology in the Courts

When a Lawyer Calls

Back in February, I received my first phone call from a criminal defence attorney who had some questions about eyewitness research. He started off by stating, that although he could not bring social science research (eyewitness work) to the stand, he was working on an appeal and was hoping to include a reference that would refute a claim being made regarding the choice of identification procedure used in the case. As he asked his questions, it became abundantly clear that eyewitness research was not "obvious". For example, the questions dealt with types of identification procedures, multiple identifications of the same suspect, and differences between police as witnesses versus lay individuals as witnesses. The lawyer had legitimate questions, questions that should be asked and answers that should be heard. I am dismayed that there are so many fallacies out there regarding eyewitness research findings. Why is this research banned in criminal court proceedings? I am not certain how to get the justice system to listen to us but I feel strongly that we have something of value to say. I would like to solicit your opinions on the following to develop a position on how to proceed:

- 1) Do social science researchers (e.g., eyewitness researchers) have a place in the Canadian criminal justice system? If so, what is that place? If not, why?
- 2) How can social science researchers inform the courts?
- 3) How should social science researchers respond when lawyers call?

I am aware that the above questions have been asked in more formal surveys; however, I would like to solicit this group as the voice of Canadian researchers working in the area. Part of the mandate for this group is to lobby for change, if we deem change is necessary. Please contact me and let me know what you think.

As this is the last issue before the new academic year in September, I would like to take this opportunity to reflect on the past eight months of my term. When I became Director-at-Large for Court Issues, I did not have a good sense of how many Canadian researchers were working in the area. I was pleasantly surprised to learn that we have a solid core with approximately 50 members working on issues that can be broadly defined as "Court Issues". I believe that "we" in conjunction with the entire Criminal Justice Section of CPA are in a position to start a Canadian version of the American Psychology-Law Society (I thank J. Turtle for coining the term CP-LS; Canadian Psychology-Law Society), that brings me to my second solicitation in this article:

- 1) Would members be interested in participating in symposia and/or poster sessions as part of CPA?
- 2) Would members prefer to have their own meeting outside of CPA?
- 3) Are there other events or activities members would like to see us participate in as a group?

I am excited at the possibility of our group growing and becoming a strong membership where we discuss issues that have particular relevance for Canadians. In the upcoming year, I would like to continue our communication through the newsletter and via email. Moreover, through these efforts I would like to keep members informed of workshops and meetings that may be of interest. Please do not hesitate to let me know of events or issues that may be of interest to our group.

Have a great summer!

Newsgroup discussion regarding this article or other pertinent issues to members involved in court issues can be sent to Joanna_pozzulo@carleton.ca.



RECENTLY DEFENDED DISSERTATIONS & THESES



JUST FINISHING YOUR THESIS OR DISSERTATION?

SEND US YOUR ABSTRACT FOR THE SEPTEMBER ISSUE OF CRIME SCENE!

Deadline is August 4th, 2006

SPECIAL FEATURES ...

Special Feature: Where the Field of Criminal Justice Should Be Headed?¹

By Paul Gendreau, Ph.D., University Research Professor,
University of New Brunswick Saint John

Sometimes nice things happen in academia. Alan Leschied, without any prompting I hasten to add, wrote a good-natured pre-obituary tribute about my career for *Crime Scene*. Subsequently, the charitable editors of the newsletter requested - standard practice for retiring veterans of the game like myself who are on a slow ride to oblivion - that I provide an opinion piece on where the field of criminal justice should be headed. All my experience, beginning back in 1961, when I started working at Kingston pen as an intern (I was appointed via nepotism, Don Andrews was appointed a year later on the basis of merit), must mean something. Or does it? Here are some of my credentials (see Gendreau, 2000). On the assumption that one should always be wary of elderly "experts", the reader is encouraged to deconstruct the credibility of my recommendations.

While employed full-time at Kingston pen in 1965 where I was also working on my MA (my expertise was based on being the captain of the golf team and playing varsity basketball with Alex Trebek at the University of Ottawa), I decided I wanted to become a scholarly somebody. I critiqued the addiction-prone theory of that era as being logically and methodologically flawed only to realize later on that my publications incorporated the same flaws. No one noticed. In fact, the work was later contained in a book on the "classic contributions" in the field. Fresh from this achievement, I headed up a research group in Ontario that embarked upon Canada's largest recidivism study, which was going to launch Canadian criminology into the forefront of something. Out of this came one of the first recidivism indices for the country, but upon reflection, I really think it was upside down (Steve Wormith and Jim Bonta liked it!). The study also produced a wealth of data on the predictive validity of a wide variety of useful predictors (Gendreau, Grant, Leipciger, & Collins, 1979). It was an incredible data set ($N \sim 600$) on many of the established and promising psychological measures in the field. I lost the data punch cards – that is what we used then - with which to do further analyses that would have benefited the field considerably.

Then, I left academia and became Chief Psychologist at "the little prison that could" (Rideau Correctional Centre; Wormith, 2004), where Hugh Marquis, Steve Wormith, and

Lorne Cousins developed one of the most successful token economies ever reported for prisoners. Inmates' misconducts dropped precipitously during the program but, as or more importantly, the inmates produced toys (in return they received rewards like temporary absences) for children in institutions in Smiths Falls and Brockville, Ontario. It was a heartwarming enterprise that reduced the most hardened of inmates and staff to tears when the gifts were being handed out. At one point, Hugh and Lorne left for vacation, while Steve was missing as usual playing high-level pro sports somewhere. So as the grand fartcatcher of the setting (this is a legitimate word, see Gendreau, Goggin, & Smith, 2000) I took over the token economy and inflated the program by 300% in 2 weeks! Fortunately, the superintendent, Roger Dupuis, sent out an APB and Hugh et al. returned to save the program. The consequences were that I received a promotion to Regional Psychologist, where some of my duties included spying on the subversive classification/prediction goings on at the Ottawa-Carleton Detention Centre (some officials in Toronto thought the Ministry was being undermined by embarking upon a rational classification process) under Jim Bonta and Larry Motiuk. Alas, I was unable to sabotage the fledgling Level of Service Inventory – Revised (LSI-R).

To demonstrate that I have not lost my touch, recently I have become the quintessential bore hectoring colleagues about using confidence intervals (CIs), the single most important statistic of all time. In, arguably, the most cited offender prediction study in criminology that appeared in *Criminology* in 1996, I forgot to put in the CIs. Vern Quinsey once told me that corrections was an easy field within which to succeed!

Those are the caveats. Here my recommendations, with an emphasis on corrections issues with a knowledge cumulation bias.

Predicting Recidivism

Thank goodness for Canadian psychologists. This field is in relatively good shape. We are at the point where we have precise estimates (elsewhere we have defined this to be a CI width of .10; no one can deviate from this standard forever more) of the predictive utility of the Big 2, the LSI-R and the Psychopathy Checklist – Revised (PCL-R). In fact, we expect the precise estimates for the LSI-R to be narrowed considerably as a result of the huge sample size studies forthcoming from the University of Cincinnati. We need many more predictive validity studies on the "newer" measures such as the Historical Clinical Risk (HCR-20), the Psychological Inventory of Criminal Thinking Styles (PICTS), the Psychopathic Personality Inventory (PPI), the Self-Appraisal Questionnaire (SAQ), the Violence Risk Scale

(VRS) and the youth versions of the Big 2. Comparative analyses of various measures are required. If they produce results as controversial as the recent famous dustup over the Big 2, the field should continue to be good fun (see Gendreau, Goggin, & Smith, 2002). Here at the University of New Brunswick – Saint John (UNBSJ), a group consisting of Laurie Green, Sheila French and Mary Ann Campbell, are in the process of doing this and, hopefully, others are as well.

I have two more suggestions. We still need more data on various sub-samples of offenders and more attention should be paid to examining factors that attenuate predictive validities (Hunter & Schmidt, 2004). Let me nominate one; poorly trained practitioners whose sloppy administration in my estimate probably deflates r-values of risk measures (that include dynamic items) by up to 30%.

Effective Treatment

How well do correctional treatment programs reduce recidivism? At first glance, the case seems closed (for a review see Gendreau, Goggin, French, & Smith, 2006). The principles of effective correctional treatment (ECT) seem inviolate. James McGuire recently tallied 34 treatment meta-analyses and more appear with regularity all pointing to the fact that treatment works (Curtis, Ronan, & Borduin, 2004; Tong & Farrington, 2006). Yet, when one reviews the literature, the number of studies that adhere to even the most basic elements of the principles of ECT represent only a tiny percentage and it is becoming smaller over time (Andrews, Dowden, & Gendreau, 2004). Also, some well-known treatment interventions are encountering replication problems (e.g., Lescheid, 2002). There are also a lot of fanciful treatment programs or what we call "correctional quackery" cluttering up the field (Gendreau et al., 2006; Latessa, Cullen, & Gendreau, 2002).

Much more work needs to be done in the area of the core correctional practices of therapists and the implementation of programs (Andrews & Bonta, 2003, p.311; Goggin & Gendreau, in press). I predict sizeable gains in treatment magnitude will accrue when more research on these issues becomes available. But it will be a long time coming because of the nature of the tasks to be evaluated and the fact that, as evidenced in the literature, so very few forensic psychologists are interested in designing and running treatment programs (Gendreau et al., 2006; Otto & Heilbrun, 2002). We cannot lose sight of the fact that the most useful thing we can do as psychologists is to be at the forefront of the treatment enterprise.

Let me end this section on a positive note. The most persuasive evidence that the principles of ECT work will come from a surprising source, that is, criminologists. Despite that discipline's long standing antipathy to

treatment (Cullen & Gendreau, 2001), one group of renegade criminologists (well, one is a psychologist), operating within a program evaluation framework, are in the process of generating substantial correlations between treatment program quality (using the CPAI-2001) with recidivism (see Lowenkamp, Latessa, & Smith, in press). The results they have produced are impressive. Moreover, their results are based on what Mark Lipsey designates as routine or practical programs, which counters the cynicism that positive treatment results come only from exemplary demonstration programs conducted under the most favourable of circumstances (cf. Gendreau et al., 2006; Smith, 2006).

Finally, as to theoretical developments regarding treatment, I think the envelope has been pushed about as far as it can go. Two thumbs up for Andrews and Bonta's general personality and social psychological theory in this regard (Gendreau, Smith, & French, 2006).

Prison Research

My concern here is specifically with the development of programs that will make prisons safer and easier to manage (i.e., reduce misconducts) and have long-term effects on recidivism (cf. Gendreau & Keyes, 2001). Criminologists have given up on prisons (F. Cullen, personal communication, May 24, 2002) and very few psychologists in the United States seem interested except for Bob Ax, Craig Haney, and Glenn Walters amongst others. So, it is up to what Frank Cullen calls the "Canadian school of rehabilitation" to fight the good fight. In so doing we cannot lose sight of the goals set by pioneers like Jim Bonta, Frank Porporino and Ed Zamble who focused on looking into the black box of prison life. Presently, we have a better idea as to what works in predicting and reducing prison anti-social behaviour (French & Gendreau, 2006; Gendreau, Goggin, & Law, 1997; Kroner & Mills, 2001; Smith, 2006). We now have what I consider to be the best prison treatment study published to date that demonstrates lower recidivism rates as a result of following the principles of ECT (Bourgon & Armstrong, 2005).

In addition, we need more prison psychologists to follow the lead of the Saskatchewan group; theirs is the kind of work that shows what psychologists can do to make prisons function more effectively (see DiPlacido, Simon, Witte, Gu, & Wong, in press; Wong et al., 2005; also see the national study by Smith, 2006). But so much more needs to be done. The literature is sparse. Consider also that incarceration rates may dramatically increase in this country. If the Conservatives live up their election promises, which some press reports estimate as 23 new prisons and an increase of spending of 5-12 billion, then it is going to be interesting times.

Knowledge Cumulation

Don Andrews and I conduct training sessions together on the CPAI-2000. When I get on this topic I can see the panic in his eyes. He usually flees the room, which gives me even more time to launch into a Fidel-like polemic. You know how to make enemies quickly? Just tell everyone they are making a mess of reporting on the utility and precision of their data and furthermore, doing a less than stellar job of communicating the valuable results we are generating in our field to help people and organizations in need. No one seems to be much interested in the effect size. That is where the action is. It is not in null hypothesis significant testing (NHST).

Currently Paula Smith, Lisa Best and I are leading a research group documenting the misuse of NHST in criminology and forensic psychology. For the interested reader, the bases of our argument can be found in Gendreau (2002), Schmidt (1996), Hunter and Schmidt (2004) and Smith, Best, Stubbs, Archibald, & Robertson-Nay (2002). Almost invariably, authors falsely conclude there is no effect when there is, a significant result is easily replicable, and $p < .01$ is better than $p < .05$. None of these assumptions are true. Rarely do authors estimate the precision of their results and the need for replication. There is little awareness that much of our research in various areas agrees. As to the latter point, I recommend reading Tables 1 and 2 in Schmidt (1996), the most important tables ever produced in knowledge cumulation! There is also an unhealthy pre-occupation with Type 1 errors when the last thing we are interested is falsification, rather we should be concerned with confirmation (reducing Type 2 errors) and replication. I could go on but will leave you with what our discipline's statistical deity Fisher really said about NHST, that is, NHST does not lead to any probability statement of the real world and it is the most primitive type of argument in the hierarchy of statistical arguments (see Mulaik, Raju, & Harshman, 1997).

OK, I realize it is time to get my meds changed, but for those readers who think this is a tempest in a teapot stay tuned for the results of our studies in this area. In the meantime use graphs, report CIs, means and use easy to understand descriptive statistics like the binomial effect size display (BESD), the common language statistic (or the area under the curve; AUC) to provide policy makers and practitioners a clear cut appreciation of how effective our prediction and treatment strategies are (see Gendreau et al., 2002 for an example of how life still goes on without NHST). At the very least do what Karl Hanson says; in reporting ones results please cite existing meta-analytic findings to see where your results fit into the bigger picture (Hanson & Broom, 2005).

In closing, recall the question mark I put in the title. Paul Meehl said that as one gets older grousing about things becomes a way of life. He could get away with it but for relative bottom feeders like myself, admittedly, grumbling is likely less justifiable. In any case thanks for the opportunity.

Footnotes

¹ For those readers interested in the "in press" articles, please contact paulgnd@nb.aibn.com.

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Special Feature: Pathways to Sexual Offending: Implications for the Criminal Justice System

By Sgt. Matt Logan Ph.D.,
RCMP Psychologist – Behavioural Science Unit, Vancouver, B.C.

Lyne Piché Ph.D.
Correctional Service of Canada, Senior Psychologist
Anton Schweighofer Ph.D.
Correctional Service of Canada, Senior Psychologist

In the last few years, the original concept of a crime cycle has evolved into a more complex theory of the sexual offending patterns of offenders. These patterns reflect life events, thoughts, feelings and behaviours that are present prior to a sexual offence. These patterns are now often referred to as a behavioural progression. Traditionally, these patterns are identified during the course of treatment in order to develop treatment targets and to aid in the development of relevant self-management strategies. In addition, identifying these patterns helps community parole officers to manage risk for reoffence. An understanding of an offender's behavioural progression has long been of help to parole officers. However, its' utility has also recently been acknowledged by police agencies that are increasingly in the forefront of managing the risk of high risk offenders who have been released to the community. This brief article will discuss how a behavioural progression is developed and how police in British Columbia are using behavioural progressions to help keep our communities safer.

The Development of a Behavioural Progression

As noted above, a behavioural progression includes the thoughts, feelings, behaviours and situations that an offender experiences prior to committing a sexual offence. Notably, the development of a behavioural progression is based on an examination of past behaviour. It is assumed that any possible future offence will follow past patterns of behaviour. Of course, such assumptions are not always valid. An offender's behavioural progression to offending may change over time. Nevertheless, as it is often said, the best predictor of future behaviour is past behaviour. In addition, clinical experience confirms that when offenders reoffend they often follow a very similar behavioural progression.

The identification of an offender's behavioural progression involves both an idiographic and nomothetic approach. In order to develop a behavioural progression that is useful and accurate it is necessary to obtain information that is specific to the offender. As such, it is useful to review all relevant documentation, examine collateral sources of information and interview the offender. These sources can be used to identify details about daily life activities, hobbies, schedules and the specific events that led up to an offence or series of offences. Direct observation of the individual, their behaviour and common reactions to various situations can also help

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inform the development of an accurate behavioural progression.

Recent research has also helped to identify dynamic risk factors that have been empirically shown to be related to risk for reoffence. Such research can help those developing a behavioural progression to focus on topics and issues which have been empirically shown to be relevant to risk for reoffence.

For sexual offenders, dynamic factors that are empirically derived and that have been shown to be related to the behavioural progression include: (a) intimacy deficits (defined as being the absence of lovers or intimate partners, emotional identification with children, hostility towards women, social rejection/loneliness and a lack of concern for others); (b) negative social influences; (c) attitudes supportive of sexual assault (defined as sexual entitlement, rape attitudes and child molester attitudes); (d) poor sexual self-regulation (defined by sex drive/preoccupations, sex as coping and deviant sexual interests); (e) poor cooperation with supervision; and finally (f) poor general self-regulation (defined as being impulsive, having poor cognitive problem solving skills, and negative emotionality/hostility) (Hanson & Harris, 1998). Factors that may be present immediately prior to a sexual reoffence include: emotional collapse, collapse of social supports, sexual preoccupations, rejection of supervision, substance abuse, negative mood, anger/hostility, and victim access (Hanson & Harris, 1998).

Notably, the development of a behavioural progression does not assume that negative life events or emotions are necessary precursors to offending. Researchers Ward and Hudson (2000) have played an important role in furthering our understanding of this point specifically and behavioural progressions in general. One of the elements of their model is to determine the goals of the offender. According to this model, offenders have goals that can be avoidant goals or approach goals. The offender who hopes not to reoffend but who makes choices that could or does lead to another reoffence has avoidant goals. The offender who seeks another reoffence and creates situations to assist him in reoffending is considered to have approach goals. This is a very helpful distinction in understanding differing offender behaviour. It allows for the existence of sexual offenders who do not have life skill deficits and yet continue to reoffend. Furthermore, by making this distinction, it is also recognized that the offender may feel positive emotions and may be experiencing positive life events prior to offending and that they do not always want to avoid reoffending as previously assumed (Yates, 2000).

The understanding that there are different pathways to reoffence has direct implications for the construction of the

behavioural progression. In some cases there will be an emphasis on negative emotional states and indicators of poor or misguided attempts to cope. Examples might include the presence of sadness or anger or loneliness and attempts to cope by using drugs and alcohol and/or sexual fantasy. However, in some cases such precursors may be notably absent and, given the understanding that the offender continues to see offending as a desired goal, there will need to be more of an emphasis on situational factors that would indicate that the man is setting up the conditions for an offence to occur. For example, the third author (A.S.) was providing community-based maintenance treatment to a recidivist pedophile who continued to view his offences in a positive light. In this case the behavioural progression included and emphasized the presence of attitudes that continued to be supportive of sexual offending and, based on his past pattern of offending, any indication that the offender was attempting to access vulnerable youths. The offender was subsequently observed developing a conversation with a male street youth and this led to his parole suspension. Notably, the conversation that was observed would likely have appeared innocuous to most observers but an understanding of the offender's behavioural progression highlighted its' likely significance.

As illustrated above, the nature of the behavioural progression may need to be modified if the purpose is to facilitate treatment and self-management or if the purpose is to solely or primarily serve as a supervision tool. Although these functions are not mutually exclusive there may be a need to modify the behavioural progression in some cases. For example, thoughts and feelings are internal events that are ultimately known only by the person having them. It is perfectly reasonable to include thoughts and feelings in the behavioural progression of an offender who is interested in self-management and who is willing to share these aspects of their behavioural progression with others. But, if the offender wants to reoffend and is non-disclosive, then there needs to be a greater emphasis on observable behaviours that indicate risk is increasing. The example of the pedophile noted above is illustrative. In his case, it was necessary to have a clear understanding of which observable behaviours could help inform the supervisory team that he was nearing reoffence.

Ultimately, the development of an accurate and useful behavioural progression necessarily combines an understanding of the dynamics of the specific offender, an understanding of the relevant risk factors for sexual offenders as a group and a clear understanding of the purpose for which the behavioural progression is to be utilized. The construction of a useful behavioural progression also weaves together the art of interviewing, a careful overview of offence

documentation and a critically minded integration of the information as a whole.

How Behavioural Progressions Can Help Police

Traditionally, behavioural progressions have been used to help treatment providers and offenders to identify treatment targets and relevant self-management strategies. For example, if it is clear that problems with anger in general and hostility toward women in particular are part of an offender's behavioural progression then it is possible for treatment providers and the offender to begin developing improved anger management skills and developing more positive attitudes and beliefs regarding women. A parole officer's understanding of an offender's behavioural progression also allows the officer to monitor relevant aspects of the offender's functioning and, if necessary, intervene prior to a new offence. Recently, the utility of knowing an offender's behavioural progression has led police to use the behavioural progression when monitoring offenders in the community.

Due to concerns regarding the release of high risk sexual offenders to the community, police in British Columbia initiated a project designed to identify, monitor and arrest high risk sexual offenders who were engaged in their behavioural progression and considered to be at increased risk for reoffence. The project was entitled the Integrated Sexual Predator Intelligence Network (ISPIN). The officers involved in this project used empirically-based measures and information to identify sexual offenders who posed a particularly high risk for reoffence. The highest risk offenders were identified and information was gathered regarding details of their offending behaviour, victim preferences, behavioural progressions and release conditions. The project also included provisions for surveillance of these offenders upon their release to the community. The Integrated Sexual Predator Observation Team (ISPOT) comprises a full-time unit of 10 police officers who are trained in surveillance techniques as well as in understanding sexual offenders and their specific behavioural progressions. Investigators are briefed on the individual's behavioural progression and the importance of observing breaches of court imposed conditions and intervening if there is evidence of a behavioural progression toward another sexual offence. Due to cooperation between Correctional Service Canada and police, the offender's behavioural progression is often known to the police. However, in some cases the investigator must piece together the elements that indicate that there is an increased risk of reoffence. The communication between corrections and police is vital. The police observation team reports supervision concerns to the parole and probation officers. Except in cases where immediate action is required, the decision to breach an

offender is made in full consultation between police and corrections.

In one case, police observed a man with a history of substance abuse and sexual assaults of stranger women. During the course of the observation, the man was seen buying crack cocaine, picking up a prostitute and then getting a hotel room. Given the nature of his past offences and the understanding of the man's behavioural progression, it was clear to the officers that the man was not only breaching the conditions of his release but was at significantly increased risk for a sexual offence. As a result, they intervened and arrested the man. In some cases the relevance of the observed behaviour is less obvious. For example, in another case the offender being observed was seen breaching a release condition related to being in the presence of children. Knowledge of the offender's behavioural progression helped the officer's determine that these breaches represented reason for significant concern. As a result, the officers conducted further investigation and determined that a sexual offence had already transpired. Based on the further investigation the officers arrested the man and charged him with sexual assault. Although the officers were not able to intervene prior to the offence, their understanding of the man's behavioural progression alerted them and helped ensure further investigation and likely helped prevent additional victims.

The relevance of behavioural progressions is not only limited to police who are surveilling high-risk offenders but also to judges who are in a position to consider the cases of men who have breached conditions. By being informed regarding an offender's behavioural progression judges are in a better position to determine the significance of observed behaviours and to then apply appropriate remedies. More education is needed in this area and the above authors have been providing training to the courts in order to help ensure that concepts such as the behavioural progression are understood by all members of the criminal justice team who are involved in the management of high-risk sexual offenders.

It is clear to all members of the criminal justice system and the public that it is essential to intervene in the progression to sexual reoffence. A clear understanding of an offender's behavioural progression allows treatment providers, parole officers, the police and the courts to do their jobs more effectively. The usefulness of knowing an offender's behavioural progression has been a mainstay for those treating sex offenders and for parole officers. Nevertheless, its use by the police represents a step forward in cooperation between criminal justice partners and illustrates how different arms of the criminal justice system can work together to ensure safer communities.

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Special Feature: History and Ideologies of Terrorism: A Middle-Eastern Perspective

By Wagdy Loza, Ph.D., C. Psych

In spite of the psychological effect of terrorism, few scholarly works have been completed and published in the area of psychology of terrorism. Most of the publications have been addressed by journalists, politicians, police, military and sociologists. Forensic/correctional psychologists are among the professionals that could make significant contributions to helping with the problem of terrorism. They have been taking the lead with the issues of preventing violence against others. Similarly they could take a leading role in combating terrorism by studying the terrorists' beliefs, feelings, cognitions, attitudes, and behaviour. The following is a brief presentation of two introductory issues related to terrorism. For psychologists interested in the field of studying Middle-Eastern terrorism, they must first have some background information which is imperative to be aware of to help them with understanding the roots of this phenomenon.

History. Terrorism is not a new phenomenon. Its history goes back to 66-73 AD, the time of the *sicarii* or the dagger men in Jerusalem. At that time, the *sicarii* assassinated Jewish collaborators, Roman occupiers, and used several methods that terrorized the inhabitants of Jerusalem. Similarly and much later a group called the Assassins, originally from Persia, killed and attempted to kill governors, rulers, and Kings of Jerusalem. Since early 1900s extremists with the goal of toppling some Middle-Eastern governments have attempted or have successfully killed several prime ministers, ministers and highly ranked government officials. For example in Egypt, within the last

50 years President Sadat has been killed, and a number of serious attempts have been made to assassinate his predecessor, his successor, ex-ministers, tourists, academics, and others intellectuals and writers who oppose their extreme views. Out of the Middle-East and since the events of 9/11, many terrorist acts around the world have been well publicized.

Ideologies. It is difficult to understand terrorism and its psychological underpinning without understanding the ideologies behind it. These are the foundation for the beliefs, feelings, and attitudes that influence the terrorists and contribute to their subsequent terrorist behaviour.

1. Societies are divided into House of Peace (Muslim societies) and House of War (the societies of the unbeliever). Muslim societies that do not strictly adhere to Muslim Laws as specified in the Holy Qura'n or non-Muslim societies are not considered true Houses of Peace. There must be a continuous state of war between the House of Peace and the House of War until the non-believers or the infidels adhere or converted to Islam, are killed or enslaved, or are subjugated to the Muslim community as inferior and pay extra taxes in order for them to retain their lives and property.
2. The man-made rules and laws that govern Muslim societies are laws made by ungodly rulers (apostates) and must be fought. There must be strict interpretation of the Holy Qura'n and return to the Laws made by God. Thus the first step is to fight and exterminate the current ungodly leaders of the Muslim world.
3. Western civilization with its democracy and modernity is considered corrupt. Only Islam possesses values that are needed for good world. Communism, capitalism and western materialism are considered godless and belonging to infidels. They must be fought with utmost vigor and power until they become weak, their state disappears and they submit to the law of Islam.
4. Adherence to purest forms of Islam will deliver them, their society, and the world from the ill of our time - especially world decadence, corruption, weakness, poverty and humiliation.
5. The current state of the societies is similar to the state of Jahiliya (ignorance) that prevailed in the Arabian Peninsula before the prophet Mohammad.
6. There must be a revival of religion and relationship between God and man via Jihad, to establish the true Muslim state. It is the duty of every Muslim to wage

- jihad (holy war) against the unbelievers or the infidels.
7. Muslim societies have decayed and become vulnerable to Western intrusion because Muslims have strayed from their religion. The restoration of the past glory of Islam is to be achieved by going back to the true Islam. This will guarantee a just world.
 8. The eventual goal of terrorists to create pure Islamic societies all over the world by creating a

nucleus of true Muslims to spread authentic Islam. To stimulate the masses, terrorists emphasize how Muslims are now suffering in Palestine, Iraq, Kosovo, etc. at the hand of the infidels. This gives the extremists a common bond of victimhood.

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STAYING CONNECTED ...

SECTION BUSINESS

Executive members continue to be busy behind the scenes, working diligently on their various areas of responsibility. The most notable development is the announcement of the first North American Correctional and Criminal Justice Psychology Conference. For further details, see page 17.

To stay current on Section Business, be sure to attend the Business Meeting at the Annual Convention in June!

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Andrews, D. A., Bonta, J., & Wormith, J. S. (2006). The recent past and near future of risk and/or need assessment. *Crime and Delinquency*, 52, 7-27.



Bonta, J., Jesseman, R., Rugge, T., & Cormier, R. B. (2006). Restorative justice and recidivism: Promises made, promises kept? In D. Sullivan & L. Tiffet (Eds.), *Handbook of Restorative Justice: A Global Perspective* (pp. 108-120). New York, NY: Routledge.



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Harris, G. T., & Rice, M. E. (2006). Treatment of psychopathy: A review of empirical findings. In C. Patrick (Ed.) *The handbook of psychopathy* (pp. 555-572). New York, NY: Guilford.



Harris, G. T., & Rice, M. E. (in press). Adjusting actuarial violence risk assessments based on aging or the passage of time. *Criminal Justice and Behavior*.

We report two studies that address age, the passage of time since the first offence, time spent incarcerated, or time spent offence-free in the community as empirically justified post-evaluation adjustments in forensic violence risk assessment. Using three non-overlapping samples of violent male offenders, the first study examined whether any of three

variables (time elapsed since the first offence, time spent incarcerated, and age at release) were related to violent recidivism or made an incremental contribution to the prediction of violent recidivism after age at first offence was considered. Time since first offence and time spent incarcerated were uninformative. Age at release predicted violent recidivism but not as well as age at first offence, and it afforded no independent incremental validity. Using age at first offence in place of age at release in actuarial instruments for sex offenders improved the prediction of violent and sexual recidivism. In the second study, using the same three samples combined, time spent offence-free while at risk was related to violent recidivism such that an actuarial adjustment for the *Violence Risk Appraisal Guide* could be derived. The results supported the use of adjustments (based on the passage of time) to actuarial scores, but only adjustments that are themselves actuarial. For inquiries, Dr. Rice can be reached at: mrice@mhcp.on.ca.



Hilton, N. Z., Harris, G. T., & Rice, M. E. (2006). Treatment approaches at Oak Ridge, the maximum security hospital a Penetanguishene, Ontario. In C. Newirth, C. Meux, & P. J. Taylor, (Eds.) *Personality disorder and serious offending*. (pp. 363-365). London: Hodder Arnold.



Loza, W., & Hanna, S. (in press). Schizoid Personality Disorder and predicting violence. *International Journal of Offender Therapy and Comparative Criminology*.

We believe that a relationship exists between Schizoid Personality Disorder and violent acts. The following case study is presented to contemplate such a possible relationship. There is a paucity of research on this topic. We suggest that further research closely examine the relationship between violent behaviour and those character traits associated with Schizoid Personality Disorder. If such a relationship is found, these character traits could be integrated with other risk factors known to predict violence. For inquiries, Dr. Loza can be reached at: LozaWF@csc-scc.gc.ca.



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Rice, M.E., Harris, G.T., Lang, C., & Cormier, C.A., (in press). Violent sex offences: How are they best measured from official records? *Law and Human Behavior*.

In the United States, sexually violent predator (SVP) commitment statutes generally require assessment of an offender's risk of subsequent sexual violence. Current actuarial methods for predicting sexual reoffending were actually designed to predict something else - charges or convictions for offences deemed sexual based on information obtained from police "rapsheets" alone. This study examined the referral and past offences of 177 sex offenders. Results showed that police rapsheets (and data based on them) under-estimated the number and severity of sexually motivated violent offences for which sex offenders were actually apprehended. Rapsheet violent offences seemed a more accurate index of the conduct addressed by SVP legislation than were rapsheet sex offences. We suggest that, when evaluating sex offenders for SVP status, actuarial instruments designed to predict violent recidivism (as measured by rapsheet violent reoffences) might be preferable to those designed to predict sexual recidivism (as measured by rapsheet sexual reoffences). For inquiries, Dr. Rice can be reached at: mrice@mhcp.on.ca.



KUDO KORNER

Want to give kudos to a Section Member?
Contact us.



We would like to acknowledge Dr. Wagdy Loza who will receive the *2006 Significant Achievement Award* at the upcoming CPA Convention in June 2006.

CONGRATULATIONS!



We would like to take this opportunity to thank Dr. Jeremy Mills, the Chair of our Section, for organizing the first North American Correctional and Criminal Justice Psychology Conference, which will run concurrently with the 2007 CPA Convention!

WAY TO GO JEREMY!



WE ARE PLEASED TO ANNOUNCE ...**The First North American Correctional
and Criminal Justice Psychology
Conference**

**JUNE 7-9,
2007
OTTAWA,
CANADA**

* Student Awards will be made for Poster presentations representing Excellence in Research

* Through Division 18, APA approved CE credits will be available to all who attend

Updated information about the conference will be regularly posted at www.cpa.ca/cjs/CJS_Welcome.html

Sponsoring organizations include:

- Criminal Justice Section of the Canadian Psychological Association,
- Criminal Justice Section of Division 18 of the American Psychological Association,
- American Association of Correctional and Forensic Psychology.

The Canadian Psychological Association (CPA) has generously agreed to provide administrative support for the conference which will run concurrently with CPA's annual convention.

Pre-conference workshops will be provided on a variety of topics.

Each day of the conference will be packed with symposia on a variety of correctional and criminal justice topics so that attendees will have choices to make between high quality presentations by leaders in the field.

A banquet is being planned for June 8, 2007 around the theme "A Celebration of Excellence". We will be honouring the career and significant achievements of some of our members.

There will be many opportunities for networking through social events.

Circle your calendar and plan to attend. We are aiming to make this the largest gathering of Correctional and Criminal Justice psychologists – ever.

**EMPLOYMENT OPPORTUNITIES**

**University of Saskatchewan
Saskatchewan Healthy Living
Services Research Chair in
Substance Abuse**

The University of Saskatchewan invites applications and nominations for a tenured or tenure-track *Research Chair in Substance Abuse* at a rank commensurate with qualifications. Ideally, the successful candidate will assume the appointment

as soon as possible. This position has been established as part of the University's Integrated Plan initiative in Public Health and through funding provided by *Project Hope*, an initiative of the Province of Saskatchewan.

The Province of Saskatchewan, through Project Hope, is committed to research and scholarly work directed at preventing and treating substance abuse. An integral component of Project Hope is the establishment of a Research Chair at the University of Saskatchewan.

The Chair will be an internationally recognized scholar with a focus on conducting research related to substance abuse issues in the province. The Chair's research will advance knowledge and information to support various treatment and prevention approaches in Saskatchewan. In addition, the research will emphasize the need for integration among health services (i.e., mental health) to promote successful substance abuse programming. Finally, there will be a significant linkage between the Chair's research agenda and public policy development. The Research Chair is intended to increase Saskatchewan's research capacity by attracting a world-class teacher-scholar, strengthening the training of highly-qualified personnel, improving the University's capacity, and ensuring effective use of research resources through institutional strategic planning.

The successful candidate will have extensive scholarship experience in an area of substance abuse and will hold a faculty appointment in an appropriate department with opportunity for a cross-appointment with the School of Public Health, an initiative currently being developed as part of the University of Saskatchewan's Integrated Plan. The successful applicant will be expected to attract and maintain substantial research funding from the Canadian Institutes of Health Research or other related granting agencies.

This position has been cleared for advertising at the two-tier level. Applications are invited from qualified individuals regardless of their citizenship. The University of Saskatchewan is committed to employment equity. Members of designated groups (women, Aboriginal people, people with disabilities and visible minorities) are encouraged to self-identify on their applications.

Applicants should send curriculum vitae, the names of three referees and a detailed summary of a proposed research program to:

Dr. Jim Germida, Vice-Provost
University of Saskatchewan
204.2 College Building, 107 Administration Place
Saskatoon, SK S7N 5A2 Canada
Email: jim.germida@usask.ca Fax: (306) 975-1026

For more information, visit:
<http://www.usask.ca/vpacademic/integrated-planning/plandocs/summary.php>
<http://www.publications.gov.sk.ca/details.cfm?p=10319>

**NEW INTERNSHIP AND POSTDOC PROGRAM IN
FORENSIC PSYCHOLOGY
with British Columbia's
FORENSIC PSYCHIATRIC SERVICES COMMISSION**

The Forensic Psychiatric Services Commission (FPSC) is offering a paid one-year Psychology Internship Program and a paid one-year Post-Doctoral Psychology Fellowship starting in September of 2006.

Time is divided throughout each week between several sites around Vancouver, B.C., with the main site being the Forensic Psychiatric Hospital (FPH) in Port Coquitlam. These training opportunities are designed to provide a wide range of experiences and training, primarily in the area of assessment in forensic contexts.

For further information, please contact Dr. Hugues Hervé of the Forensic Psychiatric Hospital at (604) 524-7950 or by email at hherve@forensic.bc.ca

Know of employment opportunities?
Let us know.

**Osgoode Hall Law School
Professional Development Program presents:**

**EYEWITNESS IDENTIFICATION AND TESTIMONY
STRATEGIES FOR AVOIDING WRONGFUL
CONVICTIONS AND ACQUITTALS**

Saturday April 8, 2006

Also included in the program is a special screening of the documentary film *After Innocence*, Winner of the 2005 Sundance Film Festival Special Jury Prize, Friday evening, April 7, 2006.

Join an outstanding faculty of leading psychologists, judges, legal and law enforcement professionals for this forum including special keynote speaker Jennifer Thompson featured in *After Innocence*.

For more information, please visit: <http://www.law.yorku.ca/pdp/>

UPCOMING CONFERENCES

**Canadian Psychological Association
67th Annual Convention**
June 8-10, 2006 Calgary, Alberta
www.cpa.ca

**STATIC AND DYNAMIC RISK ASSESSMENT
OF SEXUAL OFFENDERS
2-DAY TRAINING WORKSHOP**

**May 2 & 3, 2006 – Metro Convention Centre,
Toronto, ON, Canada**

**Presented By:
Simcoe Psychology – Dr. Dana Anderson, C.Psych.**

This 2-day workshop includes a research overview, specific instructions for administering and scoring the Static-99, Stable-2000, and Acute-2000, and several hands-on exercises. In addition to large group discussions, the practice utilizes role-play, and small-group and individual exercises to become proficient in using the risk measures for both incarcerated and community-supervised offenders. The workshop is designed for all stakeholders interested in best practices of risk assessment for sexual offenders, including treatment providers, supervising officers, managers, and researchers. Participants will not only learn the administration and scoring of the measures, but will also receive feedback and suggestions for obtaining information in adversarial contexts. Participants will also receive all of the measures, interview guides, and scoring sheets, with no restrictions on duplication for their own use.

To register or for further information go to www.simcoepsychology.com or email Dr. Anderson at dana.anderson@rogers.com.

Simcoe Psychology is pleased to offer a student discount on registration. The student registration is \$199 (GST included) and includes food/beverage breaks and complete workshop materials. Please go to www.simcoepsychology.com or email info@simcoepsychology.com for further information.

 **Canadian Evaluation Society Conference**
June 4-6, 2006 Charlottetown, Prince Edward Island
www.evaluationcanada.ca

 **British Society of Criminology Conference**
July 4-7, 2006 Glasgow, Scotland
www.britsoccrim.org

 **American Correctional Association's
136th Congress of Correction**
August 12-17, 2006 Tampa, Florida, U.S.A.
www.aca.org



**Association for the Treatment of Sexual Abusers
25th Annual Research and Treatment Conference**

September 27-30, 2006 Chicago, Illinois, U.S.A.
www.atsa.com

Note: Submission Deadline is earlier this year
 *** January 20, 2006 ***



American Society of Criminology Annual Meeting

November 1-4, 2006 Los Angeles, U.S.A.
www.asc41.com



MEMBERS ON THE MOVE

Jennifer van de Ven is now employed in Kingston as an Offender Counsellor for the High Intensity Sex Offender Program at RTC(O). Congratulations Jennifer!

Any more news? Contact us.

STUDENTS' WATER COOLER

The Students' Water Cooler is a forum designed to give students a voice. If you have any information, advice, or would like to communicate with other students through a submission, please contact us!

Graduate Training in Criminal Justice Psychology:

**Part 1: Communicating our Field to
Undergraduate Students**

Joseph A. Camilleri, Ph.D. Candidate, *Student Representative*

As a graduate student pursuing a career in Criminal Justice Psychology (CJP), also known as *forensic psychology* and *psychology and law*, I can appreciate the concerns raised by undergraduate students who know very little about the various aspects of CJP. Common questions raised by these students include: what exactly is it, what training is available, and what types of jobs are out there? Though my role as the Student Rep on CPA's CJP Section has focused on graduate student needs, an important group that could benefit from our services are budding researchers and clinicians at the undergraduate level. Considering many students inquiring about CJP may be inspired from popular shows such as *CSI* or *Criminal Minds*, there must be resources to provide them with a more accurate and less "Hollywood" view of the field. This two-part series on graduate training in CJP aims to

address this concern. Part I traces the experience of three undergraduate students interested in learning more about CJP and graduate programs in order to identify the current status of information quality and accessibility. In the next issue of *Crime Scene*, Part II will take a look back at Simourd and Wormith's (1995) important survey of CJP education and training in Canada, and will update any changes that have occurred in the last 11 years.

To prepare for this article, I asked three undergraduate members from the Quinsey Evolution and Forensic Psychology Lab at Queen's University to assume the role of a student interested in learning more about CJP.¹ These three students varied in their knowledge with the field, as well as their actual interest in pursuing such a job. Their goal was to spend approximately one hour on the internet to identify which graduate programs in Canada offer training in CJS, identify what type of information is available, and to report on their experience in getting this information.² The following summarizes what was found.

Locating Graduate Programs

None of the students were able to identify all programs in Canada that offer specific training in CJP. Simon Fraser University (SFU) and the University of British Columbia (UBC) were the two most cited programs offering specialized graduate studies. Interestingly, UBC no longer admits students into the forensic program, and active programs at Carleton and the University of Saskatchewan (UoS) were identified by only one person each. The CJP Section website was not on anyone's radar, even though a page is devoted to students with links to current CJP graduate programs.

Information Provided by Program Websites

Even though the results were limited to the websites that were found, a few interesting points can be made. First, only one website (Forensic Psychology at the University of Saskatchewan) received an overall positive review. The student who found the UoS site stated that it provided much of the information a student inquiring about the field would want. From a series of aesthetically appealing pages, there were descriptions of professors and their research, descriptions of the specific types of training programs, requirements for admission, and a listing of graduate research projects. The UoS website was also

¹ The author would like to thank Nicole Vigneault, Katherine Alexander, and Melissa Van Wert for taking the time to help with this exercise.

² Drawbacks to the methods I applied are: (1) small sample; (2) restricted time to search for the information (i.e., students were asked to spend no more than one hour); and (3) reporting only on websites that were found in that restricted time.

complemented on being well organized and easy to navigate.

Second, though other websites provided much of the same information, important comments and recommendations were expressed. Many websites were described as being difficult to navigate. One student even described the experience as being stuck in "cyberspace circles". Most students would have liked to see more information on current research projects, specialized information about CJP (even though there was sufficient information about the general program, such as a Ph.D. in clinical psychology), and more information on specific training opportunities. There was also very little information, if any, on the types of jobs these programs are designed to prepare students for.

My Experience

My search for programs was fairly easy because I have been studying in the field for a few years and I have become familiar with the various CJP graduate programs in Canada. The general finding was that all the information deemed important for inquiring students could be found on the internet, but it required some prior knowledge and more time to search. The most laborious aspect of the search, it seems, is to synthesize information from multiple websites. A useful recommendation from this observation is to have a central website that describes CJP and all its tenets. For example, the student portion of the CJP Section website could allocate space for comparing programs in terms of the program type (i.e., clinical, applied, and basic), training opportunities (e.g., internships), and courses offered.

In the past few years we have lost two and gained two CJP training programs. Eleven years ago, Simourd and Wormith (1995) identified UBC, Queen's, and SFU as having structured CJP programs. Today, my brief search identified Carleton, UofS, and SFU as having structured programs. The greatest concern comes from our finding of a single self-directed program.³ Simourd and Wormith found 12 such self-directed programs. In Part II of this series, a more thorough search will identify whether a true decline in self-directed programs has occurred. If so, this trend should be alarming if the supply of new professionals does not meet the demand from correctional and academic institutions. More relevant to this paper, opportunities for self-directed training are more likely to go

³ Individualized training means: (1) based on the supervisor's research interest, the student can conduct thesis/dissertation research in criminal justice settings or on CJP topics; and/or (2) the student may have the opportunity for clinical or applied training in a criminal justice setting (e.g. internship/practicum).

undetected by inquiring undergraduate students. This topic will be covered in greater detail in Part II.

Summary and Conclusions

Overall, students had trouble identifying all the current programs that offer graduate training in criminal justice psychology. When they did locate programs, the information made available ranged from "old-school looking", "difficult to find", and "not updated" to "really well organized". Upon further investigation, it appeared as though the information could be found with a little bit more searching. The results from this exercise suggest a more thorough survey of both structured and self-directed graduate programs is warranted and that results should be centralized on the CJP Section website. In the near future, ways to effectively disseminate this knowledge should also be considered, especially because none of the students identified the CJP Section website as a source of information.

Your Input

Having said all this, it is quite possible that our experiences were different from your own. If this is the case, then we would like to hear from you. Considering I plan on following up on the suggestions identified in this article (I double as the CJP web coordinator), any questions or comments would be appreciated. Otherwise, stay posted for the next issue when a summary of current CJP graduate program offerings will be covered.

References

- Simourd, D. J., & Wormith, J. S. (1995). Criminal justice education and training: A survey of Canadian graduate schools of psychology. *Canadian Psychology, 39*(3), 213-220.

Achieving a Balance between Work and School

Terri-Lynne Scott, B.A., Carleton University

When I was originally approached to write an article about working and going to school, I was not exactly sure what to say. For the past 6 years, working and going to school has been the focus of my life; I was not sure what more I could say about it. When I reflected back however, I was able to identify a few keys to the success in accomplishing this challenging endeavour.

In January 2000, while working at a hi-tech production company, I began my undergraduate degree in Biological Psychology at Carleton University. A few months later, I changed my focus from science to social science and began a degree in the Criminology program, from which I graduated in February 2004.

During the third year of my undergraduate degree, I became employed part-time as a student for the federal government, through the Federal Student Work Exchange Program (FSWEP). It was at this time that I left my employment with the hi-tech company, in pursuit of employment experience in my field of study. Through this employment I really began to achieve a more holistic integration of the materials that I had been studying. It was also at this stage of my academic career that I came to realize my weaknesses in essential professional skills. Although I had always excelled academically, I came to realize that I lacked the experience of the application of this knowledge. As I began to become involved with different research projects during this employment, I was able to expand my knowledge and acquire the necessary skills to become more competitive in the workplace; skills and knowledge I would not have acquired solely through academia.

In order to achieve a balance between work and school, efficient time management and organizational skills are fundamental. In order to maintain both my employment and full-time status as an undergraduate student, two afternoons a week were devoted to attending classes on campus and evenings and weekends were spent watching the remaining courses on Carleton University's ITV. Needless to say, without time management and good organizational skills, this undertaking would not have been possible.

Having managed to successfully complete my undergraduate degree in Criminology with highest honours and knowing full well the challenges that would lie before me, I decided to pursue a Masters of Arts in (Forensic) Psychology. At the time of this decision, I was working full-time as a research assistant for the federal government and expected to be registered as a full-time student in the Masters program. After a year and a half, I am currently working on the final stages of my Masters thesis and have been able to maintain my full-time employment status to date.

All of this is not to say that I have not faced many challenges and great resistance over the years working and going to school, both personally and professionally; I constantly struggle to prove myself in both domains. At school, I am forced to prove that I am a serious student and that my employment does not interfere with my ability to excel. At work, I feel a need to prove that I am a determined and dedicated employee - challenged by a need to request time off for studying or to write exams. I have been very fortunate to be employed with colleagues who value the importance of academic achievement and success as much as I do.

In my experience (which may be different from that of other students), the disadvantage of working and going to school has been the lack of funding. I have learned that even though I have been able to maintain good grades, they are not high enough to win scholarships; I do not qualify for a great deal of external funding because of the money I make from my employment; and I simply do not have the additional time to spend searching and applying for awards that I may potentially qualify for. Despite an income from employment, combining the cost of living a modest lifestyle with the rising cost of tuition, makes the expenses barely manageable.

Overall, however, I feel that having the opportunity to attend school while maintaining full-time employment has afforded me a very rich experience and taught me the skills to be successful in a highly competitive job market. Both working and going to school has allowed me to integrate the skills learned on the job with the knowledge learned through academic teachings and will hopefully put me at an advantage to be successful in the pursuit of a career.

The Perfect Poster

By Guy Bourgon, Ph.D.
Director-at-Large: 2006 Conference Programme

The poster session is one of the special highlights at the annual CPA Convention. Poster presentations are a wonderful means of disseminating information quickly to a large audience. For me, it is an opportunity for quick access to researchers and various projects all in one place, at one time. Preparing a poster can be a challenge, especially for students or other first time presenters. What should be on a poster? How much information should be included? Disseminating research through a poster presentation can be rewarding both for the presenter and for the audience. Of course, students presenting posters on criminal justice topics have added incentive - the Criminal Justice Section of CPA will award a cash prize to the student with the best poster. Below are some helpful guidelines for those preparing and presenting posters.

Preparing Posters

Good posters start with good research - that is a study with interesting and relevant questions and one that provides convincing evidence (e.g., sound methodology and results) regarding the answers to these questions. A good poster conveys this information quickly to the viewers and should be easily observable.

Posters are visual displays. Information, when possible, should be presented visually (as opposed to written). The display should be pleasing to the eye but not overly busy;

avoid including unnecessary or distracting visual information such as multiple fonts, colours, or complicated backgrounds. Remember, a quick look at the poster should peak the person's interest and invite them to take a closer look.

A poster is not an article; rather, it is a "visual" abstract of the study. Keep posters and the information on them short and concise. Highlight and direct the viewer's eye to the most salient points. Provide enough information to give the viewer the "gist" of the study. It is useful (and appreciated) to have a more detailed handout of the research that can be provided to the viewer when requested (e.g., references and contact information).

Presenting Posters

Hanging up your poster and having handouts available is important, but being there to answer questions and discuss the study is critical. For me, this interaction fosters

critical thinking and energizes us researchers. It is also a great chance to network with others in your field.

A useful way to view poster presentations is to think of a poster as a "window display" in a store. Try to lure "shoppers" (the audience) into the store and involve them in a more detailed discussion of the "product" (the study) on display.

HAVE A MINUTE?

Think of how you can become
more involved in *Crime Scene*.

Email us.

Wishing you a successful CPA conference season!
