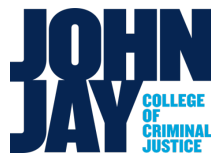


Psychology & Law Open House

**John Jay College of Criminal Justice
The Graduate Center
The City University of New York (CUNY)**

November 1st, 2023



PROGRAM STRUCTURE

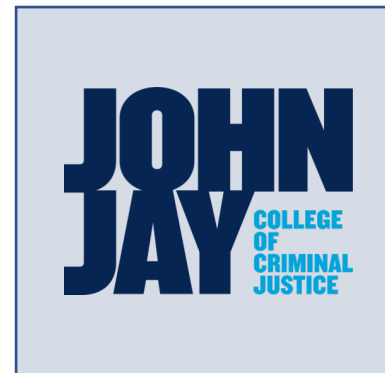
University:



Psychology PhD:



Psychology Training Areas:

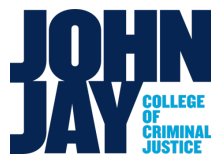


Psychology & Law

Clinical
Psychology

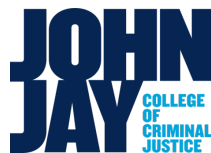
PROGRAM OVERVIEW

- General Program and Curriculum Requirements
 - Completion of 63 credits
 - Complete the First Doctoral Examination
 - Equivalent to a MA thesis
 - Complete the Second Doctoral Examination
 - NSF-style grant or Psych Bulletin manuscript
 - Complete the Comprehensive Doctoral Activities
 - Submit a first-authored manuscript for publication
 - Present a poster or paper at a conference
 - Attend two conferences
 - Teach at least one post-secondary course
 - Complete the Third Doctoral Examination (i.e., Dissertation)
 - Dissertation proposal as well



ODDS AND ENDS

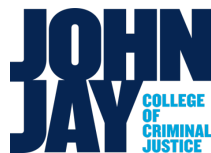
- Mentoring
 - Primary & Secondary
 - Flexible mentoring style
- Tuition & Stipend
 - All students admit will have their tuition covered and receive a stipend of roughly \$27K
- Incoming former MA students
 - Successfully defended MA thesis can be defended at John Jay and count as one's First Doc
 - Some credits can transfer but must be approved and usually only 6-9 credits



ODDS AND ENDS

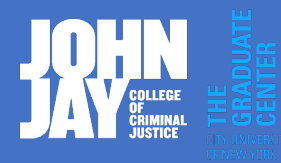
- Housing
 - Non-international students must have NYS residency within a year
 - Be sure to have your name on one of the residency documents (e.g., utilities, lease, etc.)
- International students need to have or obtain a social security card
- Full-time attendance: No external employment

Link to Program Information: <https://jjaypsylaw.commonsgc.cuny.edu>





DR. STEVEN PENROD



ACCEPTING:



PRIMARY STUDENT(S)



SECONDARY STUDENT(S)

GENERAL TOPIC(S) OF RESEARCH

Plea bargaining (influence of evidence), Eyewitness Performance (influence of array fairness)

EXEMPLAR CURRENT PROJECT

Research Question: What is the effect on array fairness of collecting basic perp descriptors vs. pressing witnesses for additional descriptive info?

STUDENTS



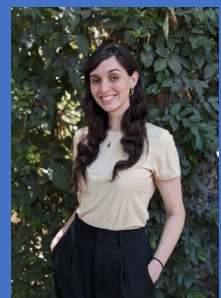
Jennifer M. Jones



T'awna Williams



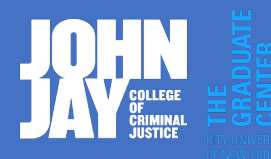
Stacie Keck



Tirza Ben Ari



DR. DERYN STRANGE



ACCEPTING:

- PRIMARY STUDENT(S)
- SECONDARY STUDENTS(S)

GENERAL TOPIC(S) OF RESEARCH

The legal implications of Memory Distortion

EXEMPLAR CURRENT PROJECT

Research Question: Is the perceived memory advantage of Criminal Justice Professionals (police, forensic interviewers) due to their perceived secondary trauma exposure?

STUDENTS



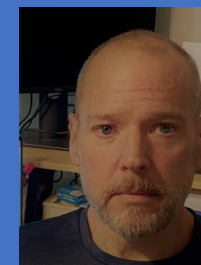
Ella Merriwether



Kris Anderson



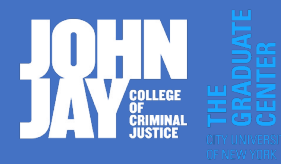
Natalie Tesmafiacael



Sean Bennett



DR. CHARLES B. STONE



ACCEPTING:



PRIMARY STUDENT(S)



SECONDARY STUDENTS(S)

GENERAL TOPIC(S) OF RESEARCH

How social influences shape both autobiographical and collective memories

EXEMPLAR CURRENT PROJECT

- **Research Question:** How does posting on social media influence memory for an event?
- **Results:** individuals had better recall of the captured details when shared on social media than when they simply took the picture and did not share them on social media.



Ava Zwolinski

STUDENTS



DR. SAUL KASSIN

ACCEPTING:

- PRIMARY STUDENT(S)
- SECONDARY STUDENTS(S)

STUDENTS

GENERAL TOPIC(S) OF RESEARCH

Psychology of wrongful conviction: Police interviewing, interrogations, false confessions, forensic confirmation biases, guilty pleas.



Tirza Ben Ari

EXEMPLAR CURRENT PROJECT

Research Question: Do confessions lead innocent suspects to accept guilty pleas because attorneys come to see the confessed client as guilty? Or because they believe that client will be convicted at trial?

Results: *Guess what we found?* The answer can be found in this forthcoming article: Hellgren & Kassin (in press). Defense lawyer's plea recommendation: Disentangling the influences of perceived guilt and probability of conviction. *Psychology, Public Policy, and Law*.



Lillian Philips



DR. MARK FONDACARO

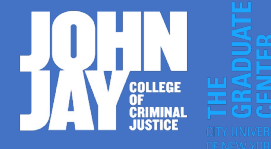
ACCEPTING:



PRIMARY STUDENT(S)



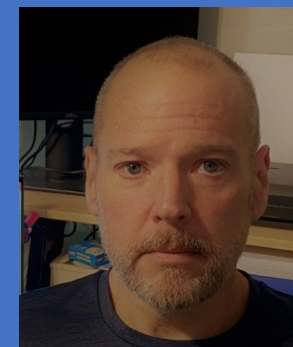
SECONDARY STUDENTS(S)



STUDENTS



Amanda Benjamin



Sean Bennett

GENERAL TOPIC(S) OF RESEARCH

- Criminal Responsibility and Non-Retributive Responses to Crime
- Evidence-Informed Transformation of the Criminal Legal System
- Paradoxical Promise of Plea Bargaining in a Non-Retributive Criminal Legal System
- Gun Safety, Red Flag Laws, and the Assessment & Management of Risk

EXEMPLAR CURRENT PROJECT

Research Question: Does educating study participants about biopsychosocial effects of trauma (that are often outside of conscious awareness) contribute to free will doubt and decrease support for retribution and harsh punishments?

Results: Trauma informed psychoeducation led to decreased free will beliefs and to judgments of less criminal responsibility, which in turn, led to reduced support for both retribution and less severe sentences for both juvenile and adult offenders.

DR. JACQUELINE KATZMAN ACCEPTING:



PRIMARY STUDENT(S)



SECONDARY STUDENTS(S)



Jaleel King

GENERAL TOPIC(S) OF RESEARCH

Racial disparities in the legal system; Police decision making; Eyewitness Procedures

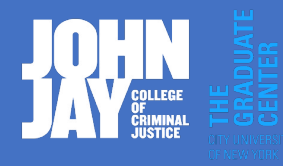
EXEMPLAR CURRENT PROJECT

Discerning whether lineup constructor race contributes to the lower diagnosticity of suspect identifications from Black target lineups

Examining whether officers who place Black suspects in lineups at low prior probabilities of guilt are more likely to construct suspect biased lineups (i.e., does biased array construction *reflect* the innocence of Black suspects?)



DR. MARGARET BULL KOVERA



ACCEPTING:



PRIMARY STUDENT(S)



SECONDARY STUDENTS(S)

STUDENTS



Alexis Hardy



Jennifer M. Jones



Ellie Aronson



Natalie Tesfamicael



Stacie Keck



Lillian Philips



Jaleel King

GENERAL TOPIC(S) OF RESEARCH

Social influences on eyewitness behavior. Legal decision-making (including pleas).
Racial and other disparities in what constitutes reasonable suspicion.

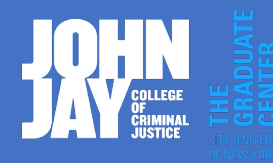
EXEMPLAR CURRENT PROJECT

Typically experimental simulations of situations (old-school style social psychology impact experiments)

Research Question: (*new grant*) whether there are racial differences in the amount of evidence that police have before putting suspects at risk of misidentification.



DR. KELLY MCWILLIAMS



ACCEPTING:



PRIMARY STUDENT(S)



SECONDARY STUDENTS(S)

GENERAL TOPIC(S) OF RESEARCH

Child forensic interviewing; Child testimony; Children's memory development

EXEMPLAR CURRENT PROJECT

Research Question: Examining how children are questioned about sequence in the legal setting; whether these questions are developmentally appropriate (i.e., will they increase likelihood of biased or incorrect responses); and whether adults perceive children's sequencing tendencies negatively (i.e., do they undermine credibility)

STUDENTS



Ella Merriwether



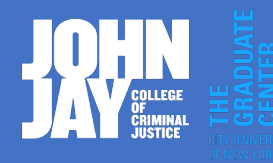
Amanda Benjamin



Ellie Aronson



DR. C. GABRIELLE SALFATI



ACCEPTING:



PRIMARY STUDENT(S)



SECONDARY STUDENT(S)

STUDENTS

GENERAL TOPIC(S) OF RESEARCH

- **Investigative Psychology:** Behavioral Crime Scene Analysis, Offender Profiling
- **Positive Psychology:** Burnout, Resilience, Leadership
- **Organizational Psychology:** Training Evaluation, Leadership
- **Lab Website:** www.jjay.cuny.edu/IPRU

Will be on sabbatical
2025-2026

EXEMPLAR CURRENT PROJECT

Research Questions:

- How do we train investigators and crime analysts to best link serial crimes, and identify the offenders responsible
- How do we train police officers and the military to stay resilient in the face of extreme operational and organizational stressors

FIND OUT MORE ABOUT OUR FACULTY AND STUDENTS ON OUR WEBSITE:



<https://jjaypsylaw.commons.gc.cuny.edu>