

INTERNATIONAL ASSOCIATION OF FORENSIC MENTAL HEALTH SERVICES

NEWSLETTER

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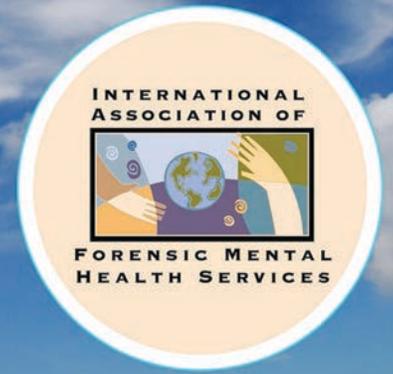


Photo by Vincent Brassinne

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Letter from the Editor

Dear members of IAFMHS,

Welcome to the latest installment of the IAFMHS newsletter. We hope everyone in attendance at the 18th Annual IAFMHS Conference in Antwerp, Belgium, has returned home safe and inspired by their experience; and for those of you that missed this year's conference, this edition of the newsletter will feature some of the conference's highlights, including a summary of the keynote addresses, the conference award recipients, and the Student Section panel on the Unspoken Rules in Academia. Beyond content from our recent conference, this edition of the newsletter presents reflections from our Associate Editor, Kori Ryan, on her journey from mentee to mentor in our ongoing Early Career Corner column as well as updates from the International Journal of Forensic Mental Health! Lastly, we would like to announce the call for submissions for our next conference in Montreal, June 25-27th, which will be released this fall!

As always, we would like to encourage graduate students, early career professionals, and other members of IAFMHS to submit content to the newsletter and welcome all comments and feedback.

Alicia Nijdam-Jones, Editor

Service Development is the Laboratory of Forensic Mental Health: Integrating Science and Treatment into Outcome

Ellen Quick, M.A. | Doctoral Student, Fordham University, USA

The 18th Annual Conference of the International Association of Forensic Mental Health Services took place at the Hilton Antwerp Old Town in Antwerp, Belgium between June 12th and 15th, 2018. At the conference, nearly 400 attendees from 29 countries came together to present and discuss international issues in forensic mental health. Focusing on the theme “Service development is the laboratory of forensic mental health: Integrating science and treatment into outcome”, the conference served as a wonderful platform for individuals working in various forensic settings to discuss the merging of science and treatment in forensic mental health.

This year’s conference had a fantastic lineup of keynote speakers. The conference opened with Dr. Stephen J. Morse’s keynote address on the merging of law, neuroscience, and psychiatry. Using a case example, Dr. Morse described the client, Mr. Oft, who suddenly began to engage in sexually deviant behavior. While at a sex offender treatment program, the behavior worsened, and an fMRI showed that he had an orbital frontal tumor (i.e., Oft). The tumor was removed, but within eight months of surgery, Mr. Oft started engaging in sexual deviant behavior once again. Another fMRI revealed the tumor’s return. Once again, after the tumor was removed, the sexually deviant behavior stopped. Although this case suggests that neuroscience may offer tools to assist psychiatrists and psychologists in uncovering the mechanisms in the brain that impact one’s behavior, neuroscience still is not at the stage where it can be used to explain why a person is engaging in specific behaviors. The merging of law, neuroscience, and psychiatry requires the practitioner to see that none of these

fields on their own can explain all behaviors. Merging the three disciplines will get us closer to an answer because humans are complex, multifaceted beings. Thus, explanations of behaviors require a multi-field, multilevel



explanation. Dr. Morse concludes that we should not put all of our eggs in the neuroscience basket quite yet, as there is still much we do not understand about human behavior.

Dr. Tony Ward’s keynote highlighted the Good Lives Model (GLM), an alternative correctional rehabilitation model to the commonly used Risk, Needs, Responsivity (RNR) approach. Although RNR is empirically supported and is predictive of reoffending, it lacks the inclusion of protective factors and a focus on how offenders can pursue legitimate goals through legally appropriate means. This is particularly evident in its focus on addressing dynamic risk factors and making avoidance goals (e.g., “Don’t do this or you’ll end up back in prison”). GLM differs as it emphasizes teaching offenders to live a fulfilling life through legal means by utilizing a strength-based approach to rehabilitation where the offender’s rights and core interests are considered in a collaborative manner. Overall, GLM focuses on protective factors and the benefits of treatment rather than managing the offender’s risk for reoffending. In conclusion, using Dr. Ward’s own words, the best way to describe GLM is that it capitalizes on the offender believing “I’m not what I did.”

Within the final keynote, Dr. Lorraine Johnstone discussed the pitfalls of youth violence being labeled as psychopathy. Using adult assessments and protocols to assess psychopathy within adolescents and children populations does not allow for consideration of the dynamic changes that occur throughout human development. Dr. Johnstone discussed how childhood trauma and attachment style is



Editorial Team

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18TH ANNUAL IAFMHS CONFERENCE

suggesting that taking a trauma-informed perspective on youth violence is imperative. Dr. Johnstone closed out her presentation with a wonderful quote from Socrates, reminding the audience that it is important to remember when working with juveniles in forensic settings that "Children who are the hardest to love need it the most".

As a whole, the conference offered multiple opportunities for forensic mental health practitioners from around the world to present on special issues within the field and provide insight into emerging areas of research and practice. There also were multiple

occasions for old and new friends and colleagues to network and discuss upcoming projects and different perspectives in the field of forensic mental health. Next year the annual conference will be held in Montreal, Canada on June 25 – 27, 2019. Make sure to mark your calendars because you won't want to miss this conference!

2018 Conference Award Recipients

CHRISTOPHER WEBSTER EARLY CAREER AWARD

Dr. Catherine Wilson, Canada

RÜDIGER MÜLLER-ISBERNER AWARD

Dr Mike Harris, The United Kingdom

STUDENT PAPER PRESENTATION AWARD

Emilie Picard, Fordham University, USA

STUDENT POSTER PRESENTATION AWARD

Sanam Monjazeab, Simon Fraser University, Canada

19TH ANNUAL IAFMHS CONFERENCE

IAFMHS 2019 Montreal Conference



ABSTRACT SUBMISSION THIS FALL!

The Journey from Mentee to Mentor: Where are You on Your Journey?

Kori Ryan, Psy.D. | Assistant Professor, Fitchburg State University, United States

I am a little over three years removed from the notification that I had completed all of the necessary steps to receive my doctorate. During that time, I have spent three years on the tenure track at a small public teaching university in Central Massachusetts, in the United States. In many ways, it has felt like a rather abrupt jump from student to teacher, despite my preparation through graduate school and my clinical training to do so. Perhaps even more abrupt was my role as mentor. Immediately upon hire, I was expected to advise

Moving from student to professional, you are expected to some degree to be able to influence and guide others. However, you only have so many years and experiences behind you to be you to be able to utilize.

students, engage them in research, and guide them into the profession. More recently, I have started teaching the internship seminar for undergraduates as part of my course load. This course mimics in style graduate school supervision groups. I have had many students refer to me as their “mentor,” which can still feel pretty surprising when I feel I still have much to learn.

The jump from mentee to mentor felt a bit like, “ready or not, here it comes,” and it is not just in academia that one

might quickly find themselves supervising or mentoring students or other professional staff. On the one hand, I felt prepared, but on the other hand, the reality of actually mentoring and teaching others is a pretty steep learning curve.

Early career professionals are somewhere in the middle of the road when it comes to the mentee/mentor divide. Moving from student to professional, you are expected to some degree to be able to influence and guide others. However, you only have so many years and experiences behind you to be able to utilize. It is an awareness I am developing as I consider where I am in my professional lifespan.

Mentoring is the guiding, advising, or training of someone junior and is a significant element of the helping professions. Many graduate programs in the United States follow a mentor model, with



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a student studying under a senior researcher to learn the tools of the profession. Mental health students likely participate in clinical supervision as supervisees, and learn the models and methods for supervision for their future roles as supervisors. Non-mental health related professions have embraced both informal and formal mentorship through processes such as peer mentorship and corporate models, and the more traditional “take someone under your wing” approach. Like it or not, mentorship in some shape is pretty standard.

Mentoring, like any other relationship, can be difficult to get right. In discussing the transition from student to early career professional, many of my friends and colleagues have had similar thoughts. What exactly makes us qualified to be the ones doing the teaching and mentoring? How do you mentor others when you still feel like you have so much to learn? What is my mentorship style, and how does that fit with what my mentee needs? What do I do when what I think my mentee needs is something different than what they think they need? My personal favorite: what if I mess up?

On the other hand, it is also important to recognize that by definition, early career professionals are still junior. More questions: how do I find a mentor? Do I need one? What do I need out of a relationship with a mentor at this point in my career? Can I and should I have more than one mentor? It’s not always easy to find a mentor, and I have heard horror stories about poor mentoring relationships. Mentees at worst may leave the field not due to lack of ability or talent, but rather due to the negative experience they have had with a mentor.

I have been extremely fortunate to have had wonderful mentors along the way, and all of them have demonstrated that ongoing peer consultation and supervision have benefited them greatly. It was

**Did you receive your degree within the last 5 years?
If so, you are an early career professional and we want to hear from you!
Please consider writing about your experiences, your research, thoughts, and concerns for the next newsletter!**

extremely helpful to me to hear about their openness to learning, despite their lengthy and illustrious careers and accolades. I have a formal role as a mentor and supervisor now that has me considering how I approach not only being a mentor, but how I approach being a mentee. What do I need from my mentors at this stage in my career? For example, my mentors have largely identified as male. Recently, I've developed a mentorship relationship with a female senior colleague. It has also spawned an interest in developing leadership potential in female-identified persons, which was definitely not a part of my original clinical and research interests. I found it affirming that my male mentor also discussed the importance of a female mentorship with me. I felt he was modeling awareness of strengths and limitations, and also that you can have more than one mentor for different needs, times in your career, and for personal growth. Not all female-identified individuals will need a female mentor, but for me, it was much needed to help me explore my identify as a female in a male dominated field.

Many early career professionals are thinking about their career trajectories and what experiences they need to continue to achieve their goals. Many have outlined steps in their career to take as they continue to develop their knowledge and skills. I am not sure how many consider mentorship in that equation. My goal in writing this brief article is to have early career professionals consider their role as mentee/mentor. Early career mentoring is a pretty unique time where you are (hopefully) still developing styles of developing relationships with others with a little bit of knowledge and experience behind you. As an early career professional, you may not feel as if you have anything to offer as a mentor, or now you're a "professional" who no longer needs to engage in the role of mentee. If your job is anything like mine, you have been perhaps too busy to consider where you are in your journey as a mentor or mentee. Does this mindset help or limit you? If you haven't considered your role as mentee or mentor, I hope that you will.

CALL FOR CONTRIBUTIONS!

The IAFMHS newsletter team would like to invite members to contribute short articles/submissions for the next or a following edition of the IAFMHS quarterly newsletter. Contributions may include one of the following topic areas (listed below) or if you are interested in becoming involved in a semi-regular column or feature, please contact the newsletter editor to further discuss potential ideas.

- 1. International updates:** Articles may highlight news, trends, laws or policies that impact the work of individuals in the IAFMHS community.
- 2. Innovative risk reduction strategies:** Articles may highlight current research or clinical practice implemented by IAFMHS members.
- 3. Training and pedagogy in forensic mental health:** Articles may focus on methods or emerging issues for enhancing knowledge for supervisors, trainers, instructors, professors, or other staff educating forensic mental health professionals.
- 4. Other topic of relevance:** Members may submit articles of a topic relevant to the individuals in the IAFMHS community. Please contact the newsletter editor to propose a topic prior to submission.

Submissions should be sent to the editor in Word format and discuss the above subjects relevant to the IAFMHS community. When e-mailing a submission, please include full name, title, institutional affiliation, and contact information. All articles which are selected for publication will be proof read for content, spelling and grammatical errors.

- Suggested 500-1000 words/5 references
- Articles may include section headings
- Illustrations, tables, sidebars are encouraged to illustrate or emphasize article's message

Authors names and affiliations will be included with their article in the newsletter. Authors will be informed of the decision to include the article in current or later editions of the newsletter, however, editors reserve the right to make minor editorial changes as well as not publish every submission.

If you have questions, please email the newsletter editor, Alicia Nijdam-Jones (anijdamjones@fordham.edu). We look forward to receiving your submissions!

IAFMHS Professional Panel | Unspoken Rules in Academia

Lindsey Gilling McIntosh M.Sc., University of Edinburgh | IAFMHS Student Treasurer

... Negotiating Authorship

Dr. Jodi Viljoen, Simon Fraser University (CANADA)

Discuss early | Discussions about authorship may seem awkward or intimidating, so you may try and avoid having them. However, for the sake of the project and professional relationships it is best to head off any potential confusion or disagreements early on. Know that these early decisions around authorship are not set in stone and should be revisited as the project evolves. You may find that people's roles on a project may change or others may be subsequently brought onto the research project and the authorship list should reflect this.

Be transparent | Decisions about authorship should be made with everyone in agreement, not by the principal investigator alone. No one should be surprised when they first see the list of ordered names on a draft manuscript. Transparency will keep everyone clear about their roles and expected contributions from the start, ultimately benefitting the project.

Acknowledge | Academic authorship may be warranted for a number of reasons: conceptualizing the idea, creating the study design, performing statistical analysis, and writing portions of the manuscript (to name just a few). Different types of contributions will carry more or less weight as it pertains to authorship. For instance, many guidelines recommend that having collected the data should not by itself warrant authorship. Individuals who do not meet the requirements for authorship but have nevertheless contributed to the project should still be acknowledged as appropriate in the publication.

The American Psychological Association has published guidance on authorship and tools to help with decision-making around authorship. To find out more, click [here](#).

... Setting Yourself up for Success

Dr. Michael Martin, Correctional Service of Canada (CANADA)

We are all ducks | Consider this metaphor for graduate students. On the surface we may look calm and like we have everything in hand, but if you look under the water you'll see that our feet are paddling a mile a minute. You are not alone if you are feeling overwhelmed or distressed while working toward your degree. One of many potentially useful resources for this is Stephen Covey's "Seven Habits of Highly Effective People."

Towards independence | Covey writes that highly effective people are proactive and assertive. Learn how to say 'no' and prioritize those opportunities which will help you get to where (and become whom) you want to be after graduate school. Imagine your ideal cover letter for five years from now and take on opportunities which help you work toward that. Stay organized using Gantt charts or timelines, and be clear with written and/or verbal agreements about deadlines and other work expectations.

... and Interdependence | Covey says to 'find your flock' and seek out positive professional and personal relationships. Search for win-win or mutually beneficial solutions and opportunities. Recognize and utilize others' unique strengths through teamwork to help achieve goals together which would not be possible to achieve alone.

Read more tips on incorporating Covey's tips into graduate school life [here](#).

Learn more about the book itself [here](#).

... Navigating Power Differentials

Dr. Michele Galletta, John Jay College of Criminal Justice (USA)

Be aware | Power differentials (or a lack of awareness of them) between students and their supervisors or other faculty members can exacerbate the stress of graduate school. Unwanted consequences can easily result, ranging from inappropriate comments to gross misconduct. No one should have to accept or put up with inappropriate behavior due to perceived lack of power and autonomy in their work or research.

... Navigating Power Differentials (continued)

Blurring boundaries | It is easy to think of examples of behavior that is obviously inappropriate. However, some situations may be less overt but professional or ethical boundaries are still crossed. For example, academic and clinical supervisors should not attempt to interfere with their supervisee's decisions involving personal relationships or family planning. Likewise, it is inappropriate for a supervisor to ask their supervisee to babysit their children, or dictate a letter of reference for a job or program conditional upon the student completing some task or piece of work. Those in supervisory or mentorship roles should still respect their students' professional or personal goals even if they are perceived as competing with your doctoral research or training.

Accessing support | Remember that there are many people who can provide insight and support into difficult situations. These may include from your graduate student peers, a mentor whom you trust, and should you choose to report it, those in your department or institution processes' for formal complaints (Complaints Officer, ombudsman or equivalent).

Postdoctoral Research Fellowship Opportunity

A full time postdoctoral position in the area of forensic mental health (mental health, justice and safety). The fellowship is for 12 months with a possible second year appointment and provides research and academic training.

Description

Data has already been collected through multiple projects and a new national study is starting up. The postdoctoral fellow will lead and participate in the development of a series of scientific papers on trajectories of individuals receiving forensic mental health services as well as coordinate research activities and supervise research assistants and students.

The goal is to expand and enrich the candidate's knowledge of forensic mental health and the scientific method, and to extend the candidate's skills in conceptualizing and executing statistical analyses and writing manuscripts for publication in high impact scientific journals.

Qualifications

Applicants must have a recent Ph.D. in a related discipline (e.g., Psychology, Psychiatry, Epidemiology, Sociology, Criminology, etc.) and have a demonstrated record of experience in advanced quantitative statistical methods. Applicants must also have a demonstrated ability in preparing and publishing research papers. The applicant must be interested in pursuing a career that focuses broadly on mental health, antisocial behaviour, justice safety, mental health, and the law.

Environment

The position is to be held at the [Institut Philippe-Pinel Research Center](#) and the [Department of Psychiatry of the Université de Montréal](#) and is funded through a CIHR operating grant. Supervision will be ensured by Professor Anne Crocker.

The postdoctoral fellow will be integrated into the national team and be offered the necessary supervision to develop all of the abilities necessary to become an independent scientist. Teaching and student (co)supervision opportunities will also be offered.

We are seeking to fill the position as soon as possible, applications will be reviewed immediately.

Applicants are encouraged to submit by **August 15th, 2018**.

To apply, please send the application package to Dr. Anne Crocker (anne.crocker@umontreal.ca)

- Curriculum Vitae
- Cover letter detailing research interests, experience and career goals
- Two letters of recommendations
- Two manuscripts



Grounds at [Philippe Pinel Institute of Montreal](#)
Image retrieved from [UdemNouvelles](#)

STUDENT AUTHOR HIGHLIGHT

Examining the High-Risk Accused Designation for Individuals Found Not Criminally Responsible on Account of Mental Disorder

Ilvy Goossens recently published a [paper](#) in Canadian Psychology/Psychologie Canadienne. Ilvy, the incoming IAFMHS student president, is a current graduate student in the forensic psychology-law program at Simon Fraser University and a graduate research assistant with the Provincial Health Services Authority (forensic division). Her overarching research interests focus broadly on the intersection between mental health and the criminal justice system. As a research assistant, she has contributed to various projects in the mental health and criminal justice arena (e.g., complex concurrent disorders, trauma-informed care, risk assessment, post-discharge patient wellbeing). She is also a co-author of the DIARI (Decision-making In Abusive Relationships Interview: Nicholls, Hilterman, & Goossens, 2017), an interview guide to collaborate on safety planning with women in abusive relationships. With the high-risk accused publication in CP/PC, the authors saw an excellent opportunity to help inform the debate around this new Canadian legal statute. You can connect with her on any of these topics on [LinkedIn](#) or via email (igoossen@sfu.ca).



Ilvy Goossens, M.Sc.

Graduate Student, Forensic Psychology and Law
Simon Fraser University, Canada

Abstract: In 2014, the Canadian government amended the Criminal Code, allowing courts to designate some individuals found not criminally responsible on account of mental disorder (NCRMD) as high-risk accused (HRA). As a result, individuals found HRA face significant new restrictions for transitioning through the forensic system. This study examined the relevance of the HRA designation by simulating the retrospective application of the legislative criteria to the National Trajectory Project (NTP) sample of 1,800 persons found NCRMD between 2000 and 2005 in Quebec, Ontario, and British Columbia, followed until 2008. Focusing on all individuals who had committed a serious contact offense (part of the first HRA criterion) in the NTP sample, we selected variables from the NTP database based on the remaining legislative criteria. We found that an HRA designation could apply to up to 1 in 4 individuals found NCRMD. The HRA group had been under the supervision of the Review Board for a longer period of time than had the non-HRA group. The HRA group reoffended at rates similar to those for the non-HRA group. Our results suggest that the HRA criteria do not identify a subgroup of persons found NCRMD who present an elevated risk of harm to others. Moreover, the findings suggest that NCRMD-accused with serious personal index offenses were already conservatively managed by the Review Boards. As such, a HRA designation based largely on offense severity is likely to miss its mark in terms of improving public safety.

SOLICITATION: IAFMHS BOOK SERIES EDITOR

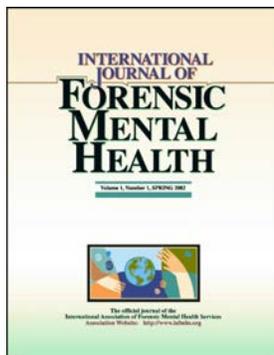
The International Association of Forensic Mental Health Services sponsors a book series, published by Routledge. The series publishes books on a range of topics in forensic mental health, including assessment and treatment in both criminal and civil contexts. The book series is intended to provide an international forum for disseminating research and practical developments to forensic mental health professionals.

Dr. Ron Roesch is ending his term as editor so we are beginning a search for someone to take over as Editor as of January 1, 2019. The Editor is responsible for soliciting and reviewing proposals for books, editing manuscripts, and ensuring the quality of books sponsored by IAFMHS. You can see a list of books published in the series at <http://www.iafmhs.org/Book-Series>. The Book editor receives 3% of royalties from each book and the term of office is 5 years.

If you would like to be considered, please submit a short letter of interest (maximum 400 words) and a copy of your C.V. by e-mail to Michael.doyle@manchester.ac.uk (Chair of the selection committee) by **July 31, 2018**.



Feature Article



Uncovering Naturalistic Rewards and their Subjective Value in Forensic Psychiatric Patients

Johanna C. Glimmerveen, Inti A. Brazil, B. H. (Erik) Bultenb , and Joseph H. R. Maesa

Radboud University, Donders Institute for Brain, Cognition and Behaviour, The Netherlands
Forensic Psychiatric Centre Pompestichting, Nijmegen, The Netherlands
Health and Life Sciences, Coventry University, United Kingdom
Collaborative Antwerp Psychiatric Research Institute, Antwerp, Belgium

The use of relevant reinforcers during treatment is essential for successful interventions. This especially applies to forensic psychiatric populations, which are known to be resistant to treatment. However, it is not clear which rewards are of importance for different types of forensic patients. The aim of the present study was to investigate reward preferences in two forensic patient populations. Applying the concept mapping methodology, 34 male incarcerated violent offenders under imposed psychiatric treatment and 41 male forensic outpatients generated, prioritized and categorized 98 and 115 rewards, respectively. Multidimensional scaling and hierarchical cluster analyses resulted in two concept maps with eight (inpatients) and five (outpatients) reward categories. In both maps, one dimension represented the effort required to achieve the rewards. The other dimension represented either the rewards' independency of the clinical environment (inpatients) or the level of arousal associated with the rewards (outpatients). Both inpatients and outpatients tended to rate high-effort rewards as the most valuable, especially when the rewards involved the clinical environment of the patient or when rewards were associated with lower levels of arousal. The results highlight the importance of considering individual differences in reward preferences in the development of therapeutic interventions.

INTERNATIONAL JOURNAL OF FORENSIC MENTAL HEALTH

Associate Editor Highlight



Jennifer Storey, Ph.D.
Associate Editor, IJFMH
Lecturer; School of Law
Royal Holloway, University of London,
England

Jennifer Storey is a lecturer in Forensic Psychology at the School of Law, Royal Holloway, University of London. Dr. Storey's research is applied in nature and centers on interpersonal violence and violence risk assessment, management, and communication. Her primary area of expertise is interpersonal violence, focusing specifically on elder abuse, stalking, and intimate partner violence. Her work targets

multiple aspects of these topics from (1) identifying a need, (2) conducting research to quantify the problem, (3) developing and testing violence risk assessment instruments designed to assist, (4) training professionals to implement such instruments, (5) evaluating instruments in terms of evaluator compliance and ability in using the tool, and (6) evaluating the utility and validity of the instruments in practice. She works extensively with health, criminal justice, social work, and other agencies that respond to interpersonal violence. Along with her colleagues, Drs. Stephen Hart and Randall Kropp, she developed a violence risk assessment instrument for elder abuse called the Elder Abuse Risk Level Index (EARLI). Although now an expert in the field, she did not always want to work in forensic psychology; originally Dr. Storey wanted to be a Marine Biologist. However, after a summer spent rescuing porpoises from fishing weirs, she learned that: a) she was not going to overcome sea sickness, and b) porpoise recidivism rates are frustratingly high, and no matter how many times you rescue them they just swim right back into the weirs! Currently, she is working on projects related to elder homicide, financial elder abuse, cyberstalking, the impact of stalking on victims, victim satisfaction with the police and the efficacy of risk management strategies for elder abuse.

New Basic Data Sharing Policies at Taylor & Francis

In January 2018, Taylor & Francis introduced a new Basic Data Sharing Policy across all journal titles owned by Taylor & Francis. Although this policy is anticipated to evolve, it encourages authors:

- To share and make the data underlying the published article publicly available where this does not violate protection of human subjects or other valid subject privacy concerns.
- To cite any data referenced in the paper whether this has been created by the author or someone else (these should also be cited in the references)
- To include a Data Availability Statement

At the Antwerp meeting, the IAFMHS Board developed a new sub committee on the New Basic Data Sharing Policies. Please look out for updates on this new policy!

GET INVOLVED WITH IJFMH

The *International Journal of Forensic Mental Health* would like to invite members to become involved in the peer-review process. We're looking for Editorial Board members, ad-hoc reviewers and student reviewers. Please refer to the journal's [webpage](#) for more information.

BECOME AN EDITORIAL BOARD MEMBER

The IJFMH invites people who are appropriately qualified and have diligently provided high quality reviews to the journal to self-nominate for the **Editorial Board**. Editorial Board members are required to commit to reviewing ~6 papers per year.

BECOME A REVIEWER

If you are interested in becoming an **ad-hoc reviewer**, please contact us. In order to facilitate this process, we recommend that you are nominated by a member of IAFMHS (a succinct email is sufficient) and provide us with your CV and 4-5 areas of expertise. Emails can be sent to the Editor or Editorial Assistant.

BECOME A STUDENT REVIEWER

We are particularly interested in supporting **student reviewers**. Students should be admitted to a graduate program in a related discipline and must have a direct supervisor who is willing to collaborate on the review(s). If you are interested in becoming a student reviewer, please send your CV with a brief statement of support by your supervisor, and include up to five areas of expertise. Emails can be sent to the Editor or Editorial Assistant.

Please refer to the journal's [webpage](#) for more information, or contact the Editor, Tonia Nicholls (tnicholls@forensic.bc.ca) or the Editorial Assistant, Ilvy Goossens (ilvy.goossens@forensic.bc.ca), with your inquiries.

