

THE IACFP NEWSLETTER

FORMERLY THE CORRECTIONAL PSYCHOLOGIST

Vol. 44, No. 3

July, 2012



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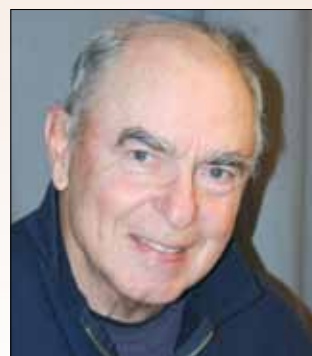
A Publication of the
International Association for
Correctional and Forensic Psychology

INTRODUCING MULTI-AXIAL CLASSIFICATION FOR CRIMINAL JUSTICE AGENCIES: DESIGN, PURPOSES, AND BENEFITS

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Criminal justice information technologies (IT) are steadily building system-wide integrated databases, interagency data sharing and more comprehensive offender data profiles to support multiple agency decisions. Ideally, such IT advances should facilitate practitioner efforts to understand, control, and treat criminal behavior. Yet, the positive changes everyone expected are not easily being achieved. Instead, the tremendous amount of data being generated in many agencies may overwhelm and often immobilize decision makers. More data alone is not an answer. A critical challenge when given more comprehensive offender data is that it must be summarized, organized, synthesized and interpreted to yield effective interventions. The goal of this article is to introduce multi-axial classification (MAC). This is an information organization strategy that has emerged in several other people-processing institutions to help caseworkers and decision makers better interpret, manage and provide services to their clients.

Driven by rapid IT development of interagency data sharing, most large human services organizations have also faced information overload, e.g., medicine, nursing, psychology, psychiatry, and child and adolescent psychopathology. Several of these disciplines have adopted the MAC architecture for making sense of complex case data. This approach systematically organizes case data into



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several coherent axes to facilitate both classification and case interpretations in helping practitioners match assessments to interventions. It also has great advantages for administrators facing data-intensive tasks of monitoring, policy studies, and evidence-based practice studies. Correctional systems have not yet used the multi-axial approach—and surprisingly, there are very few references to it in the criminal justice literature. This article describes a pilot application of MAC in the Michigan Department of Corrections conducted by Northpointe Institute. The findings suggest that the MAC approach offers a better way to organize data to facilitate decision making across a spectrum of criminal justice decisions, while avoiding problems of data overload, paralysis by analysis, as well as improving classification functions. This article describes the basic concepts of multi-axial classification, its adaptation for corrections and describes results of a pilot test of the MAC approach in Michigan prisons.

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INTERNATIONAL ASSOCIATION FOR CORRECTIONAL & FORENSIC PSYCHOLOGY

The IACFP Newsletter is published every January, April, July, and October, and is mailed to all International Association for Correctional & Forensic Psychology (IACFP) members. Comments and information from individual members concerning activities and related matters of general interest to international correctional mental health professionals and others in international criminal and juvenile justice are solicited. The IACFP endorses equal opportunity practices and accepts for inclusion in *The IACFP Newsletter* only advertisements, announcements, or notices that are not discriminatory on the basis of race, color, sex, age, religion, national origin, or sexual orientation. The IACFP is not responsible for any claims made in a newsletter advertisement. All materials accepted for inclusion in *The IACFP Newsletter* are subject to routine editing prior to publication. Opinions or positions expressed in newsletter articles do not necessarily represent opinions or positions of the IACFP. Please send material for publication or comments to Dr. Robert R. Smith: smithr@marshall.edu. Deadlines for submission of all material are:

January issue—
September 1
April issue—
December 1
July issue—
March 1
October issue—
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What is Multi-Axial Classification?

Classification in all large human services agencies, including prisons and jails, supports multiple policy goals. Thus, a first basic feature of the MAC strategy is that, rather than trying to address all of these goals primarily using a single omnibus classification, it explicitly designs several specialized offender classifications aligned to each major agency purpose (e.g., risk prediction, public safety, effective treatment, reentry classification). Second, each axis contains specific information to design these separate specialized classifications. Third, each classification uses statistical techniques that are carefully selected to achieve optimal accuracy for its specific purpose. Fourth, these several classifications are seamlessly integrated and coordinated within a single system-wide database, that also contains axes focused on treatments and outcomes. The approach of these multiple axes thus achieves a comprehensive diagnostic assessment of offenders from initial intake to post-release outcomes.

Separate Classifications for Different Correctional Purposes

While the use of multiple classifications for different purposes is not a new idea, many correctional administrators and staff have only vague and often incomplete ideas about the multiple institutional purposes of classification or kinds of classifications needed for their agency. Moreover, many existing agency classifications are stand-alone systems with little effort to coordinate them into a coherent strategic plan to address different goals. In a MAC, the different classifications

are seamlessly integrated, giving a comprehensive assessment of each offender. Since each separate classification is aligned to a different major purpose, a total MAC system addresses a range of key institutional goals. Figure 1 indicates seven major axes that broadly match those of other human services agencies. These are adapted in this study for criminal justice – and specifically for a statewide prison system.

Seven Axes: A Multi-Axial Classification Design for Corrections

The MAC design in Figure 1 has seven (provisional) axes giving a comprehensive framework for understanding and managing offenders from intake through post-release outcomes. In this design, certain axes overlap and may be combined (e.g., Axes BC) giving a simpler framework. Other axes (e.g., Axis D) may have several subaxes addressing different predictive goals. The content and goals of each axis are as follows:

Axis A – Offender Classifications Based on Criminal Behavior Patterns and Histories. This axis describes offender's criminal behavior patterns while excluding all causal or explanatory factors. It parallels the *DSM-IV* Axis 1, by focusing only on observable symptoms and behaviors, while excluding theoretical or causal factors. It includes the offender's current offenses, prior offense history (both juvenile and adult) and other criminal history features. It thus goes well beyond the single presenting offense by classifying offenders into relatively homogeneous classes based on offense patterns, frequency, seriousness, age of onset, criminal versatility, vio-

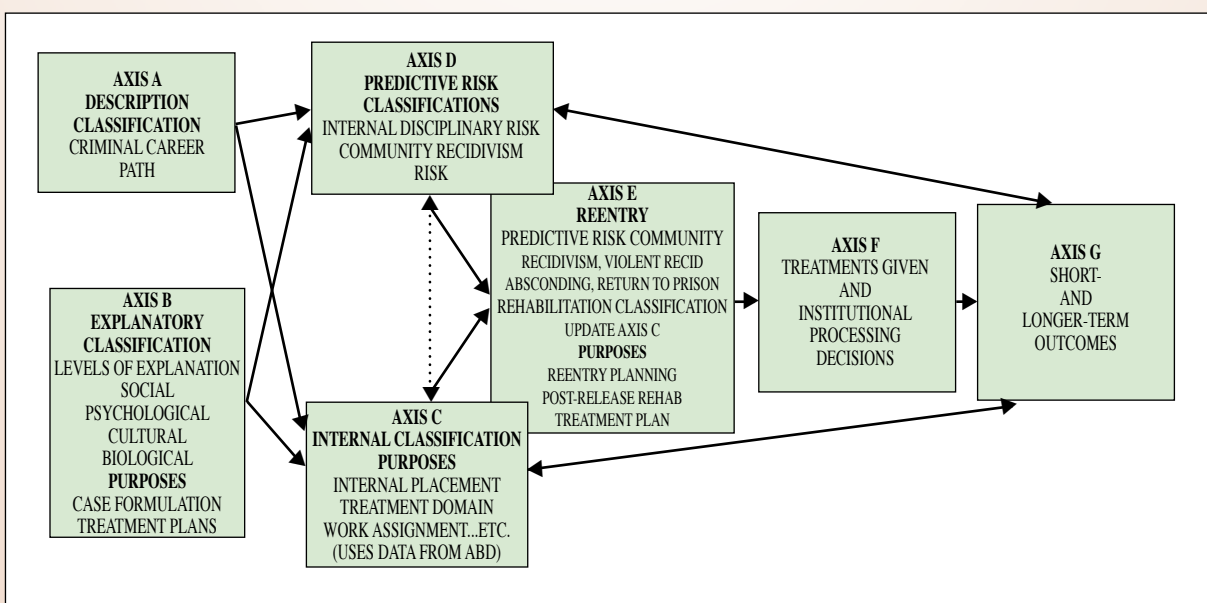


Figure 1: Proposed Multi-Axial Domains for a Correctional Classification System

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lence levels, and similar factors. Axis A avoids the use of the single presenting offense as a primary conceptual definition of a case category. We view this practice as an over-reliance on the current offense and as an incomplete and misleading classification.

Axis B – Explanatory Classifications of Criminal Behavior. Axis B focuses on major causal factors that underlie criminal behavior (social, psychological, etc). It is evidenced-based by using validated theory and meta-analyses to select major validated causal factors linked to criminal behaviors. Such explanatory classifications aim to help practitioners reach valid case interpretations based on empirically identified patterns of criminogenic factors (e.g., antisocial peers, antisocial thinking, social exclusion). We acknowledge that the search for theory-guided classifications of criminal behavior has a long and frustrating history (Warren, 1991; Brennan, 1987, Van Voorhis, 1994, Megargee, Carbonel, Bohn, & Sliger, 2001). In fact, there is no standard approach in corrections to explanatory classification, and much dissatisfaction regarding oversimplified information content of current agency classifications (see Brennan, Wells, & Alexander, 2004, Chapter 8). Recent Fourth Generation (4G) assessments such as the LSI (Andrews & Bonta, 2007) or COMPAS (Brennan, Breitenbach, & Dieterich, 2009) both include criminogenic causal factors to support effective case formulation and treatment planning. However, many correctional agencies continue to ignore explanatory classifications, and are content to use very simple security classifications largely based on static criminal history factors, or psychological instruments with little criminogenic content. Thus, there is a serious gap in criminal justice for comprehensive theory-guided risk and needs assessment based on validated factors to support explanatory understandings of offender behaviors. Some recent work on theory-guided classification is illustrated in Brennan, Wells and Alexander (2004) who describe links between the information content of the Management Information Systems Design and Axis B explanatory classifications and Brennan, Breitenbach, & Dietrich (2010) in developing an explanatory Axis B classification for women offenders.

Axis C – Internal Classifications for Prisoner Management and Programming. Axis C addresses the complex functions of internal management of offenders by providing an internal classification. These classification approaches have emerged primarily in prisons and aim to combine both explanatory and management goals in guiding offender management, placement decisions to appropriate programs, work assignments as well as decisions regarding internal safety, security levels, and so on.¹ Thus, for certain agencies, Axes AB can be combined into a single integrated system.

We experimentally explored this approach in Michigan and describe the results below. However, arguably this may make Axis B potentially redundant since the main function of the Axis B function (explanation) in many cases, often can also be achieved by the more complex internal systems of Axis C. In the present MAC formulation both Axes BC are presented (with potential later fusion, based on administrator preferences).

Axis D – Predictive Classifications. Criminal justice agencies also must conduct predictive risk for several key outcomes (e.g., disciplinary problems, absconding, parole failure, violent recidivism) and may require separate predictive classifications. Thus, Axis D will contain sub-domains focused on several risk classifications, e.g., offender's likelihood of recidivism, return to prison, probation failure, disciplinary problems, and so on (Brennan, 1993; Brennan, Dieterich, & Ehret, 2009). The Salient Factor Score of the United States Parole Commission, for example, classifies offenders for risks of recidivism and parole failure. Most predictive factors emerge from Axes AB (e.g., age at first offense, frequency of prior arrests and convictions, antisocial peers, number of pending charges, and so on). However, the key criterion for inclusion in a predictive classification is whether a factor improves predictive accuracy. Furthermore, different criterion outcomes (e.g., absconding, drug relapse, return to prison) require different sets of specific predictors. Predictive classifications from Axis D should not be used for purposes such as treatment planning since they are not designed to explain criminal behavior and may have no treatment implications, other than the intensity of programming in accordance with the Risk Principle.

Contemporary predictive classifications also use different statistical methods such as multiple regression, classification and regression trees (CART), and newer artificial intelligence methods such as random forest trees, neural networks, genetic algorithms, etc. Unfortunately, the artificial intelligence approaches, while often giving good predictions, are black box methods in that they may give no clear explanation of why they predict—the underlying mathematics is mostly inscrutable and may not help the decision maker justify or explain why a particular offender is scored high or low risk.

Axis E – Reentry Classifications. In designing a MAC for correctional agencies we found that a specialized Axis E was required for reentry planning for long-term prisoners. This contains several additional factors critical for assessing longer-term prisoners. With long-term prisoners, such data progressively accumulate on prison adjustment, treatment successes/failures, family contacts, and several pre-release

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factors (e.g., housing plans, financial support, employment plans, social supports). These data steadily accumulate and are essential for longer-term prisoners (e.g., 3-5 years and above) and can update both risk- and treatment-relevant assessments and classifications. Two subaxes may be delineated as follows:

(a) *Prognostic risk predictive pre-release classifications.* These are risk assessments that update earlier Axis D risk models, by adding information from Axes FE such as in-prison adjustment, disciplinary record, program completion, attitudes, performance, and pre-release planning factors to develop more accurate predictive models for post-release risks;

(b) *Reentry classification to update treatment plans* (update of Axis C). These build on the explanatory classification (Axis C) but incorporate in-prison behavior, work and program performances, and treatment participation and performance. This classification is used to guide reentry decisions regarding pre-release programming and plans for release and post-release follow-up services.

Axis F – Documentation of Treatment Recommended and Actual Treatments Provided. Axis F data document treatment and interventions, as recommended by criminal justice decision makers, and, also, those actually received by offenders. These data focus on intensity or dosage of interventions and are usually coded as raw scores for an offender's specific treatments. These data are critical for subsequent evaluation studies linking Axis F to relevant axes, e.g., FG relationships. Thus, Axis F has two broad subaxes as follows: (a) *Treatments ordered.* Usually by judges, case counselors, probation officers, etc., on the basis of their diagnostic assessments and case formulations in Axes ABC; (b) *Treatments and dosages received.* Treatment providers and/or probation officers, parole officers should document these data. One typically large class of offenders consists of those who receive no treatment and are simply warehoused.

Clearly, FG relationships are critical for evidence-based practice (EBP). Disorganized or missing data on this axis will wreak havoc on attempts to evaluate specific treatment programs and undermine any ability to answer the key

responsivity question of “What Works,” for what kind of offender. These more complex questions will require interaxial relations such as ABCF, while CF and EF relations are critical for understanding whether decision makers and agency staff are following the implications of their own diagnostic work in Axes ABC.

Axis G – Outcome Classifications. This axis gathers data on key outcomes (e.g., recidivism, drug relapse, new violent crimes, parole or probation revocations, etc.). Axis G is critical for “What Works” and EBP studies by forming the dependent outcome variable in such validation studies. The DG interaxial relationship addresses the predictive validation of risk-assessment models from Axis D. The FG axial relationships primarily evaluate program effectiveness, although other more complicated designs may involve BCF-relations to understand what interventions work for what kind of offender.

A Multi-Axial Classification System for Corrections: A Pilot and Validation Test

This section describes the preliminary design of a multi-axial classification for Michigan prisons. We relied heavily on the history and structures of other human services institutions in mental health, child psychopathology, and recent discussions of upgrades for the APA's *DSM-IV* (see Kupfer, First, & Reigler, 2002). Considerable input was obtained from seasoned administrators in the Michigan prison system. This design is now fully automated in the COMPAS system software. The axial content and specific classifications are as follows:

Axis A – Offender Classifications of Criminal Behavior Patterns. This identifies the major criminal behavioral history patterns of Michigan prison system detainees. Each prisoner is identified into one of several major behavioral prototypes in a classification, using a best-fit criterion in Axis A as follows:

Type 1 – Non-violent repeat drug offenders (n = 190). This prototype reflects extreme substance abusers, while showing low violence. The prototype also has above average affiliations

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with antisocial peers and boredom in leisure time.

Type 2 – Repeat domestic violence, violent offenses, and substance abuse (n = 86). This prototype reflects prior domestic violence, current domestic violence, prior violence, prior jail terms, and above average substance abuse. It is also above average for: antisocial personality, antisocial family background, unstable residence, and poor social adjustment.

Type 3 – Early onset serious delinquency and on-going adult violence (n = 98). This prototype is dominated by poorly educated young males with early onset of serious, often violent delinquency, that is continuing into a serious adult criminal career. Other characteristic features include high-crime families, antisocial peers and high-crime residential environments, antisocial personality, antisocial attitudes, poor social adjustment, and prison misconduct. The COMPAS risk assessment indicates high-risk for violent recidivism.

Type 4 – Late starters with low criminal history but a serious current violent offense (n = 214). This late-starter prototype falls well below the prisoner average for criminal and violent history, noncompliance, delinquency, with far fewer priors or disciplinary infractions, and few risk factors. However, many have a serious current violence charge.

Type 5 – Chronic serious violent offenders – early starters (n = 80). This category reflects the classic serious, chronic, and violent offender, with early and substantial delinquency and a versatile adult criminal history, including a mix of violence, noncompliance, substance abuse, domestic violence, etc. It appears to be an older hardened version of Type 3 with multiple risk factors and very high-risk for general and violent recidivism.

Type 6 – Lower risk, mostly non-violent minor offenders (n = 224). This late-starting prototype falls below the prisoner average for criminal involvement, current and prior violence, drugs, and domestic violence. It reflects multiple nonviolent mostly property offenses. Criminogenic factors are also well below the prisoner average. The COMPAS risk models corroborate this low-risk profile by indicating low-risk for recidivism, violence-risk, and absconding.

Type 7 – Late starting chronic drug offenders with other criminal involvements (n = 180). This prototype is a more serious version of the nonviolent drug users of Type 1. It has a longer criminal history, more extreme addictions, more non-compliance, and prior jail and prison terms. Criminogenic correlates indicate poverty, transience, some mental health issues, and disciplinary infractions.

Type 0 – Non-classifiable cases. About 17% of cases could not fit easily into any of the seven standard prototypes by presenting idiosyncratic, outlier or hybrid profiles. These are identified and must be dealt with on a case-by-case basis.

The above prototypes were tested for stability and reliability and consistently re-emerged in cross validation samples and when analyzed with different pattern recognition methods. As noted earlier, the COMPAS software includes an automated classifier method that calculates a best fit of each new individual offender into one of the seven prototypes.

Axis B – Explanatory Theory-Guided Classification. The explanatory classification uses a comprehensive array of well-established criminogenic explanatory factors to optimize the explanatory power of the classification. It addresses why the detainees commit criminal offenses and aims to offer guidance for critical treatment interventions. Membership calculations and degree of fit for each prisoner are again automated in COMPAS to give a class assignment to each offender. The overall structure of the explanatory classification is shown in Figure 2. It contains four broad categories, with eight more specific prototypes nested beneath them.

Type 1 – Higher functioning chronic drug abusers: Late starters, many with multiple DUIs (n = 151; 14%). This category contains mostly older late onset offenders with above average work-education, financial, and residential resources, as well as lower-risk lifestyle, few antisocial peers, more social supports and less leisure problems than most prisoners. The core problem is chronic substance abuse, linked to multiple DUI charges and prior jail terms, prior treatment failures, and noncompliance.

Type 2 – Subcultural high-risk offenders - socially marginalized, with low human and social capital (n = 120; 11%). This prototype reflects offenders with extreme social exclusion and subcultural influences (i.e., work-education failure, poverty, low social supports, and transience). They are immersed in an antisocial drug/crime subculture, with antisocial peers, few prosocial activities, drugs, and a high-risk lifestyle. Other strong tendencies include: antisocial personality, family criminality, and juvenile delinquency. Many have a violent serious offense pattern. The COMPAS risk models indicate a high risk for future violence and recidivism.

Type 3 – Socially isolated, poor, marginalized offenders with drug and mental health problems (n = 148; 13.8%). This prototype is similar to Type 2 in reflecting marginalized, uneducated, poor offenders with work-education failures, few prosocial activities, social isolation, drug abuse, some mental health issues, and antisocial personality. However, this group differs from Type 2, by mostly avoiding high-crime areas, criminal peers, and the antisocial subculture, all indicating lower subcultural influences. They also have lower criminality and less noncompliance than Type 2 although still above

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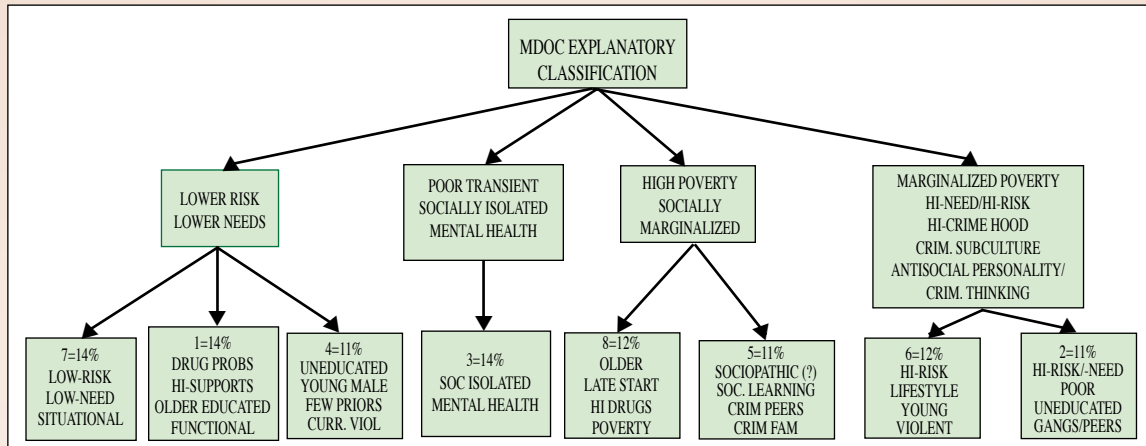


Figure 2: An Explanatory Classification of the Michigan DOC Prisoner Population

average. Recidivism and absconding risks are above average, but less than Type 2.

Type 4 – Non-marginalized young males with low criminal histories and serious current offenses ($n = 119$; 11%). This prototype gives no clear evidence of poverty, residential instability, high crime areas, social adjustment problems, serious substance abuse, leisure problems, or antisocial peers. However, one notable feature is poor work-educational resources. Although well below average for criminal history, this group is above average for a serious or violent current charges (18%), robbery (28.5%), weapons charges (32%), and sex offenses (14%). These charges are inconsistent with the relatively low criminal history and low explanatory risk/needs profile. They may represent the situational/accidental offender.

Type 5 – Early onset young males, with antisocial peers, attitudes and problem families - but some protective social resources ($n = 120$; 11.2%). This early onset prototype is similar to Type 2 with its pattern of antisocial peers, high-crime families, antisocial attitudes, poor social adjustment, poor job-educational resources, and juvenile socialization problems. It also has above average criminal history, juvenile felonies, noncompliance, and some violence and property offenses. It differs from Type 2 by showing several partially protective factors, e.g., less crime prone neighborhoods, some prosocial activities and social supports. The COMPAS risk models, however, indicate above average risks for recidivism and violence.

Type 6 – Violent young males from subcultural antisocial environments, high opportunity lifestyles and weapons – short criminal histories ($n = 132$; 12.3%). These young males live in antisocial environments, follow high-risk lifestyles, and have many weapons offenses. Perhaps their youthfulness may explain their shorter official criminal histories and incarcerations than most prisoners, particularly compared to Types 2

and 5. They appear adapted to, and socially supported in their subculture. Their criminogenic needs profile also differs from Types 2 and 5 and is only about average, while drug abuse is below average. However, the group is well above average for current violence (29.5%), current weapons (45%), homicide (7%), assaults (18%), and robbery (22%).

Type 7 – Late onset and low-risk/need offenders – many sex offenders ($n = 154$; 14.4%). This late-starter prototype presents few risk factors and below average criminal and detention histories. However, this group is notable for having above average current sex offenses (20%) and/or sex offense without force (5.2%) charges. These may link to their high current violence (18%) and weapons charges (19%). Otherwise, this group falls below other groups for all other offenses.

Type 8 – Poor, socially isolated and marginalized, older chronic drug offenders – mostly nonviolent ($n = 128$; 12%). This older late-starter prototype reflects poverty, social isolation, extreme drug use, unstable residence, and mental health issues. The group mostly avoids high-crime areas and criminal peers and offers few signs of criminal personality, criminal attitudes, early delinquency or early socialization, or family problems. Although a late starter, this group has a substantial criminal career, with above average prior detentions, noncompliance, and discipline problems. Current charges mostly involve drug possession, drug trafficking, or property offenses.

Axis C – Internal Classification. This axis combines the criminal history classification (Axis A) with the explanatory classification (Axis B) to produce a highly informative classification that functions as an effective internal classification. Space restrictions do not allow a detailed description in this article. However, it contains three broad categories (high, medium, and low) with nine subtypes classified under these

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three levels. (Interested readers may contact the lead author for full technical details of the Michigan MAC - Brennan, Breitenbach, & Dieterich, 2009). This classification strongly overlaps with Axis B, and we acknowledge that one of these two may be dropped due to this strong overlap.

Axis D – Predictive Classifications. Axis D focuses on risk prediction for several key outcomes that are used at different agency decision points across the full incarceration term. These predictive risk assessments include:

(a) *Predictive classification for disciplinary problems of new prisoners.* This scale uses the core COMPAS data to build a predictive risk assessment for disciplinary problems at prison intake using only readily available risk-factors;

(b) *Predictive reclassification for disciplinary problems with a standing population.* This risk model is designed to support routine reclassification of longer-term prisoners to predict the likelihood of new misconducts;

(c) *Predictive classification for general and violent recidivism at release from prison.* Separate risk assessments were developed for violent recidivism, general recidivism, and absconding. Each was validated in Michigan using a 3-year post-release time period. In other studies, they have produced predictive accuracy levels comparable to or better than other well-known predictive models (Brennan, Dieterich, & Ehret, 2009).

Axis E – Reentry Classification – for Both Male and Female Prisoners. This axis offers an updated explanatory/treatment relevant classification designed for reentry decisions. It incorporates Axes ABD data, prison adjustment, disciplinary and program-performance data collected during incarceration. It supports decisions for pre-release planning, security/surveillance, and post-release placements and programming. The women's reentry classification is noteworthy in incorporating a full range of women's gender-responsive (GR) issues (see APPA Perspectives - Brennan, Breitenbach, & Dieterich, 2010).

Axis F – Treatment Profiles Documentation. The COMPAS software suite includes data coding and data entry modules to track treatments recommended and treatments provided for the offender, as well as dosage information for each treatment type. This module can be customized for local agencies and programming services.

Axis G – Outcomes Documentation. Axis G is implemented in the COMPAS software to collect and code a variety of institutional and community-based outcomes (e.g., post-

release scores for violent recidivism, absconding, return to prison, job retention). This module is typically customized for each local agency based on local outcome practices of specific jurisdictions.

Conclusions and Implementation Issues

This design and pilot test of MAC is a first of its kind in corrections. Thus, the above design may be revised as our pilot agencies gain experience with the approach. This section discusses several design and implementation challenges that may require future revisions:

(a) *How many axes are required?* Although the Michigan prototype employs seven axes, most applied MAC systems use only four or five axes. This choice balances efficiency (brevity) against precision and comprehensiveness, as well as the number of decisions in each agency. The widely-used *DSM-IV*, for example, uses five diagnostic axes for case assessment. However, criminal justice and correctional settings include multiple agencies and stakeholders each with diverse decision goals, e.g., jails, prisons, probation, parole, judges, counseling psychologists, and others, as well as the offenders themselves. Given this diversity, a strategy that omits any of these axes may be unwise. It may also be appropriate, at this early stage, to consider a customized system for certain kinds of criminal justice agencies. The present system clearly focuses on the sequential decisions within correctional agencies, although each axis appears fundamentally important to all criminal justice institutions;

(b) *What should be the conceptual and practical content of each axis?* The design of axial content is determined by classification goals (e.g., explanation, prediction, treatment) and professional orientations and purposes of users at each decision point (e.g., probation, prison reentry). The key axes that may constitute a minimum requirement for corrections are likely to be the following, descriptive classification of current and historical criminal patterns, explanatory-etiological classification based on critical criminogenic explanatory processes needed to support case formulations and decisions for treatment, internal management and rehabilitation, and predictive classification for key risk outcomes linked to major correctional goals;

(c) *Within a major axis, is there a need for subaxes?* In other professional fields (mental health, medicine) certain axes in their MACs are so complex that they require several subaxes for different analytical levels. The most likely candidate for this approach in corrections is the explanatory-etiological axis. This might eventually require subaxes (e.g., personality, sociocultural factors, physiological-genetic, biosocial) since

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all of these levels contribute to criminality (Farrington, 2003; Mealey, 1995; Walsh, 2002). However, a perennial problem in designing an explanatory axis for corrections is plethora of criminological theories, each addressing only a part of the problem and emphasizing different variables (sociological, psychological, biosocial, etc);

(d) *What structural form is appropriate for an axis?* The structural form of each axis should employ a statistical method that best fits the core purpose of each axis. The following structural forms have dominated prior MAC systems, dimensional approaches have tended to dominate predictive classifications (e.g., regression, survival analysis, simple point scales), categorical approaches are common where the users require a case-based or person-centered classification as in Axes AB (e.g., latent class models, clustering methods, neural networks), mixed hybrid models are used for specific axis where there is a need to integrate dimensional and categorical structures into a single mapping (Millon, 2010). Considerable conflict exists over preferences for dimensional or categorical methods in the DSM literature (Millon, 2010). A similar controversy has emerged among criminologists (Osgood, 2005; Brennan, Breitenbach, & Dieterich, 2008);

(e) *Interaxial linkages – should they be used, and how?* A key feature of a fully integrated MAC is that each axis addresses different purposes within a single system. Thus, specific interaxial linkages can be important in addressing program evaluation studies, policy studies, EBP studies and validation tests of specific risk assessment tools. For case formulation these interaxial connections complement each other to provide a full understanding of each case (Cromwell, Blashfield, & Strauss, 1975; Millon, 2010);

(f) *Implementation strategies.* Finally, implementation issues are critical. One advantage is that many correctional organizations already use multiple (but stand alone) classifications, thus shifting to a MAC should be relatively easy for such agencies. Correctional systems that already assign an important role to classifications for housing and security placements, rehabilitation and treatment decisions and reentry planning should be readily able to map multi-axial classifications to their existing sequence of decision processes. The results should be safer facilities, lower costs, more effective treatment and programming, and a greater likelihood that offenders return to their community better prepared to function as productive citizens.

exander, Johnson, and Tulloch (2002) shows that some of these systems strongly overlap with Axis B by including some explanatory criminogenic factors. However, the factor selections mostly omit many key criminogenic factors and largely avoid the theory-guided approach. They emphasize several information categories: (a) behavior-based classifications using offenders disciplinary and compliance behavior (Quay, 1984); (b) personality classifications using instruments such as the MMPI (Megargee et al., 2001); (c) eclectic coverage of risk and needs assessments (Lerner, Arling, & Baird, 1986); (d) moral development levels as in the interpersonal maturity level system (Warren, 1991). The prior approaches described in Hardyman, Austin, Alexander, Johnson, and Tulloch (2002) arguably fail to cover many of the key factors needed to meet the purposes of explanatory classification.

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NOTE

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REINTEGRATION AND PREVENTION PROJECT FOR MARGINALIZED YOUTH IN TANGIER AND TETOUAN, MOROCCO

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In September 2010, the International Organization for Migration (IOM) began an extensive project in Northern Morocco for youth ages 12-24. The project is titled: "The Mohammed VI Foundation for the Reintegration of Detainees Project" (named for the current Moroccan king) and is funded entirely by the United States Agency for International Development (USAID), with a 2-year life span and the possibility of extension. The project focuses on various categories of marginalized youth in Moroccan urban neighborhoods who are in trouble with the law, troubled youth in or leaving prison, trouble youth who are too young for prison (minimum age for imprisonment in Morocco is age 18) and are ordered to stay in childhood safeguard centers (CSCs), and troubled youth who are placed by a judge in the community, but under surveillance. Besides these categories of marginalized youth, the project also targets other larger groups of vulnerable youth, in general, who may benefit from the project's preven-

tion programs. For this purpose, the project uses a variety of sensitization or awareness-raising activities in poor neighborhoods, at schools, youth centers, sport clubs, the CSCs, and prisons. The project is a collaborative effort utilizing the existing services from relevant government agencies, local youth-serving institutions, non-governmental organizations (NGOs), and other grass-roots youth-serving associations. Building this collaborative and supportive infrastructure for these vulnerable youth is an intended strength of the project.

Background

Today, youth in Morocco between 10-24 years account for about one-third (10.4 million) of Morocco's population of about 34 million. This "youth bulge" has created enormous stress on Morocco's educational, employment, and housing resources. As a direct result of this stress, Morocco's school

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MARGINALIZED YOUTH *(Continued from page 10)*

drop-out and illiteracy rates are unacceptably high. As in most countries, dropping out of school and being illiterate create sometimes insurmountable obstacles to finding production employment. The unemployment percentage among people under 25 in Morocco is 42%. It becomes a predictable but vicious cycle, dropping out of school, being illiterate, and not finding a job, puts these individuals into a much higher risk of getting into trouble with the law, especially if family and community support are lacking. As a consequence, in 2008, Moroccan officials reported 17,557 cases of children in conflict with the law. The vast majority of those children (72%) came from urban areas, 63% were male, and 9%, female. Of the current Moroccan prison population, about 12% are between the ages of 18-24. Because there are no juvenile programs in Moroccan prisons, minors in trouble with the law are typically sent to a childhood safeguard center (CSC) under the responsibility of the Ministry of Youth and Sports. Twenty such CSCs exist in Morocco, some open, others closed. Being sent to a CSC is not really considered to be detention. In contrast, Morocco has three reform and education centers which are considered detention for more severe cases. For petty crimes, juveniles may also be placed in the community under surveillance by an officer from the Ministry of Youth Sports.

Strategies

The project focuses on creative ways to provide vulnerable youth in urban neighborhoods between 12-24 with tools to build a more positive outlook and perspective on life. There is an individual approach and a group approach. The individual approach works with youth in prisons, in CSCs, or under surveillance in the community, and with school drop-outs, drug addicts, orphans or street children. Through counseling, mediation, and other interventions, these youth are less likely to commit crimes, use drugs, and clandestine migration* is reversed. The group approach targets at-risk youth in poor urban neighborhoods who are not yet in trouble with

the law. The focus in the group approach is on prevention and sensitizes these youth to make them more aware of life's risks and motivates and reinforces them to avoid these risks.

As indicated earlier, a strength of the project is developing existing Moroccan youth-serving organizations and relevant public agencies into a collaborative and supportive youth-serving infrastructure. By coordinating these efforts, the project is better able to provide vulnerable Moroccan youth with opportunities to help reduce the impact of isolation. By building these interagency and group relationships, the professionals in these groups also become indirect beneficiaries, further strengthening the overall positive effects of the project.

Activities and Results

A group of social workers began organizing and implementing project activities in Tangier in September 2010. An infrastructure was created to plan and coordinate with the various partners. For this, a Provincial Committee for the Prevention of Delinquency was established. The committee included the related government and civilian agencies and groups. Contacts in the field were made, in prison, the CSCs, youth centers, schools, and in sport clubs. As of December 2011, almost 500 youth in Tangier have benefitted, some by resuming school, some enrolling in vocational training, others finding employment or starting internships, others receiving psychosocial services, some returning to their family after family mediation and counseling, others enrolling in various skill training programs (e.g., computer skills, theatre), some receiving after-school support, and yet

"...As a consequence, in 2008, Moroccan officials reported 17,557 cases of children in conflict with the law. The vast majority of those children (72%) came from urban areas, 63% were male, and 9%, female. Of the current Moroccan prison population, about 12% are between the ages of 18-24...."

About the IOM: Established in 1951, the International Organization for Migration (IOM) is the leading inter-governmental organization in the field of migration and works closely with governmental, intergovernmental, and non-governmental partners. With 132 member states, another 17 states holding observer status and offices in over 100 countries, IOM is dedicated to promoting humane and orderly migration for the benefit of all. It does so by providing services and advice to governments and migrants. The IOM works to help ensure the orderly and humane management of migration, to promote international cooperation on migration issues, to assist in the search for practical solutions to migration problems, and to provide humanitarian assistance to migrants in need, including refugees and internally displaced people. The IOM Constitution recognizes the link between migration and economic, social and cultural development, as well as to the right of freedom of movement.

(Continued on page 12)

JAMES Q. WILSON DIES AT AGE 80

Doctor James Quinn Wilson died on March 2, 2012, at a hospital in Boston where he was being treated for leukemia. He was 80. Some pronounced Dr. Wilson as the most influential writer on crime in America. He was involved in creating the “broken windows” theory which later developed into community policing efforts throughout the country. In essence, the “broken windows” theory is a theory of crime causation. If a window in a building is broken and goes unrepaired, it signals that no one cares, so doing more damage costs nothing. To prevent crime, a community needs to repair broken windows and care for the downtrodden in the community, also considered by him to be broken windows. He taught at Harvard University from 1961 to 1987 and later worked at the University of California in Los Angeles and Pepperdine University in Malibu. Since 2009, he had been affiliated with Boston College and he lived in North Andover, Massachusetts. Doctor Wilson will be missed by many.



JAMES Q. WILSON

MARGINALIZED YOUTH *(Continued from page 11)*

others being helped to access media, libraries, or sport activities. Some youth benefitted from a financial grant assisting them to start their own businesses.

For the group approach, dozens of sensitization sessions were completed addressing the following topics: the risks of taking drugs, general health, STIs and family planning, citizenship, the importance of education and work, and the risks of clandestine migration.* These sessions were held in a participatory manner, with debates, using drama, play, and working together. So far, more than 9,500 youth have participated in these sessions and it is ongoing. A local youth theatre company, Darna, was contracted in December 2011, to develop new creative tools for future sensitization sessions, and also to perform theater plays for the target groups. To further build the relationship of partner-organization professionals,

various trainings and workshops were held in which more than 60 individuals benefitted, including prison wards. In January 2012, a second project site was opened in the city of Tetouan, Morocco, where another team of social workers is developing similar collaborative approaches to assist marginalized youth there.

***Clandestine migration.** Traffickers and organized networks (could be organized crime) in countries of origin and receiving countries put migrants in touch with employers offering clandestine work for unskilled and often illiterate or low-trained professionals. Wages for this work are typically below the legal wage, but the migrant is not in a position to contest. Candidates for this form of migration are often abandoned children.

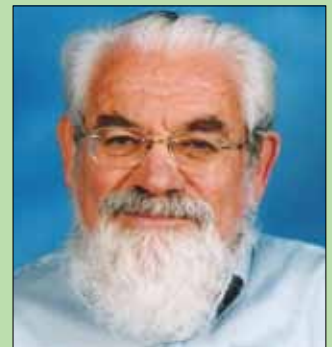
OFFENDER REHABILITATION PHILOSOPHY IN ISRAEL

Avraham Hoffmann, Founder and Former Director General of the Prisoner Rehabilitation Authority, Israel
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And the Story of Rehabilitation Began

In April 1984, the Prisoner Rehabilitation Authority opened its doors. On the door, I hung a sign titled: “Entrance is Through the Window.” All the new workers who came for their first day of work entered the office through that window, and from the look on their faces, it seemed as though they all began to regret their decision to work for me. The new workers, incidentally, were selected because they were excellent social worker and criminology students.

After they had all come in through the window, I opened the door and told them that the door will always be open. I wanted them to think that sometimes we need to think outside the box when it comes to working with offenders. And sometimes we need different perspectives in how to do that, not just what we learn in books.



AVRAHAM HOFFMAN

The Never Ending Story of Rehabilitation

We believe that rehabilitation is the beginning of a perpetual struggle, with no
(Continued on page 13)

REHABILITATION PHILOSOPHY *(Continued from page 12)*

end or limits, in which a person stands alone in a struggle with the offender. The PRA's philosophy is that there is no person who cannot be rehabilitated and that everyone has a right to a new beginning. However, it needs to be recognized that not everyone has the power or the ability to achieve the same heights, and that the beginning point in rehabilitation for each offender differs. Hence, measuring rehabilitation from a solely statistical standpoint implies reducing the value of the human being to merely a number and that, to me, is not acceptable.

The PRA legislation points out that ultimately the responsibility for offender rehabilitation lies with the offenders themselves who also need to turn to us for help. Helping them goes beyond the individual offender. Today, more than ever, we confront many contradictions from our old system of offender rehabilitation and misperceptions of the public, media, politicians, and others who blindly demand tougher sentences and longer prison terms. People seem to fail to see that tougher policies in dealing with offenders leads to the draining of limited public funds to build more prisons and those prisons that do exist, deteriorate quickly from overcrowded conditions. As workers in the PRA, we need to learn to help change the misperceptions about offender rehabilitation. To help with this task, I would like to point out how we live in a society in Israel that is based on the dignity and value of every human being, values taken from religion and the Bible. The offender rehabilitation philosophy in the PRA shares many of these same values and principles.

The Basic Law of Human Dignity and Freedom in Israel

Israel's Basic Law of Human Dignity and Freedom emphasizes that:

- (a) There shall be no violation of life, body, or dignity of any person;
- (b) There shall be no violation of the property of a person;
- (c) All persons are entitled to protection of their life, body, and dignity;
- (d) There shall be no deprivation or restriction of the liberty of a person by imprisonment, arrest, extradition, or otherwise;
- (e) All persons have the right to privacy and to intimacy;
- (f) There shall be no entry into the private premises of a person who has not consented thereto;
- (g) No search shall be conducted in the private premises of a person, nor in the body or personal effects;
- (h) There shall be no violation of the confidentiality of conversation, or of the writings or records of a person.

Punishment and Rehabilitation

The sages of Israel have said: "*It is not incumbent upon you to finish the task, but neither are you free to absolve yourself from it.*" (Aboth 2:21). We are being told to simply finish our task. In the Bible's book of Deuteronomy (Chapter 25: 2-3) it states: "*and it shall be, if the guilty one has incurred the penalty of lashes, that the judge shall make him lean over and flog him in front of him, commensurate with his crime, in number. He shall flog him with 40 lashes; he shall not exceed, lest he give him a much more severe flogging than these 40 lashes, and your brother will be degraded before your eyes.*" This quote explains to us the difference and the importance of differentiating between punishment and rehabilitation. In a word, punishment has a beginning and an end.

How Did We Innovate?

Israel created the PRA in 1983 which now emphasizes on offender rehabilitation after they are released. In my opinion, true offender rehabilitation can be completed only by a free person. As King David wrote in Psalms (23: 4-5): "*Even when I walk in the valley of darkness, I will fear no evil for You are with me; Your rod and Your staff comfort me.*" Punishment and rehabilitation of the released offender must be, according to King David, an integral part of the verdict, so, in my view, it shortens the imprisonment term and extends the period of supervised rehabilitation after release. The point of all of this is that true offender rehabilitation must be a continuum from punishment to rehabilitation. We must educate the public, the media, the politician, and others to change positions, to see offender rehabilitation not just as an incidental, but as a method that cannot succeed in the long run without significant public involvement.

In Israel, the revolution we had was that we did not confine ourselves to working only with offenders in the institution before their release. We created a process in the PRA for offender rehabilitation to continue into the community. In order to do that, we had to change attitudes of prison staff and the community professionals, including the social workers, criminologists, psychologists, and others. We had to work hard to obtain police, political, and court trust, as well as to convince everyone that our new ways would work.

The general public's attitude must also be changed in order to create an atmosphere that accepts the released offenders and offers social and political support to those who work with offenders. Rehabilitation of released offenders in the long run is impossible without public involvement in the process.

The PRA and I worked with kibbutz rehabilitation programs, Yeishivas, apartments with students, encouraging employers to hire released offenders, involving women's

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REHABILITATION PHILOSOPHY *(Continued from page 13)*

organizations who helped rehabilitate released female prisoners with their children. Eventually, an additional important by-product of engaging the public in the rehabilitation process was creating a group of natural promoters, constituting the social backup and support for the professionals. The major influence on the public is conditioned upon the change of attitude among the media, too. The media needs to be encouraged to be more balanced and report what we are trying to do with offenders and that we need help from everyone. Reports of

offender failure provide only one side of our story. We read only reports that sensationalize offender failure after their release. The media continue to overlook our successes. So, let me conclude by saying that it is up to all of us to educate others, to promote our philosophy of offender rehabilitation, and to solicit the help of everyone to help us with this very difficult job. Remember our sages who offered advice that we simply must finish our task.

OFFENDER REHABILITATION IN ISRAEL: THE ESTABLISHMENT OF THE PRISONER REHABILITATION AUTHORITY (PRA)

The PRA was established in 1983 by special legislation and began operation in April 1984. Some of its functions, as stated by law, include:

- To establish policy for the rehabilitation of male and female offenders of all religious denominations;
- To prepare, in conjunction with the Prison Services rehabilitation programs for inmates prior to release to ensure, in conjunction with the Adult Probation Services, that these programs are implemented;
- To work towards the absorption of released offenders into the community, with respect to employment, professional training, etc.;
- To initiate special assistance for released offenders within the existing social services;
- To aid the families of offenders during the period of incarceration and afterwards with the participation of the social service agencies of local municipalities and other groups;
- To encourage individual and group volunteer activities, including recruiting, training, and supervising volunteers;
- To work towards increasing public awareness about the problems involved in the rehabilitation of released offenders;
- To suggest relevant laws and to initiate research in this field.

IACFP

IN CASE PEOPLE ASK

The International Association for Correctional
& Forensic Psychology
provides a forum for exchanging ideas, technology,
and best practices among correctional
mental health professionals and others
in the international criminal and
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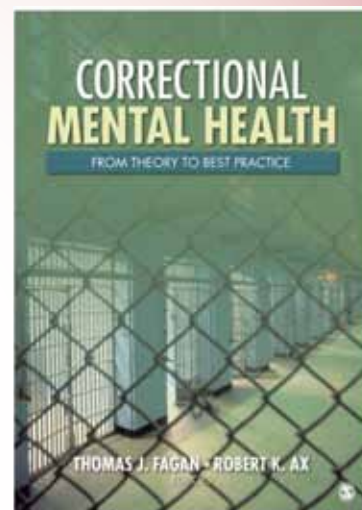
Correctional Mental Health: From Theory to Best Practice

Thomas J. Fagan, Editor
Nova Southeastern University, FL

Robert K. Ax, Editor
Midlothian, Virginia

An abbreviated review by *The IACFP Newsletter* Executive Editor

The book is not only a contribution to the academic community for students in psychology, sociology, criminal justice, and correctional counseling at any level, it will also have practical use for correctional practitioners at the entry level, as well as for those with more experience. For the practitioner, it will serve as a quick-reference guide and resource, highlighting current correctional mental problems and workable solutions in American correctional settings. As an add-on benefit, the book provides correctional administrators with a wide selection of readings to help them broaden their understanding of current correctional mental health practice. Fagan and Ax provide a compelling clinical guide for correctional mental health treatment based on a biopsychosocial or intersystemic theory that is grounded in research and clinical practice. The book's editors and contributors represent an established and distinguished group, not only of correctional mental health professionals and administrators from federal, state, and local levels, but academics and others in the field who have provided significant and distinguished scholarly contributions.



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PROPOSED IACFP MULTI-YEAR PLAN*

* The proposed multi-year plan was authored by Dr. John Gannon, IACFP Executive Director, and reviewed and endorsed by the IACFP Executive Board.

We have achieved many goals related to the IACFP's journal, our newsletter, Association membership, website management, and many other areas. My biggest concern over the last several years has been to make sure that the Association is financially stable, and I am confident and believe that through careful husbanding of our resources and an outstanding relationship with Sage Publications, this goal has been achieved. Consequently, we are now in a position to proceed in new and fruitful ways that I believe will provide additional sources of revenue, serve new members (especially students), and strengthen the Association in significant other ways.

If we are to be successful, I believe we must focus on improved Effectiveness and Leadership as professionals in criminal and juvenile justice. We must also create, find, modify or adapt practical strategies modeled on other successful social movements to engage in the kinds of long-term efforts that lead to positive social change. I believe our Association constitutes the right professional disciplines at the right time to be at the front edge of research integration and practical application in the service of criminal and juvenile justice advancement. My following proposals are grand, but I hope not grandiose, and I'm convinced much can be done if we make the kinds of long-term, multi-year, and consistent commitments that make for better lives for everyone:

1. Recruit for and form effective committees to take on tasks

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PROPOSED IACFP MULTI-YEAR PLAN *(Continued from page 15)*

that are currently beyond us, including:

- Education – Member awareness;
- Treatment – implicit cognition, strength-based strategies, changing people's lives;
- Research – support, direction, funding;
- Ethics – particular for our field;
- Finances – review and planning;
- Grant writing;
- Planning – new strategies;
- Awards – positive attention to the field;
- Conference – Bridging Gaps;
- Public Policy – taking stands;
- Organizational liaison (with other groups) – building relationships.

We must plan for transition to the next generation of leadership, and we should start now to recruit people to be active in the Association in preparation for future leadership roles.

2. Bring the IACFP Institute for the Behavioral Sciences, Law, and Public Policy into our long-range plans, including possibilities such as:

- Becoming a clearing house for evidence-based psychology practices in criminal and juvenile justice;
- Creating an interdisciplinary policy work group to integrate research from criminology, forensic psychology, sociology, and moral philosophy for use by policy makers;

- Developing policy positions on vital issues of the day.

3. Define more clearly what constitutes Leadership and Effectiveness in our field, and start to draw in the experts, publish the data, and promulgate positive ideas in this regard, using the following:

- *The IACFP Newsletter*;
- Special issues of *Criminal Justice and Behavior*;
- Conferences;
- Presentations at other conferences – speakers' bureau;
- Op-ed pieces.

4. Continue and expand efforts to team up with other groups and foundations to advance the field.

5. Use our Ecology of Criminal Justice model to help in-

dividuals and groups to understand that positive behavioral change and improved public safety are not inevitably in conflict.

6. Go forward with our Association-sponsored complimentary continuing education (CE) program as another direct benefit of membership.

7. Continue our out-reach and response program for developing countries in the humanitarian effort to improve conditions of confinement and delivery of mental health services in other locations, as we are doing with the Romanian and Trinidadian prisons services.

8. Develop a National Interdisciplinary Conference on Effectiveness and Leadership in Criminal and Juvenile Justice to Bridge the Gap between:

- Disciplines by attracting multi-disciplinary presenters and attendees, including correctional officials. Create an environment for real dialogue for real people about real issues;
- Bridge the gap between silos of knowledge through presentations on the current state of specific issues. Help the expert in one field understand the expert in another;
- Bridge the gap between the present and the future by focusing on presentations that present cutting-edge information on new developments in the field;
- Provide honest and evidence-based resources for leaders who understand the importance of the integration of justice and public safety to a free society.

These are very exciting times for us as an Association. The future is ripe with possibilities, including the opportunity to achieve important goals, to recruit and support leaders, to work in tandem with like-minded groups, and to involve ourselves in the actual criminal and juvenile justice communities through public policy stands and education, complimentary CEs, and a conference to bridge numerous gaps in the social terrain. We want you to be involved, and we welcome your participation in the on-going development and implementation of our Association plans for the future. If you have suggestions, comments, or other useful ideas to contribute, please contact me (Dr. John Gannon, IACFP Executive Director) at: 805-489- 0665 or jg@ia4cfp.org.

FRATERNITY COURTS: A CASE FOR DIVERSION, ASSESSMENT, AND TREATMENT

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Drinking, drugs, minor criminal acts together with associated peer pressure too often become perceived rites of passage for otherwise promising college students. Once considered adolescent pranks or a part of growing up, today these behaviors result in lawsuits and vigorous criminal prosecution. For many fraternal organizations, public pressure, the cost of insurance, and a desire for excellent behavior result in zero-tolerance policies for even the smallest violation of rules or law. These zero-tolerance responses to perceived collegiate rites of passage leave parents, students, school administrators, and lawyers searching for alternatives to expulsion and/or calling the police. These zero-tolerance responses also divert otherwise good students away from a supportive environment to one of rejection and crime.

Rape, robbery, and felonious assault are just a few of the behaviors that cannot be tolerated in today's collegiate organizations. In these cases, the police must be called. But what about what police call "nuisance calls," calls where a crime has not actually been committed or the offense is so minor, that the responding police officer looks for an alternative to even making a report?

What about the otherwise good student found with an empty beer can in his/her car parked in the fraternity/sorority lot and violating the no-alcohol policy? What about the 21-year-old who has a drink on the Saturday night before turning 21 at midnight? What about the student who gets into a silly fight during the stress of finals? Is one joint of marijuana deserving of expulsion and a criminal record for life? At the same time we must consider the liability resulting from the drug/alcohol overdose or the fatal motor vehicle collision, particularly if the member or new member has a prior violation. How do we tell the difference from an adolescent mistake deserving of correction and getting a second chance and a young person beginning a life-long addiction?

This article examines the realities of student life and one program designed to assess, treat, and provide a supervised second chance to the student who would have been ejected or turned over to police under a zero-tolerance policy. The program began 3 years ago when fraternity alumni and chapter advisors began looking for alternatives to their national zero-tolerance policies while still maintaining liability protection. Fraternity chapter advisors first contacted the local police and then the local therapeutic drug court to develop what I believe is a unique approach to an old problem. Their



RONALD THRASHER

concerns included:

- Our national office has a zero-tolerance policy for drug, alcohol, and criminal violations;
- Our university requires all rule violations to be reported to the university and all criminal violations to be reported to the police;
- Our insurance/lawyers require us to remove any member/associate member found in violation of rules or law;

How can we expect members to report violations on other members and still foster the spirit of fraternity;

- How can we identify the student who doesn't belong while saving the student who either makes an adolescent mistake or the otherwise good student who truly needs help with an emerging problem;
- How do we handle hearsay information like, "Everyone knows that Susie and Tom were smoking marijuana after the party;"
- How can we assure our stakeholders (parents, university, community, alumni) that we are doing the best for our members/new members in our fraternities/sororities?

The program began as a very unofficial program at a major mid-western university involving a well-established fraternity and the local therapeutic drug court. The program began with chapter advisors meeting with police/prosecutors and local therapeutic drug court personnel.

Therapeutic drug courts emerged several years ago to address a number of problems with the traditional system of sending drug/alcohol offenders to prison. It was found that sentencing drug and alcohol offenders to treatment resulted in half of the recidivism at a fraction of the cost of incarceration.¹ Drug court clients participate in assessment/evaluations, group and individual counseling, take frequent urinalysis drug tests, and may wear ankle bracelets to report drug or alcohol use. Successes are rewarded with incentives and those who fail receive sanctions and return to the program. Incentives may include tickets to sporting events while sanctions may include increased urine testing. The point is that as soon as a client succeeds or fails, their behavior

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FRATERNITY COURTS (Continued from page 17)

is immediately rewarded or sanctioned. After establishing the ground rules, fraternity chapter advisors presented the program to the chapter. It worked something like this:

(a) Anyone violating a chapter rule/policy (i.e., drugs or alcohol violation) would be reported to the alumni committee;

(b) In keeping with the chapter zero-tolerance policy, the alumni committee has the option of requiring the member/new member to leave the chapter or allowing the member/new member to report to the local drug court for a drug/alcohol evaluation, assessment and treatment if warranted;

(c) The involved member/new member upon arrival at the drug court signs a release to allow his/her records to be released to the alumni committee (this also includes parents and the university);

(d) If the member/new member is found not to have a substance abuse problem, the member/new member is returned to the alumni committee for sanctions, increased supervision and a second chance;

(e) If the member/new member is suspected of having a substance abuse problem (following evaluation and assessment by the drug court), the member/new member is allowed to remain in the fraternity as long as the member/new member remains in the drug court program, agrees to all drug court treatment programs and conditions, and commits no additional violations (a second chance).

During the first experimental year of our non-official program, five students were referred to the drug court for assessment. Of these, three were assessed not to have a substance problem and returned to the fraternity. One student decided he didn't want to submit to weekly counseling and drug testing and left both the fraternity and the program and later re-offended and was prosecuted for additional crimes. One student was found to have addiction tendencies and successfully completed the drug court program. This student remained in the fraternity and later graduated from the university.

In conclusion, this program offered an alternative to the zero-tolerance policies of the university and the national fraternity office. By having a professional evaluation/assessment to determine if a drug or alcohol problem exists and a court recognized/supervised program for those suffering from an emerging problem, the liability of retaining an offending student diminishes. Members/new members are more likely to report violating brothers/sisters when the outcome becomes helping the member. Student members/new members are provided a mechanism whereby they can survive and learn from a mistake and continue productive lives.

Latent and less tangible benefits also emerged. Police and municipal courts were less burdened with nuisance offenses and provided with an established court-recognized diversion program. Offending students received not only a

second chance, but an opportunity to learn and grow from their mistake. A partnership of mutual support emerged between university and community organizations. Finally the program seemed to strengthen a fundamental principle of fraternity, helping a brother or sister.

In this example, fraternities and sororities are located off-campus and a non-university drug court was used. University drug courts may provide additional opportunities utilizing university resources. Finally, although this experiment involved a drug court, there are other therapeutic courts and organizations that provide evaluation, assessment and treatment available to deal with issues including anger management, mental illness, domestic violence, driving under the influence, co-occurring disorders, and courts that address specialty populations such as women and veterans, etc. Success comes from recognizing the importance of assessment, evaluation and treatment, and a willingness to work together both in and outside the box.

NOTE

¹ Generally, the cost of the drug court program for a court-ordered client averaged \$4,000 per year; cost of incarceration in the state penitentiary averaged \$24,000 per year (cost of the abbreviated student program was under \$100 for the initial assessments and interviews and students were offered community service to cover costs). Generally, recidivism rates for addicted individuals sent to state prisons are about 80%; drug court recidivism rates generally range around 20%. Additional evaluation research can be located through the National Association of Drug Court Professionals/National Drug Court Institute website: nadcp-home/ or in a book by, Lessenger, J.E. and Roper, G.F. (2007). *Drug courts: A new approach to treatment and rehabilitation*. New York: Springer.

CORRECTION AND OUR APOLOGY

We sincerely apologize to Michael Clark for misspelling his name (Clarke) on page 2 of the April 2012 *The IACFP Newsletter*. Michael has been placed in the IACFP Secretary's office on the IACFP Executive Board for continuity until elections are held in October 2012. Ballots for that election will appear in the October 2012 issue of *The IACFP Newsletter*, with newly-elected officers taking their offices in January 2013.

TRAINING FORENSIC PSYCHOLOGISTS AT THE PROFICIENT LEVEL: A PROPOSED Psy.D. CURRICULUM

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IDA DICKIE

Brief Literature Review

As early as the late 1970s, the importance of training psychologists to work within the legal system was acknowledged in the literature (Fenster, Litwick, & Symonds, 1975). These and other authors defined forensic psychology then as the application of psychological principles to legal

issues and the legal system, especially the criminal justice system, for which psychologists with high levels of skill in treatment, diagnosis, consultation, social action research, and theory construction are vitally needed (Gottfredson, 1972; Twain, McGee, & Bennett, 1972; Warren, 1972). Given the widespread challenges inherent in the intersection between psychology and the law, providing professional psychological services in legal settings requires extensive training and supervision (Magaletta & Verdeyen, 2005). Possibly the earliest attempts to define forensic psychology as a specialization and identify training needs, Poythress (1979), suggested that specialized training for forensic psychologist could be provided in four specific domains. These included: (a) legal tests and concepts; (b) assessment; (c) relevant literature; and (d) courtroom orientation. Decades later in the year 2000, the American Psychological Association (APA) recognized forensic psychology as a specialty area of practice using a narrow definition of forensic psychology as the clinical aspects of psychology within the legal arena.

Several predictions were made about what the forensic psychology designation could mean for the field: (a) the applied area of forensic psychology may continue to grow even more rapidly with the increased exposure that will result from specialty status; (b) as a mainstream APA specialty, it should be clearer to psychologists in other areas and to applied psychologists who do forensic work that a recognized field associated with a body of knowledge and standards of practice should be learned and respected when practicing in forensic contexts; and (c) the accreditation of specialty training programs in forensic psychology may occur sooner than it otherwise might have (Otto & Heilbrun, 2002). The field of forensic psychology did continue to expand as was reported by APA in 2009, to be a growth area of practice.

Indeed, the demand for forensic psychologists has created several new avenues for clinical and professional practice (Heilbrun & Brooks, 2010).

DeMatteo, Marczyk, Krauss, and Burl (2009) examined how well Poythress suggestions have been implemented. These authors surveyed 35 doctoral and J.D. programs and found six existing training domains in forensic psychology: (a) substantive psychology (including core psychology courses); (b) research design/methodology and statistics; (c) research experience; (d) legal knowledge; (e) integrative law–psychology knowledge; (f) ethics and professional issues (both general and specific to forensics); and (g) clinical forensic training. Results of their survey indicated that: (a) all programs offered coursework in integrated law–psychology knowledge; (b) 60% offered a forensic assessment course; (c) about 30% offered a forensic intervention course; (d) 40% offered at least one course in legal knowledge; but (e) only three programs offered a course in forensic ethics.

Other reviews of postdoctoral training opportunities prior to the specialty designation, indicated very few opportunities and that they were extremely varied, balancing didactic and applied aspects of training (Lawlor, Siskind, & Brooks, 1981). In 2007, the Forensic Specialty Council proposed and received approval from the Council of Specialties to develop APA accreditation guidelines that would accredit postdoctoral fellowships if they provided didactic, research, and applied training in basic legal principles, forensic evaluation, and expert testimony (American Psychology—Law Society, 2009a, 2009b). This is an important step toward developing a more unified training approach to the foundational aspects of forensic psychology training (DeMatteo et al., 2009; Heilbrun et al., 2010).

It may be argued that the field of forensic psychology has made substantial progress in the last 3 decades in the areas of postdoctoral education and practice (Heilbrun et al., 2010). However, there has been less discussion regarding the need to develop more uniform standards for graduate-level training. Postdoctoral training guidelines will probably not be used for the purpose of accrediting doctoral forensic programs. However, they may well assist in evaluating forensic specialty concentrations. Given the importance of standardized practice in psychology, it can be argued that more structure needs to be in place for graduate-level training.

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ing programs. It is the purpose of this article to briefly review solutions that have been already suggested in the literature to address this problem and to propose a curriculum that could be used to accredit forensic training programs.

Given the forensic psychology specialty designation, it can be argued that all forensic psychologists need to complete specialized coursework in order to avoid being ethically compromised by practicing outside of their area of competence. Furthermore, the existing apprenticeship model of training for forensic psychologists, using psychologists who are not forensically academically trained, may not be enough to produce competent and ethical forensic psychologists. The American Psychology—Law Society (2011) suggest that forensic psychologists may gain competence through various combinations of education, training, supervised experience, consultation, study, and professional experience. Didactic education prior to postdoctoral training can be considered an essential component of gaining competence as a forensic psychologist, given the complexity and uniqueness of the work. For example, Magaletta and Verdeyen (2005) stated, “As the offender population... continues its ascent, there is simply no other population more in need of the best and brightest minds among our best and brightest public service psychologists” (p. 42).

In spite of the demand for forensic psychologists over the years, specialized training in forensic psychology has developed at a remarkably slower pace. It is possible that the lack of standardized graduate forensic psychology programs contributes to practitioners who cannot provide services in a competent and ethical manner. Furthermore, many psychologists who do practice in the legal field are not necessarily aware of the types of knowledge and training required to engage in forensic psychological practice (Packer, 2008). To address this problem, several state mental health bodies developed their own training and certification programs (e.g., Fein, Appelbaum, Barnum, Baxter, Grisso, & Leavitt, 1991; Grisso, Cocozza, Steadman, Fisher, & Greer, 1994; Melton, Petrila, Poythress, & Slobogin, 1997). However, it appears that with some exceptions, such state-sponsored programs have not been successful in addressing the lack of training and education for forensic psychologists (Packer, 2008). This may be due to the limited development in the past decade of practice guidelines in forensic psychology. Others suggest that the current APA policy regarding the development and implementation of practice guidelines, makes it a very labor-intensive process possibly discouraging forensic psychologist in the field to complete the work (Heilbrun et al., 2010). However, considering the continued demand for trained forensic psychologists in applied settings, further attention to the quality of the training in forensic psychology at the graduate-training level is desperately needed (Helmus, Babchishin, Camilleri, & Olver, 2011).

Although forensic psychology training programs have increased in both number and popularity in recent years, there is little consensus regarding which training models are most appropriate. It is important to note that the debate over appropriate training models in forensic psychology is not new (Bersoff, 1999; Bersoff, Goodman-Delahunty, Grisson, Hans, Poythress, & Roesch, 1997; Freeman, & Roesch, 1992; Otto, Heilbrun, & Grisso, 1990; Poythress, 1979). The lack of consensus regarding appropriate training models for forensic psychology may in part reflect the lack of consensus regarding the definition of forensic psychology and the roles that forensic psychologists may properly assume. For a history of credentialing in forensic psychology refer to Otto and Heilbrun (2002). In summary, credentialing has occurred in two forms: (a) state credentialing of psychologists (and other mental health professionals) who are determined to be qualified to conduct forensic evaluations in criminal contexts; and (b) a more generic forensic credentialing by bodies such as the American Board of Forensic Psychology (Otto et al., 1990). In the United States, the state-sponsored credentialing, by way of either state statutes or regulations, has been limited to criminal forensic evaluation, and it is generic to all mental health professionals rather than specific to psychologists. Similarly, most states have a general license to practice which does not require psychologists to declare their area of competence for practice.

Help From Other Countries

It is possible however, that licensing standards from other countries could guide a curriculum framework for graduate forensic psychology programs. For example, in the province of Ontario, Canada, a psychologist requires the following education and training to be able to declare forensic psychology as an area of competence. It is a combination of generalist and specialist psychologist training. The definition of forensic psychology used in Ontario is the application of knowledge about human behavior to the understanding, assessment, diagnosis and/or treatment of individuals within the context of criminal and/or legal matters.

All members of the College of Psychologists of Ontario require the following minimum working knowledge base:

- (a) knowledge in the foundational content areas of psychology, i.e., the biological bases of behavior;
- (b) the cognitive affective bases of behavior, the social bases of behavior, and the psychology of the individual;
- (c) knowledge of learning;
- (d) knowledge of all relevant ethical, legal and professional issues;
- (e) knowledge of research design and methodology;
- (f) knowledge of statistics; and,
- (g) knowledge of psychological measurement (College

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of Psychologists, 2011).

In addition to the above minimum knowledge base, members practicing in forensic/correctional psychology in Ontario require the following:

- (a) knowledge of criminal justice/legal systems;
- (b) knowledge of the application of psychological principles within the federal and provincial legal systems;
- (c) knowledge of psychopathology/abnormal psychology/criminal behavior;
- (d) knowledge of personality/individual differences;
- (e) knowledge of psychological assessment (within the legal arena);
- (f) knowledge of psychodiagnostics;
- (g) knowledge of risk assessment/management;
- (h) knowledge of intervention procedures/psychotherapy; and,
- (i) knowledge of evaluation of change within the legal field, i.e., correctional settings (College of Psychologists, 2011).

Practitioners providing services in forensic/correctional psychology to children and adolescents must also have a background in developmental psychology and knowledge of appropriate assessment and therapeutic techniques, and applicable legislation.

Although forensic psychology coursework that addresses the more generalist and specialist areas of practice outlined above is a good place to start, it is important to consider the degree of involvement in the legal field in which a psychologist wishes to practice and the possible need for additional coursework. Possibly, graduate forensic training programs and the coursework offered could be classified according to levels of training that correspond to areas that psychologists could expect to practice in competently. Three levels of training were identified at the Villanova Conference on the state law and psychology: (a) the legally informed; (b) the proficient clinician; and (c) the specialist clinician (Bersoff et al., 1997).

Legally Informed, Proficient, and Specialist Clinicians

The legally informed clinician would have a basic education in law relevant to professional practice, including information about confidentiality, privileged communication, and responses to subpoenas for clinical records and personal notes. The legally informed clinician would also have an awareness of the distinction between therapeutic and forensic roles. It would be a mistake to believe that only those psychologists who identify themselves as forensic mental health professionals will find themselves involved with the law. Every psychologist is a potential expert witness, and each must be prepared to interact with the legal system (Bersoff, 1995).

The proficient clinician would have mid-level expertise

obtained through formal coursework, professional continuing education, or both, as well as supervised experience in forensic psychology. Such knowledge would include relevant law, procedures, and ethics applicable to the kinds of forensic practice in which the person will be engaged. Psychologists attaining this mid-level expertise may be trained through general professional programs, with an emphasis on forensics, training programs offering a concentration in forensic psychology, or, for already trained clinicians, through extensive continuing education or post-doctoral programs. Beyond coursework that would focus on didactics, students concentrating on forensics would receive practical training in court clinics, forensic hospitals, juvenile facilities, public defenders' offices, or workers' compensation clinics. There would be greater exposure, compared with entry-level students, to legal concepts and to training in testifying as an expert witness, consulting with legal counsel, and performing forensic evaluations related to their clinical specialties (e.g., family therapists might learn to do child custody evaluations). Students in this concentration would most likely do their dissertation research on forensic topics (Bersoff et al., 1997).

The specialist clinician would have the highest level of expertise, obtained through formal training in forensic psychology at the graduate and postdoctoral fellowship levels; would need an intensive and in-depth understanding of relevant law and legal procedures; would typically become board certified in forensic psychology through the American Board of Professional Psychology; and would have expertise in a range of forensic procedures and issues. Those professional psychologists wishing to attain the highest level of training would assuredly be educated in programs dedicated to producing forensic psychologists. These programs would have an integrated, carefully developed sequence of training with an identifiable, experienced forensic faculty with recognized credentials. Beyond intensive and in-depth understanding of case law and extensive training in forensic skills, the forensic specialist would work with a variety of populations, e.g., children, victims of sex offenders, sex offenders and other criminal defendants, and those for whom civil commitment is sought (Bersoff et al., 1997). Based on these three levels of expertise, it gives graduate training programs options in terms of providing a curriculum that contributes to forensic psychology training. The proficient level is possibly the level to begin with in terms of providing a framework for a curriculum that can be used for accreditation.

Core Areas

Core areas that could adequately prepare doctoral-level students for basic forensic practice have been identified by researchers and are based on the APA's (2008) Guidelines

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and Principles for Accreditation of Programs in Professional Psychology, which informed the broad and general training components of the curriculum, as well as a review of existing forensic psychology training curricula, and a review of relevant literature and guidelines on forensic training (DeMatteo et al., 2009; Bersoff et al., 1997). The curriculum suggested indicates that that forensic practitioners should obtain training and experience in the following areas:

(a) substantive psychology, including core knowledge of basic areas of psychology central to one's major area of study (e.g., clinical, developmental, experimental, cognitive);

(b) research design/methodology and statistics, designed to prepare students to conduct research and/or be informed consumers of research;

(c) conducting research, consisting of performing original empirical research that culminates in a doctoral dissertation;

(d) legal knowledge, including foundations of the legal system, sources of law, legal research, relevant civil and criminal case law, criminal and civil procedures relevant to forensic practice, legal rules and professional guidelines relating to expert testimony, and substantive law in relevant areas (e.g., competence to stand trial, mental state at the time of the offense);

(e) integrative law-psychology knowledge, including introductory/overview foundational courses on forensic psychology, and knowledge of research in psycholegal areas such as eye witness testimony, jury decision making, admissibility of scientific testimony, forensic assessment measures and techniques, and the treatment of offender populations;

(f) ethics and professional issues, relating to general research and practice, e.g., Ethical Principles of Psychologists and Code of Conduct (APA, 2002), and forensic research and practice (e.g., Specialty Guidelines for Forensic Psychologists (American Psychology—Law Society, 2011); and

(g) clinical forensic training (for those in clinical training programs), including forensic mental health assessments, forensically-based interventions, and/or forensic consultation (DeMatteo et al., 2009; Bersoff et al., 1997).

A proposed Psy.D. curriculum with an emphasis in forensic psychology is depicted below (Dickie, 2011). Importantly, the proposal also incorporates the core areas delineated above.

Proposed Psy.D. Curriculum

Specialist Courses

(a) 704 Professional Seminar. This seminar will be held during the summer and topics will be determined at that time. This course may be an elective;

(b) 730 Introduction to Forensic/Correctional Psychology. This course is designed for individuals who are interested in gaining an overview of the many areas of practice and ethical dilemmas that are encompassed by the term forensic

psychology. These include: criminal/correctional psychology, police psychology, victimology and victim services, and civil and criminal courts;

(c) 740 Psychology and the Criminal Justice /Correctional System. This course will examine: theories of criminal behavior, the social systemic characteristics of institutions, behavior in confinement, corrections staff culture, laws governing sentencing and principles of sentencing, gender and cultural issues in offending and sentencing general trends in the management of criminal behavior, community reintegration, therapeutic jurisprudence and the importance of interdisciplinary collaboration in the development of a comprehensive model of criminal behavior management, and ethical considerations in the correctional environment;

(d) 830 Juvenile Assessment and Treatment in the Forensic Psychology. This course will examine assessment tools and treatment techniques and the relevant laws employed in the civil/family and criminal justice settings as applied to adolescents and children. Areas that will be covered will include: writing forensic reports, communicating expert opinion, protective services, pre- and post-sentencing evaluations, custody evaluations, termination of parental rights, criminal responsibility, competency to stand trial, pharmacology issues; risk assessments, psychopathology in a criminal context, delivering treatment within the legal system to various populations males and female offenders with sexually assaultive behavior problems, domestic violence and substance abuse, and gang violence issues. Treatment efficacy issues will also be discussed;

(e) 850 Adult Assessment and Treatment in Forensic Psychology. This course will examine assessment tools and treatment techniques and the relevant laws employed in the civil and criminal justice settings as applied to adults. Areas that will be covered will include: writing forensic reports, communicating expert opinion, pre- and post-sentencing evaluations, criminal responsibility, competency to stand trial, disability determinations, personal injury/workmen's compensation, domestic violence, pharmacology issues, risk assessments, psychopathology in a criminal context, custody evaluations, delivering treatment in within the legal system to various populations. For example, offenders with sexually assaultive behavior problems, domestic violence and substance abuse issues. Treatment efficacy issues will also be discussed.

Generalist Courses (120 hours)

Psy. 501 Motivation, Emotion, & Cognition (3); Psy. 508 Biological Basis of Behavior (3); Psy. 509 Social Basis of Behavior (3); Psy. 555 Ethics in Clinical Psychology (3); Psy. 571 Introduction to Intervention (3); Psy. 575 Foundations of Psychological Assessment (3); Psy. 608 Applied Developmental Psychology (3); Psy. 609 Research

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Methods & Design (3); Psy. 610 Applied Statistics (3); Psy. 621 Multicultural Issues and Competencies in Psychology (3); Psy. 631 Cognitive Behavioral Therapies (3); Psy. 651 Cognitive and Intellectual Assessment (3); Psy. 652 Assessment of Personality, Behavioral, & Emotional Functioning (3); Psy. 653 Systems of Psychotherapy (3); Psy. 657 Group Psychotherapy (3); Psy. 658 Psychopathology (3); Psy. 685 Clinical Practicum I (6); Psy. 686 Clinical Practicum II (6); Psy. 506 History & Systems (3); Psy. 611 Program Evaluation (3); Psy. 765 Interpersonal Psychotherapy (3); Psy. 785 Clinical Practicum III (6); Psy. 811 Psychopharmacology (3); Psy. 885 Clinical Practicum IV (6); Psy. 891 Dissertation Seminar (3); Psy. 892 Doctoral Internship (3); Psy. 893 Doctoral Dissertation (9).

Students must also complete four courses in their respective emphasis areas and two general electives. For forensic students, coursework in trauma, couples counseling, substance abuse, and personality disorders may count as the electives.

It is hoped that this article will generate discussion about the use of the proposed curriculum as a model to accredit graduate-level training programs that can prepare forensic psychologists at the proficient level of practice. Hopefully, it would also discourage the accidental practice of forensic psychology. Psychologists could be motivated to invest the necessary time and energy to become competent to practice at the appropriate level of forensic psychology. In the future, curriculum could also be developed for the legally informed and specialty-trained levels of practice.

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A LOOK AT SELECTED ITEMS IN THE UPCOMING OCTOBER NEWSLETTER

- An article titled: "The Execution Of Justice: Relation Between Race And Time Spent On Texas Death Row," co-authored by Peter Donovan, Ph.D., an IACFP member.
- Summary of a presentation titled: "Sex Offenders and Those with Mental Health Issues: Tips for Offender Reentry," by Richard Althouse, Ph.D., Immediate Past President of IACFP.
- Book review by Richard Althouse, Ph.D., reviewing: *The Political Brain: The Role of Emotion in Deciding the Fate of the Nation* by Drew Weston.
- A review from the IACFP Executive Board and Executive Director titled: "An Inside Look at Your Association."
- An article titled: "Prison Paradigm Shift Away From Big Government Needed," authored by John Dewar Gleissner, J.D., an IACFP member.
- An article titled: "Why Judicial Corporal Punishment Is Better Than Incarceration," authored by John Dewar Gleissner, J.D., an IACFP member.
- A brief comparative review of the criminal and juvenile justice systems in the United States.
- Much more.

SUPREME COURT WARY OF LIFE WITHOUT PAROLE FOR JUVENILES: DO JUVENILES DESERVE SECOND CHANCE?*

WASHINGTON—The United States Supreme Court appeared ready in March 2012, to say anew that young people who commit even the most brutal crimes should not be punished as harshly as adults, taking up a pair of cases in which 14-year-olds convicted of murder are serving life sentences with no chance of parole. The latest in a line of cases asks whether young teenagers facing the rest of their lives in prison deserve the possibility of a second chance. In recent years, the court has ruled out the death penalty for juveniles and life without parole for young people whose crimes did not involve killing.

Roughly 2,300 people are behind bars for life with no chance of winning their freedom for crimes they committed before their 18th birthday. Seventy-nine of them are in prison for crimes that took place when they were 14 or younger. The precise contours of an eventual ruling were not apparent after arguments in March, but several justices said they were troubled by the way some states try to sentence young people accused of crimes. Justice Anthony Kennedy raised the lack of flexibility in sentencing young killers. Several states that try people younger than 18 in adult courts allow for only one sentence, life with no chance of parole, for defendants who are convicted of murder. Kennedy seemed to indicate he might favor a ruling that gives judges a role in determining



an appropriate sentence, “that the sentence cannot be mandatory, but that in some cases it might still be imposed.”

Arguing for Alabama before the justices, state Solicitor General John Nieman Jr., said the court should respect the decisions of Alabama, Arkansas, and 37 other states that allow children to be tried and punished as adults. The court has a range of options if a majority decides to limit states’ sentencing powers:

- The court could issue a blanket ruling that applies to everyone under 18.
- It could set a younger cutoff age, as both defendants at the high court were 14.
- The justices also might throw out mandatory sentences but still allow judges to impose life without parole once they consider the circumstances of the crime and the defendant’s background. On that point, several justices pointed to the apparent difference in the culpability of the defendants in the two cases. The court should decide the cases by early summer.

*Excerpted from an Associated Press article by Mark Sherman in the March 21, 2012 issue of the *Ledger-Enquirer*, Columbus, Georgia, page A10.

INMATES FREED AS CRACK PENALTIES ARE EASED*

WASHINGTON—Antwain Black was facing a few more years in Leavenworth for dealing crack. But on Tuesday, October 25, 2011, he was on his way home to Springfield, Illinois. Black, 36, was among the first of potentially thousands of inmates who were being released early from federal prison because of an easing of the harsh penalties for crack that were enacted in the 1980s, when the drug was a terrifying new phenomenon in American’s cities. “I can’t wait for my son to get home,” said Black’s mother, Donetta Adams of Springfield. “I’ll just be glad to hug him and kiss him and see him right now.”

The 1980s-era federal laws punished crack-related crimes much more severely than those involving powdered cocaine—a practice criticized as racially discriminatory be-

cause most of those convicted of crack offenses were black.

More recently, the penalties for crack were reduced to bring them more in line with those for powder. Tuesday, October 25, 2011, was the first day inmates locked up under the old rules could be out early. Some 12,000 prisoners are expected to benefit from reduced sentences over the next several years. Officials said there were an estimated 1,900 eligible for immediate release as of October 25, 2011.

*Excerpted from an Associated Press article by Jessica Gresko in the November 2, 2011 issue of the *Ledger Enquirer*, Columbia, Georgia, page A6.

ALABAMA PRISONS AT ALMOST 200% CAPACITY*

FLORENCE, ALABAMA—Alabama prison officials are trying to avoid a mass release of state inmates in 2012, because the state's prisons are jammed with almost twice the number of inmates they were designed to hold. Prison Commissioner Kim Thomas told the *Times-Daily* of Florence this will be a challenging year for the Department of Corrections, but he and other officials were working to avoid any court order for a mass release of inmates to reduce overcrowding. Thomas said the department will announce a plan soon to reduce crowding in state prisons. "I am very optimistic that we will be able to find a solution to the problem that will not jeopardize public safety," Thomas said. "Public safety is ultimately everyone's concern, including my own."

The United States Supreme Court ordered California to reduce 30,000 inmates from its prison system in May 2011, because the inmates were filing lawsuits claiming that the overcrowding was depriving them of medical care and other services and California's system was not as overcrowded as Alabama's. Officials in Alabama are worried that federal judges are going to order Alabama to do something similar to California. The 30,970 inmates housed in Alabama prisons are 190% of the designed capacity of the facilities, according to state data. Lauderdale Circuit Court Judge Mike Jones worries that some of the inmates he is sentencing to prison might be headed back home earlier than expected. Colbert County District Attorney Bryce Graham Jr. is among those concerned about public safety problems if a federal court orders a prisoner release. "The people who are in prison are there because they need to be," Graham said. "You've got to be pretty mean or just keep getting in trouble again and again to wind up going to prison. We use community corrections and other alternative sentencing programs for nonviolent and first-time offenders to keep what little prison space that is available for the really, really bad people that need to be there."

Besides finding ways to reduce the number of people in custody, Thomas said the Department of Corrections will step up its efforts this year to better prepare those being released for life outside prison. "Inmates must learn skills they can use after their release to help them secure jobs and reduce the potential to become repeat offenders," he said.

*Excerpted from an Associated Press article (no author) in the January 2, 2012 issue of the *Ledger-Enquirer*, Columbus, Georgia, page B3.

An update to this article. As of press time for our July 2012 newsletter, the Alabama Legislature had yet to pass a sentencing reform package which would have reduced prison overcrowding by 170%. The federal courts may have to order Alabama to release a large number of prisoners if reforms there continue to be ignored by Alabama lawmakers.

JOURNAL EDITOR SEARCH FOR CRIMINAL JUSTICE AND BEHAVIOR

The long-standing Editor of *Criminal Justice and Behavior (CJB)*, Dr. Curt R. Bartol, has announced his intention to step aside from this position effective January 2013. Persons interested in applying for this position and/or wanting more information should contact the search committee, in care of Dr. Bartol, at Bartolgroup@aol.com no later than July 31, 2012. Applicants will be asked to submit vitae and one to three letters of recommendation from academic colleagues.

The *CJB* is a scholarly journal owned by the International Association for Correctional and Forensic Psychology (IACFP) and published by SAGE Publications. It publishes empirical research, theoretical articles, and book reviews relevant to correctional and/or forensic psychology and it appears monthly, including periodic special issues by guest editors.

Minimum requirements: Ph.D. in psychology, criminal justice, or criminology and record of publication in peer-reviewed journals. Previous editing experience is desirable.

COLLECTIVE INTENTIONALITY VIII UNIVERSITY OF MANCHESTER AUGUST 28-31, 2012

Collective Intentionality VIII – as the name suggests! – is the eighth in a series of large-scale international events on joint and/or cooperative action, reasoning, decision, intention, attention, and associated mental and agential phenomena, topics that impact on issues in ethics and social ontology and which cross boundaries between philosophy, economics, politics, and psychology. Previous events in the series have been hosted by the Universities of Basel (2010), Berkeley (2008), Helsinki (2006), Siena (2004), Rotterdam (2002), Leipzig (2000) and Munich (1999). This will be the first in the series hosted in the UK, and we are proud to announce that the University of Manchester has been selected to host the event.

- ★ KEYNOTE SPEAKER: Michael Tomasello (Leipzig)
- ★ PLENARY SPEAKERS: Michael Bratman (Stanford), Kit Fine (NYU), and Margaret Gilbert (UC Irvine)
- ★ SYMPOSIA: Cooperative action and reasoning (a special SINTELNET symposium): Nick Bardsley (Reading), A. J. Julius (UCLA), Raimo Tuomela (Helsinki)
- ★ The cognitive psychology of joint action: Stephen Butterfill (Warwick), Guenther Knoblich (CEU), Wolfgang Prinz (Leipzig)
- ★ Plurals and collectivity: Kirk Ludwig (Indiana), Alex Oliver (Cambridge), Thomas Smith (Manchester)
- ★ Empathy and fellow-feeling: Pierre Jacob (Jean Nicod), Hans Bernhard Schmid (Vienna), Joel Smith (Manchester)

For more information, and to register, visit: sites.google.com/site/collintviii

INTERNATIONAL ASSOCIATION OF CORRECTIONAL AND FORENSIC PSYCHOLOGY (IACFP) NEWS

The IACFP Executive Board Began a Series of Conference-Call Meetings in January 2012

The IACFP Executive Board has initiated a series of regularly-scheduled conference-call meetings to address issues related to Association management and practices. Three meetings have been conducted earlier this year (January, February, & March, 2012). Three other meetings are scheduled for July, September, and November, 2012. Dates for all meetings are posted on our website under calendar. The meetings for July, September, and November, 2012, are scheduled for the last Friday of the month, 3 pm, Eastern Time. If you have any Association items that you would like the Executive Board to consider, please contact any IACFP Executive Board member via e-mail before the upcoming meetings in July, September, and November:

Dr. Edward Dow, edow@wi.rr.com

Dr. Richard Althouse, goldmine123.a@gmail.com

Dr. Curt Bartol, cjbehavior@aol.com

Mr. Thomas Bisette, thomas@bamgt.com

Mr. Michael Clark, buildmotivation@aol.com

Dr. Robert Smith, smithr@marshall.edu

IACFP Begins A Complete Independent Auditing Process

The IACFP has employed an independent accounting firm to review our financial records and processes. The initial year-end compilation with disclosures, the first of three steps over a 3-year period, was prepared and issued to the Executive Board and Executive Director in late March 2012. One of the CPAs from the firm who helped to complete the compilation report met with the Executive Board and the Executive Director in late March 2012, to further discuss the year-end compilation with disclosures. We are pleased to report that no financial discrepancies were found and that our handling of income and payments was appropriate. The CPA indicated, too, that, in his view, he found that the filing of the Association's 990 tax forms has been and is in compliance with IRS regulations for non-profits. There were several compliments from the CPA regarding handling of our checkbook, having limits on the amount of money and who receives it, being uniquely successful

in accumulating assets for the endowment and survival of IACFP, and being uniquely successful in keeping the Association's spending and operating costs low. The CPA also suggested that we adopt whistleblower and records retention policies as well as review our conflict of interest policy. A year-end review, the second step in the auditing process, is being scheduled for next year, and the year-end audit for the year after.

IACFP Bylaws Review Committee Appointed

The IACFP Executive Board has appointed a Bylaws Review Committee to review the Association's bylaws and recommend to the Executive Board and membership any bylaws revisions that might improve the day-to-day Association business. The committee did recommend and the Executive Board approved the splitting of the Secretary and Treasurer's office into two separate offices, Secretary and Treasurer. By doing so, we have an Executive Board made up of seven individuals instead of six, providing us with a mechanism to prevent tie votes. The Executive Board has also placed two individuals into those offices for continuity. Mister Michael Clark is Secretary and Mr. Thomas Bisette, the Association's accountant, is serving as Treasurer. The two will run on a ballot for those positions in October 2012. Any recommended bylaws revisions will be on a ballot as part of our upcoming October 2012 elections.

Upcoming IACFP 2012 Elections

We will have an election for the IACFP Executive Board officers in October 2012. Ballots and voting instructions will appear in the October 2012 issue of *The IACFP Newsletter*. Any member interested in President Elect, Secretary, and Treasurer of our Association needs to submit a letter of interest and resume by e-mail. Send both to Dr. Robert Smith at: smithr@marshall.edu. Individuals who wish to run for any of these offices need to be full members of the Association (not student or complimentary members) and must have been part of the Association for at least 1 year.

(Continued on page 28)

IACFP NEWS *(Continued from page 27)*

Those seeking the Treasurer office must have accounting/bookkeeping training. In order to appear on the October 2012 ballot, your letter of interest and resume must be received by July 25, 2012. All recommended bylaws revisions will be on ballots for membership approval in our October 2012 elections.

IACFP Annual Members' Business Meeting Being Scheduled

We are scheduling our annual members' business meeting in conjunction with the International Community Corrections Association (ICCA) and their 20th Annual Research Conference on "What Works," September 7-13, 2012, at the Caribe Royale Resort and Convention Center, Orlando, Florida. During our members' business meeting, we are planning a member review of our proposed IACFP multi-year plan discussed on pages 15-16 of this newsletter. Our meeting is scheduled for 3:45 pm, Monday, September 10. The meeting room has yet to be determined. Please let us know if you will be attending by contacting Dr. Robert Smith at: smithr@marshall.edu by July 25, 2012. We will e-mail the meeting room location to those members planning to attend and also let attending members know if there are any changes in arrangements. We look forward to a large turnout of IACFP members for this very important meeting. We expect a wide-ranging discussion of Association business at the meeting, but the focus will be on

brainstorming implementation of our proposed multi-year plan. If you have questions or would like to have an agenda item for the Executive Board to consider, please contact Dr. Smith or any IACFP Executive Board member using their e-mail addresses shown on page 27 of this newsletter. For more information about the ICCA conference please go to: iccaweb.org

An Inside Look at Your Association

As leaders in correctional and forensic psychology with a history of and strong commitment to openness and transparency, the IACFP Executive Board and Executive Director are compiling an in-depth insider's look at how IACFP functions to serve the field and our members. The review will include topics related to at least six general categories: (a) the Association's recently-ratified (2008) bylaws, (b) Executive Board and members' business meetings, (c) Executive Board functioning (d) publishing and sources of income, (e) affiliations, grants, awards, and relationships with other groups, and (f) expenses, assets, and financial stability. The review will be published in the October 2012 issue of *The IACFP Newsletter* and, as with all issues of the newsletter, readers will be able to find it posted on our website for future reference. We hope that you will find the review interesting and useful.

(Continued on page 29)

ICPA 14TH AGM AND CONFERENCE

The theme of the International Corrections and Prisons Association (ICPA) conference this year is "Different Paths, One Vision: Transforming Corrections" and will be held in the Hotel Intercontinental Presidente in Mexico City, October 28-November 2, 2012. This year's event will explore the way in which different strategies have been employed in different jurisdictions across the globe with the aim of improving prison conditions, enhancing public safety, reducing re-offending and enhancing leadership and staff professionalism. There are general themes in the conference: staff Issues, staff safety, staff development and training, correctional leadership, offender management, risk- and case-management, effec-

tive interventions, managing overcrowding, community-based interventions, best practices in re-entry programs and initiatives, special needs offenders, young offenders, women in the justice system, substance misusers, offenders with mental health problems, architecture, planning and design, the impact of architecture and design on regime, partnership working community corrections and probation, healthcare (prison and community-based), corrections in post conflict and developing nations. The ICPA conference attracts some 350-400 delegates from more than 60 countries. The format of the conference is a mixture of plenary sessions and workshops. Conference questions may be directed to: contacticpa@icpa.ca

IACFP NEWS *(Continued from page 28)*

IACFP's Financials and Membership Comparisons for the Years 2009, 2010, and 2011

The financial and membership statuses of IACFP continue to show growth despite the current lagging economy. The financial figures below are comparative for the years 2009, 2010, and 2011, and are divided into three categories: (a) assets, (b) revenue, and (c) expenses. Membership numbers are also reflected be-

low for the same years and continue to show a steady increase. The continued growth of IACFP finances and membership reflect efforts of both our Executive Director and the Executive Board. We are very proud to be able to report these figures to you.



	12/31/11	12/31/10*	12/31/09
Assets***			
Checking Account	\$ 35,620.00	\$ 62,983.00	\$ 74,508.00
Certificates of Deposit	\$1,027,344.00	\$855,821.00	\$ 723,198.00
Total Cash	\$1,062,964.00	\$918,804.00	\$ 794,706.00
Fixed Assets	\$ 950.00	\$ 950.00	\$ 950.00
Total Assets	\$1,063,914.00	\$919,754.00	\$ 795,656.00
<hr/>			
Revenue***			
Membership and			
Income from Sage	\$ 299,028.00	\$ 239,677.00	\$ 308,187.00
Interest Income	\$ 5,370.00	\$ 6,381.00	\$ 12,970.00
Other Income	\$ 87.00	\$ 26.00	\$ - 0 -
Total Revenue	\$ 304,485.00	\$ 246,084.00	\$ 321,157.00
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Total Assets and Revenue	\$1,368,399.00	\$1,165,838.00	\$1,116,813.00
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Expenses***	\$ 160,325.00**	\$ 121,985.00	\$ 124,084.00
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Membership	685	664	556
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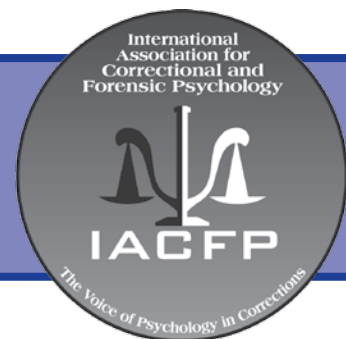
Note. *Adjusted amounts in 2010, includes the period 11/16 to 12/31 which was not in last year's report because of the newsletter printing schedule. ** Includes deferred travel expenses. *** All figures for financials for all years are rounded.

International Association for Correctional and Forensic Psychology

(formerly American Association for Correctional and Forensic Psychology)

Join today and receive
FREE ONLINE ACCESS
to the *SAGE Full-Text Collections in
Criminology and Psychology!*

The International Association for Correctional and Forensic Psychology (IACFP) is an organization of behavioral scientists and practitioners who are concerned with the delivery of high-quality mental health services to criminal and juvenile offenders, and with promoting and disseminating research on the etiology, assessment, and treatment of criminal and delinquent behavior.



Benefits of membership to the IACFP include:

- Access to our social networking sites (Facebook and Twitter) and other Association resources (our Blog and Ethics Hotline).
- A monthly subscription to the Association's journal, *Criminal Justice and Behavior*—for a free sample issue, visit the journal online at: cjb.sagepub.com.
- Free online research tools, including access to current *Criminal Justice and Behavior* content via SAGE Journals Online, as well as online access to more than 55 journals in *Criminology: A SAGE Full-Text Collection* and *Psychology: A SAGE Full-Text Collection*, both of which include archived issues of *Criminal Justice and Behavior* back to 1976.
- A quarterly print subscription to the Association's newsletter, *The IACFP Newsletter*. You may electronically access back issues of the newsletter by visiting ia4cfp.org.
- Discounts on books from SAGE and other publishers.
- Various discounts on other forensic and correctional educational materials.
- Discounts on IACFP sponsored conferences and events.
- Access to the Members Only Area of the Association's website: ia4cfp.org.

Sign up online at: **ia4cfp.org** and click on "Become a Member"

U.S. Department of Justice



Federal Bureau of Prisons

Become a part of our Team!

Clinical/Counseling Psychology

Call today or go to our website at: bop.gov

The Federal Bureau of Prisons is recruiting doctoral level clinical or counseling psychologists, licensed or license-eligible for general staff psychology and drug abuse treatment positions.

Entry level salaries range from \$45,000 - \$80,000 commensurate with experience, and benefits include 10 paid holidays, 13 annual leave and 13 sick leave days per year; life and health insurance plans; and in most cases, clinical supervision for license-eligible psychologists.

The Bureau of Prisons is the nation's leading corrections agency and currently supports a team of over 400 psychologists providing psychology services in over 100 institutions nationwide.

Interested applicants are strongly encouraged to contact the following Regional Psychology Services Administrators to learn more about the application process and potential vacancies.

Mid Atlantic Region	Robert Nagle, Psy.D.	(301) 317-3224
Northeast Region	Gerard Bryant, Ph.D.	(718) 840-5021
South Central Region	Ben Wheat, Ph.D.	(214) 224-3560
Southeast Region	Chad Lohman, Ph.D.	(678) 686-1488
Western Region	Robie Rhodes, Ph.D.	(209) 956-9775
North Central Region	Don Denney, Ph.D.	(913) 551-8321

For more detailed information on these regional vacancies, please visit our website at: bop.gov and go to careers, clinical psychologist.

Public Law 100-238 precludes initial appointment of candidates after they have reached their 37th birthday. However, waivers can be obtained for highly qualified applicants prior to their 40th birthday. To qualify for a position, the applicant must pass a background investigation and urinalysis. The Bureau of Prisons is an Equal Opportunity Employer.

Robert R. Smith, Ed.D.
Executive Editor
The IACFP Newsletter
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Fortson, GA 31808

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JOIN US

INTERNATIONAL ASSOCIATION FOR CORRECTIONAL & FORENSIC PSYCHOLOGY "THE VOICE OF PSYCHOLOGY IN CORRECTIONS"

The IACFP is a non-profit, educational organization in service to mental health professionals throughout the world. Many of our members are doctoral level psychologists, but neither a Ph.D. nor a degree in psychology is required for membership. If you are interested in correctional and forensic issues, we welcome you to the Association.

APPLICATION FOR MEMBERSHIP

Name: _____ Title: _____ Application Date: _____

Please check mailing preference:

☐ Home ☐ Agency _____

Address: _____ Address _____

City/State/Zip _____ Address _____

Educational Achievement:

Institution	Major	Degree	Year
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_____	_____	_____	_____
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Brief Description of Work Experience:

The membership fee for IACFP is \$75 for 1 year or \$125 for 2 years, paid at the time of enrollment or renewal. Membership includes four issues of our newsletter, The IACFP Newsletter, and 12 issues of IACFP's highly-ranked, official journal, Criminal Justice and Behavior. Membership also includes electronic access to current and archived issues of over 65 journals in the Sage Full-Text Psychology and Criminology Collections.

The easiest way to join IACFP, or to renew your membership, is through our website at ia4cfp.org. However, if you prefer, you may also join by mailing this form, with payment payable to IACFP, to our journal publisher, Sage Publications. The address is: Shelly Monroe, IACFP Association Liaison, Sage Publications, 2455 Teller Rd., Thousand Oaks, CA 91320

If you have questions about missing or duplicate publications, website access, or membership status, please contact Shelly Monroe at shelly.monroe@sagepub.com or at (805) 410-7318. You are also welcome to contact IACFP Executive Director John Gannon at jg@ia4cfp.org or at (805) 489-0665.