

FULL-DAY WORKSHOP

(all fees are in U.S. Dollars)

Member - \$195.00

Non Member - \$215.00

Student Member - \$90.00

Student Non Member - \$115.00

HALF-DAY WORKSHOP

Member - \$100.00

Non Member - \$110.00

Student Member - \$50.00

Student Non Member - \$65.00

This form can be used for mail-in registration by check, money order, or credit card. Registrations are accepted on a first-come, first-serve basis and will be confirmed by mail. In the case of remaining seats, on-site registration will be conducted at the hotel from 7:00 am – 8:30 am, Wednesday, March 17, 2010. See the APLS website (www.ap-ls.org) for cancellation/refund policy. The American Academy of Forensic Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. AAFP maintains responsibility for this program and its contents. Participants receive certificates documenting either three or seven hours of continuing education for each workshop attended in its entirety.

CONTACT INFORMATION

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**WORKSHOP REGISTRATION
INFORMATION**

On-line registration, workshop and payment information can be found on our website:

<http://www.ap-ls.org/conferences/apls2010/index.html>

Name: _____

Highest degree: _____

Address: _____

City: _____

State/Country: _____

Zip/Postal Code: _____

Tel. No: _____

Email: _____

Division 41 Member: _____ Yes _____ No

WORKSHOP CHOICE**FEE**

Full-Day ___ A ___ B ___ C \$ _____

Half-Day ___ D ___ E \$ _____

Subtotal \$ _____

Total Enclosed \$ _____

(all fees are in US dollars)

For credit card payments:

Credit Card #: _____

Expiration Date: _____

Payment

On-Line registration will begin October 1, 2009
For mail-in registration, send Check/Money Order made payable to:

American Psychology-Law Society
PO Box 11488
Southport, NC 28461-3938

**CONTINUING
EDUCATION****PRE-CONFERENCE
WORKSHOPS**

*American Academy of Forensic
Psychology*

March 17, 2010

Vancouver, Canada



Workshops held at:

**The Westin Bayshore
1601 Bayshore Drive
Vancouver, Canada
(604) 682-3377**

FULL DAY WORKSHOPS

WEDNESDAY, MARCH 17, 2010

8:00 AM – 5:00 PM / 7 CE'S

A. TREATING PSYCHOPATHIC FEATURES IN YOUTH: THE STRUCTURE AND PRELIMINARY OUTCOMES FROM THE MJTC PROGRAM

This workshop will discuss the difficulties that attend to treatment of youth with psychopathic features and the approach taken by the Mendota Juvenile Treatment Center. The introductory workshop will provide an overview of the structure and components of the MJTC model. Issues that make these youth particularly difficult to treat will be discussed within the context of the MJTC. The results of outcomes studies, including process changes and recidivism after release, will be presented, and implications of these studies to treatment of psychopathic youth will be discussed.

Learning Objectives: To allow you to (1) describe the principles involved with treating treatment refractory individuals; (2) explain the guiding principles of the MJTC Behavioral Assessment system and (3) of the MJTC Today-Tomorrow contingency management program; (4) analyze the effects of treatment on psychopathic characteristics in adolescents; (5) list the recidivism outcomes and cost-benefits of MJTC treatment.

PRESENTER: Michael F. Caldwell, Psy.D. is a Lecturer in Psychology at the University of Wisconsin, and a Senior Staff Psychologist at the Mendota Juvenile Treatment Center.

B. FORENSIC AND CORRECTIONAL APPLICATIONS OF THE PERSONALITY ASSESMENT INVENTORY (PAI)

The PAI has become increasingly popular in forensic and correctional mental health assessment over the past several years. This workshop, pitched at an intermediate level that assumes a basic familiarity with the instrument, will provide an overview of applications of the PAI with offender populations in an array of settings (e.g., pre-adjudication, post-adjudication) and in relation to various referral questions (e.g., institutional adjustment, response style, mental disorder, treatment outcome). Issues of legal admissibility will be addressed and case examples reviewed.

Learning Objectives: To allow you to (1) discuss the basic design and structure of the PAI, as well as general interpretive strategies and guidelines; (2) prepare interpretive strategies for the detection of response distortion on the PAI; (3) analyze the utility of the PAI in identifying psychopathology and personality pathology in criminal populations; (4) discuss

evidence concerning the utility of the PAI in identifying those at risk for recidivism and institutional misconduct; (5) list issues concerning the use and admissibility of the PAI in legal cases; (6) use specialized PAI computerized interpretive reports.

PRESENTER: John F. Edens, Ph.D., is Associate Professor of Psychology at Texas A&M University and a licensed psychologist (Texas). His clinical and research interests focus on forensic assessment issues and the role of mental health expertise in legal proceedings. He is a co-author of the *PAI Interpretive Report for Correctional Settings*.

C. SHORT-TERM ASSESSMENT OF RISK AND TREATABILITY (START)

Clinicians are routinely required to make decisions and provide recommendations regarding the admission, discharge, and management of persons who may pose a risk of violence to self or others. This remains a challenging task, with divergent approaches and instruments available to assist with these decisions. This course will provide an introduction to the "Short-Term Assessment of Risk and Treatability" (START), a 20-item clinical guide for the dynamic assessment of seven risk domains. START represents a refinement in the assessment of risk in that it provides for the differential coding of both patient strengths and vulnerabilities while allowing for the recording of case specific factors. START is intended for use with adults with mental, personality and substance related disorders and is expected to have relevance to correctional, civil, and forensic patients in the community or institutional settings. In this session, offered by the developers of the instrument, we will describe the design, format, and implementation of START, as well as discuss its utility as a clinical evaluation and research tool.

Learning Objectives: To allow you to (1) explain the role of static and dynamic variables in violence risk assessment and management; (2) analyze the role of strengths and vulnerabilities in case management; (3) administer, interpret, and implement START assessments (i.e., scoring individual items, communicating final risk decisions).

PRESENTERS: Christopher Webster, Ph.D. is Professor Emeritus of Psychology at Simon Fraser University and Professor of Psychiatry at the University of Toronto.

Tonia Nicholls, Ph.D. is Assistant Professor, Department of Psychiatry, University of British Columbia and Senior Research Fellow at the Forensic Psychiatric Services Commission, BC Mental Health & Addiction Services.

Johann Brink, MB, ChB, FRCPC is psychiatrist and Director of Clinical Services and Scientific Director for the Forensic Psychiatric Services Commission in British Columbia. Sarah Desmarais, Ph.D. is Post Doctoral Research Fellow in the School of Population and Public Health at the University of British Columbia and Research Scientist with the BC Mental Health & Addiction Services

HALF-DAY WORKSHOPS

WEDNESDAY, MARCH 17, 2010

8:00 AM – 12:00 PM / 3 CE'S

D. STRUCTURAL EQUATION MODELING (SEM)

SEM is quickly becoming a mainstay in psychological research. This introductory workshop is designed to provide participants with basic knowledge of these methods and demonstrate how SEM can be applied to strengthen existing research programs. Topics to be reviewed include SEM programming, path analysis, and mediation/moderation in an SEM framework. As time permits, advanced methods for analyzing growth and change, including latent and multilevel growth curve modeling will be introduced. It is strongly recommended that participants download the Mplus (unlimited days: <http://www.statmodel.com/>) and AMOS (16-day evaluation: <http://www.spss.com/downloads/>) demo versions to their personal laptop so that they can follow along with the workshop examples. Computer and software access will not be provided as part of the course.

Learning Objectives: To allow you to (1) discuss SEM methods; (2) explain how SEM can be applied to existing research programs; (3) conduct basic SEM programming; (4) utilize mediation/moderation analysis in the SEM framework.

PRESENTER: Candice Odgers, Ph.D., is an Assistant Professor of Psychology at University of California, Irvine.

WEDNESDAY, MARCH 17, 2010

1:00 PM – 5:00 PM / 3 CE'S

E. META-ANALYSIS IN PSYCHOLOGY AND LAW RESEARCH

This workshop introduces psychology and law students and researchers to the principles, methods, and problems of meta-analysis. Using a step-by-step approach, participants will be guided on how to conduct a simple meta-analysis. Topics that will be covered will include identifying a research question, formulating hypotheses, searching the literature in databases, coding information, establishing inter-coder reliability, calculating effect sizes, conducting a homogeneity test and finding outliers, distinguishing between fixed-effects and random effects meta-analysis, conducting moderator analyses and meta-regression, presenting results, and becoming aware of threats to validity (particularly publication bias).

Learning Objectives: To allow you (1) list the basic steps in conducting and presenting a simple meta-analysis; (2) discuss some of the pitfalls of meta-analyses; (3) analyze and consume more critically existing meta-analyses.

PRESENTER: Siegfried L. Sporer, Ph.D. is a Professor of Social Psychology at the University of Giessen in Germany.