Psychology & Law Open House

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

November 4st, 2024

PROGRAM STRUCTURE

University:

CUNY The City University of New York

Psychology PhD:

CUNY GRADUATE CENTER

Psychology Training Areas:

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

- Psychology & Law
- ~~Clinical Psychology~~

PROGRAM OVERVIEW

- General Program and Curriculum Requirements
  - Completion of 60 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

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CUNY The City University of New York

CUNY GRADUATE CENTER

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

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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.commons.gc.cuny.edu

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DR. STEVEN PENROD

ACCEPTING:

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

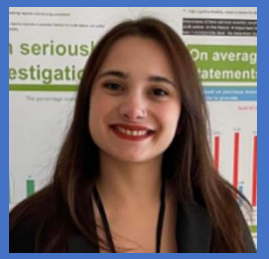
GENERAL TOPIC(S) OF RESEARCH

Eyewitness Performance (array fairness); jury consolidation;

EXEMPLAR PROJECTS

Research Questions: Is matching fillers to witness descriptions as fair as matching fillers to suspect appearance? Can fair arrays be constructed using face-matching software? What is the effect on array fairness of collecting basic perp descriptors vs. pressing witnesses for additional descriptive info? Can AI construct fair arrays?

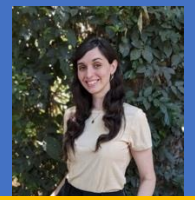
POST-DOC/ STUDENTS



Dilhan Toredi

Stacie Keck

Kris Anderson



NEXT UP... DR. MARK FONDACARO

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: Does expert testimony in historical memory cases help or hurt jurors understanding of memory processes?

STUDENTS

Kris Anderson

Natalie Tesfamicael

Sean Bennett

NEXT UP… DR. CHARLES STONE

DR. CHARLES B. STONE

JOHN JAY COLLEGE OF CRIMINAL JUSTICE — THE GRADUATE CENTER, CITY UNIVERSITY OF NEW YORK

ACCEPTING:

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

STUDENTS

GENERAL TOPIC(S) OF RESEARCH

- How social influences (e.g., conversations, the media, cultural artifacts, technology, etc.) and in-group vs. out-group dynamics shape autobiographical and collective memories as well as our understanding of the historical past

EXEMPLAR CURRENT PROJECT

- **Research Question**: What are the motivations and mnemonic consequences for sharing personal experiences (via photographs) on social media?

- **Results:**
- 1.) Primary motive for sharing personal experiences: social, but an association was found between therapeutic motives and loneliness/low self-esteem (ripe for future research).

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DR. MARK FONDACARO

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ACCEPTING:

- [x] PRIMARY STUDENT(S)
- [x] SECONDARY STUDENTS(S)

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

<u>Policy Research Question</u>: Should Restorative Justice be incorporated into evidence-based efforts to transform the criminal legal system and reduce mass incarceration?

<u>Conclusion:</u> Restorative Justice at best is neither a comprehensive alternative for the current system nor an effective intervention for significantly reducing recidivism, but possibly a promising supplemental feature

STUDENTS

Amanda Benjamin

Sean Bennett

NEXT UP... DR. MARGARET KOVERA

DR. MARGARET BULL KOVERA

JOHN JAY COLLEGE OF CRIMINAL JUSTICE — THE GRADUATE CENTER, CITY UNIVERSITY OF NEW YORK

ACCEPTING:

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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.

STUDENTS

Alexis Hardy

Jennifer M. Jones

Ellie Aronson

Natalie Tesfamicael

Stacie Keck

Lillian Philips

NEXT UP... DR. JACQUELINE KATZMAN

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GENERAL TOPIC(S) OF RESEARCH

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

EXEMPLAR CURRENT PROJECT

Discern whether lineup constructors exposed to information about the witness' low reliability produce more suspect-biased photo arrays than lineup constructors without this contextual information.

Examine whether officers place Black suspects in lineups with less evidence

STUDENTS

Jaleel King

Daniel Gordon

McKenna Cameron

NEXT UP... DR. KELLY MCWILLIAMS

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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

Ellie Aronson

McKenna Cameron

Daniel Gordon

NEXT UP...Q & A

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

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