

INTERNATIONAL ASSOCIATION OF FORENSIC MENTAL HEALTH SERVICES

NEWSLETTER

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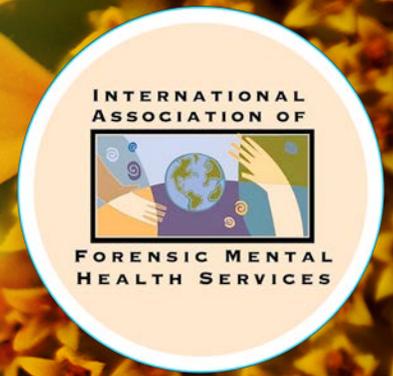


Photo by Silvia Viñuales

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Letter from the Editor

Dear members of the IAFMHS community,

Welcome to the latest installment of the IAFMHS newsletter. We have several exciting updates in this edition that I am excited to share. First, I would like to officially introduce the newest member of the newsletter team, Marichelle Leclair. Marichelle is a graduate student at Université de Montréal, who has already become an invaluable member of our team. I am also pleased to announce that our newsletters are now available to everyone (not only members), so please share the emails and links with your colleagues and friends. This newsletter is a great resource for graduate students, researchers and career professionals alike, and we hope you'll join us in spreading the word.

We hope those who made it to our annual conference in Montréal this year enjoyed the experience. However, if you were unable to attend, you can find a summary of the keynotes in this issue! Also in this edition, you will find a great contribution from the IAFMHS Nursing Section on Safewards, an evidence-based model that aims to prevent and reduce aggressive incidents by examining the relationship between containment and conflict. The Student Section also shares the first part of a 3-cycle feature exploring the differences between PhD programs around the world.

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

Alicia Nijdam-Jones, Editor

Safewards Secure Delphi Study

Tess Maguire, RN, BN, GD-FBS, MMentHlthSc | Forensicare, Swinburne University of Technology, Australia; Jo Ryan, RN, Bed, GC VRAM | Forensicare, Swinburne University of Technology, Australia; Rachael Fullam BSc, PhD | Forensicare, Swinburne University of Technology, Australia; Brian McKenna, RN, PhD | Auckland University of Technology, New Zealand, Swinburne University of Technology, Australia

Safewards is an evidence-based model that was developed in the United Kingdom by Professor Len Bowers and colleagues. The Safewards model provides a framework to examine events known in the model as conflict (events that threaten staff or patient safety, such as verbal abuse, physical aggression, self-harm, suicide, absconding) and containment (things staff do to prevent conflict events from occurring or to minimize the potential harmful outcomes, such as increased observations and use of restrictive interventions). The Safewards model aims to explore the relationship between conflict and containment, identify opportunities when staff can intervene to prevent or reduce conflict and containment, and to generate ideas for change in the therapeutic milieu that have the potential to reduce conflict and containment (Bowers et al., 2014).

Safewards was specifically designed for acute inpatient settings. While the Safewards model has slowly been introduced across forensic mental health services internationally, there have been mixed findings resulting in an identified need for possible adaptation of the Safewards interventions to ensure success in this type of setting (Maguire et al., 2018; Price et al., 2016; Whitmore, 2017). One way of enhancing the Safewards model is to consider adaptation of the interventions that considers forensic mental health factors that were not included in the original development of the Safewards model.

In order to identify possible adaptations and develop Safewards Secure, the Delphi study has recently commenced. The Delphi study involves the participation of identified experts in forensic mental health and in the Safewards model across the world. Participants have been recruited via the identification of forensic mental health services who have experience in implementing Safewards, along with experts with lived experience, and experts in Safewards. A snowball method of recruitment has been employed where experts have identified and made contact with other known experts in the field and invited them to participate.

The Delphi participants will be asked to respond to a number of Delphi rounds where there will be a series of questions about the proposed Safewards Secure model and bolstered interventions for a forensic mental health setting. The Delphi members will also be provided with a scoping review, which has been designed to explore what is known about the introduction of Safewards in a forensic setting, and it reviews the literature on forensic mental health practice to establish what features might be absent from the Safewards model, if there may be a need to enhance some of the interventions and identify additional materials, frameworks and models to adapt Safewards to a forensic mental health setting. It is anticipated that this study will be completed late 2019.

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IAFMHS 2019 Montréal Conference



Marichelle Leclair, MSc. | Université de Montréal

“Do not indigenize the criminal justice system. Decolonize the criminal justice system,” argued Canadian Senator Kim Pate in a video lecture that certainly set the tone for the 19th Annual Conference of the International Association of Forensic Mental Health Services on the theme “Cultural Diversity at the Intersection of Mental Health and the Law”. Over 400 attendees had come to the Hôtel Bonaventure in Montréal, Canada to present and discuss on wide ranging issues in forensic mental health, from systemic perspectives to risk assessment best practices.

The programming of the first day of the conference left little doubt that cultural diversity, decolonization, and the overrepresentation of Indigenous people in the criminal justice system are the next frontiers in forensic mental health. Dr. Rees Tapsell, of Māori, heralding from the Arawa canoe and of Ngāti Whakaue descent, started the Derek Eaves Lecture with a few words in Māori and acknowledged that this conference took place on unceded Indigenous land. Dr. Tapsell presented a brief overview of the experience of colonization of the indigenous people of Aotearoa, New Zealand, from the late 18th century, leading to an overrepresentation of Māori people in the correctional and forensic mental health services. For example, while Māori people make up

only 16% of New Zealand’s population, they account for over half of the prison population. They are also 2 to 3 times more likely to be diagnosed with schizophrenia or a major depressive disorder than non-Māori and have 3 times the risk of experiencing compulsory treatment. Dr. Tapsell presented a model for the treatment and recovery of Māori individuals found in the forensic mental health system that encompasses best practice psychiatry within a Māori cultural milieu. The principles of this model of care emphasize the importance of values that are seated very firmly in the Māori world, with a collective sense of identity that is shared by the patients and the staff alike. For example, the majority of the staff on the ward are Māori as well, and staff and patients eat meals together and perform the kapa haka every day, shoulders to shoulders.

The second day of the conference started earlier for some than for others, with a group of fun runners heading out at 7am sharp to discover Montréal’s Old Port. Rest assured that all were back in time for the day’s thought-provoking keynote by Dr. Richard Tremblay, entitled “From forensic mental health to infant mental health: Back to the future”. Dr. Tremblay presented data from large scale longitudinal-experimental studies with an integrated bio-psycho-social approach. Dr. Tremblay proposed a change in paradigm where



Dr. Rees Tapsell’s Keynote at the 2019 Montreal IAFMHS Conference

19TH ANNUAL IAFMHS CONFERENCE

aggression is understood not as appearing in early adolescence, but as being present in infants and inhibited (or not) as they age. Kindergarten, Dr. Tremblay joked, is the most dangerous place to be! He suggests that epigenetic effects may explain the intergenerational continuity of chronic aggression, and that the best early environmental predictors of chronic physical aggression may involve maternal health and lifestyle (e.g., maternal anger, maternal depression, maternal stress, maternal malnutrition, maternal low education). Dr. Tremblay concluded that important next steps for the field lay in the development and implementation of evidence-based psychosocial maternal and infant care. The keynote also highlighted



The 2019 IAFMHS Conference Welcome Reception

significant research gaps, such as the psychosocial role of fathers and paternal risk factors in the intergenerational continuity of aggression.

The final day of the conference started amidst rumors of banquet attendees dancing all night at the Centre des Sciences de Montréal. “We had to turn off the music and turn on the lights at 1am,” reported one of the organizers, requesting to remain anonymous. There was no better way to close the conference than with Dr. Nancy Wolff’s keynote, entitled “Person-first equals cost-effective: It’s simple, universal, and within budget”. A delightful storyteller, Dr. Wolff deconstructed a 15th century English poem from the Tales of King Arthur to emphasize that “the person-first approach is not just about language, it’s about saying yes to the person as they are”. Based on her experience of establishing a trauma intervention in a maximum security prison, she made a compelling argument for making the person feel “seen, heard, safe” through actively putting an end to the dehumanizing “myth of the criminal.” She encouraged all, clinicians and researchers alike, to level social hierarchy, practice authentic presence, and approach one’s patients or research participants with warmth and sincerity. Always “say yes to the person,” she concluded, “even if you say no to the behavior.”

Now that’s some food for thought until the next conference in Kraków, June 23-25 2020. See you then!

Congratulations to our 2019 Conference Award Recipients!

CHRISTOPHER WEBSTER EARLY CAREER AWARD

Dr. Evan Lowder, United States

RÜDIGER MÜLLER-ISBERNER AWARD

Prof. Ron Roesch, Canada

STUDENT PAPER PRESENTATION AWARD

Silvia Fraga-Dominguez, Royal Holloway
University of London, UK

STUDENT POSTER PRESENTATION AWARD

Austin Lam, University of Toronto, Canada

Do Kalendarza!

Join us for the
20th anniversary of the IAFMHS
June 23–25 2020
Krakow, Poland



Deciding on a PhD: Should I Stay, or Should I Go?(Part I)

Tamara De Beuf | OG Helderling Institute & Maastricht University, The Netherlands; Samantha Zottola | North Carolina State University, USA; Ilvy Goossens, Student Editor | Simon Fraser University, Canada

In this new 3-cycle feature, the student board explores 11 striking differences between PhD programs across the world. Whether you are browsing the web in search of a PhD program or exchanging experiences with fellow graduate students, you have probably noticed considerable differences in how PhD programs around the world are organized. In this article series, we present an overview of the most salient differences, such as differences in teaching duties or program duration.

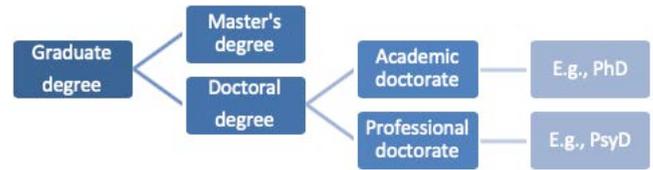
If you are considering graduate school, we hope this article series will help you find the best fit for your academic and personal needs. For current graduate students, insight into the scope of PhD programs may increase understanding of the academic life of fellow PhD students across the globe. Likewise, for faculty, we hope this series encourage awareness of the 'academic upbringing' of colleagues, especially in an international setting. Finally, on the administrative level, awareness of the different approaches may contribute to the debate on best practices in designing, implementing and running doctoral programs. Note that these articles will not address differences between disciplines or specific universities. Rather, it will provide a broad overview of differences between PhD programs across major regions in the world.

What's in a Name?

When familiarizing yourself with graduate degrees, you may be puzzled by the terminology and multitude of abbreviations. Some terms can be used interchangeably, such as 'doctoral' and 'doctorate'; however, this is not the case for 'doctorate' and 'PhD'. Similarly, a master's and graduate degree do not correspond exactly, as 'graduate' refers to all post-bachelor degrees and not only to a master's. Furthermore, you will encounter PhDs, PsyDs, EdDs, MDs, etc. These are all doctoral degrees, [yet different types](#).

The abbreviation 'PhD' stands for the Latin Philosophiae Doctor and refers to 'Doctor of Philosophy', which is an earned academic degree. Despite its name, a PhD is not exclusively for students studying philosophy; the rank can be awarded across all academic programs. The word has its roots in the ancient Greek *philos* (love) + *sophos*

"Doctoral" vs "Doctorate": An example of linguistic complexity (or confusion, for that matter) related to PhD terminology can be found in the Dutch language. In Flemish (the Belgian Dutch), a PhD student is called a *doctorandus*, whereas in the Netherlands, '*promovendus*' is the accepted term. Moreover, in the Netherlands, a *doctorandus*, abbreviated as *drs.*, is someone who holds a master's degree.



(wisdom/knowing), referring to an appreciation of knowledge rather than a specific study. A PhD is characterized by a strong research orientation; students have to conduct extensive academic research on a chosen subject. After earning the degree, PhDs typically continue as scientists and/or academics. Alternatively, there are professional doctorates that train students to become clinical scientists who are more likely to serve as practitioners than their colleagues obtaining a PhD. A professional (practice-focused) doctorate is common in fields such as medicine and law (i.e., MD and JD), and is also available in psychology as 'Doctor of Psychology' (PsyD), and in the field of education as 'Doctor in Education' (EdD or DEd).

What's in a Title: Someone who earned his or her PhD can use the title of doctor, abbreviated as Dr or Dr., or use the post-nominal Ph.D., PhD, or DPhil. These titles cannot be used together (e.g., Dr. Jane Doe, Ph.D.), preference should be given to one of them. Someone who is still working on earning a PhD degree is called a doctoral student, doctorandus, or PhD student. In North America, a PhD student becomes a PhD candidate (or doctoral candidate) when he or she has completed all coursework and only has the dissertation to work on. Depending on the program, the student may also have to pass a comprehensive (oral) examination to obtain this particular status. Remember that the use of the title 'PhD candidate' is [restricted to academic settings](#). To avoid misrepresentation, it should never be used with clients.

*The term 'Doctor of Philosophy' has its roots in the ancient Greek *philos* (love) + *sophos* (wisdom/knowing), referring to an appreciation of knowledge*

Differences Across Regions

In this article, we focus on the research-oriented doctorate degree, the PhD. Each country has its own specifications and customs when it comes to academia in general, and PhD programs in particular. It is beyond our scope to discuss programs of all 196 countries in the world. Therefore, we organize our comparison into three broad regions: North America (i.e., Canada and USA), Continental Europe, and the [Commonwealth of Nations \(CN\)](#).



STUDENT SECTION

Information concerning the latter primarily pertains to the United Kingdom, Australia, Hong Kong and Singapore, and might not apply to other members of the CN. For details on PhD programs in specific countries, we refer to websites such as [FindAPhD](#) and [Academic Positions](#). For example, the 'FindAPhD' website lists information on 36 countries and how they typically organize a PhD.

In what follows, we compare these three regions on 11 PhD-related topics; from admission requirements and financial matters, to term structure and program duration, to obligations and the final assessment.

1. What Does it Take to Get in?

Although all regions require good academic performance, typically with a distinction grade, the minimal entry level may differ. In Continental Europe, a master's degree in a related subject is required to be eligible for a PhD program, whereas in the CN and USA, a bachelor's degree can be sufficient. In the CN, more specifically, a [first or upper-second class bachelor's degree](#) is accepted, which is equivalent to a GPA of 3.3 or higher. Australian programs might additionally ask the applicants to demonstrate research competence (e.g., through peer-reviewed publications, presentations and significant research experience/training). Likewise, in the USA, applicants must hold an undergrad degree in which they acquired significant research experience. A master's degree can be earned prior to beginning a PhD program or as part of the PhD program. Canadian programs parallel the European requirement of a master's degree. However, Canadian programs may offer a fast-track for honors undergrad students. A bachelor's honors degree (Hons) is awarded after completing more rigorous classes, research and a bachelor's thesis, in addition to the regular bachelor's program. Nevertheless, for these students, PhD programs will likely be extended with additional master's level training in the first year. Occasionally, mainly in Europe, a student may be invited by a supervisor to start a PhD, without going through the formal application process. In addition to prior academic degrees, universities will have other requirements to fulfill, such as letters of recommendation, a personal statement, and academic transcripts. Moreover, North American programs require applicants to pass additional examinations (e.g., [GRE](#) or [GMAT](#)) and in all regions, non-native English speakers have to prove English proficiency via internationally recognized English language tests (e.g., [IELTS](#) or [TOEFL](#)). For resources on the application process, such as writing a personal statement, we refer to the [Graduate School Resources](#) section at the IAFMHS website.



Although all regions require good academic performance, the minimal entry level may differ

2. What Does it Cost?



The cost of PhD programs varies by country, student status (domestic/local or international), and type of university (privately or publicly funded). In this paragraph, we present general rules and we strongly advise to research tuition fees of the particular programs of interest. Overall, fees for European PhD programs are low compared to Commonwealth and North American programs. Moreover, many countries (e.g., Finland, Germany, Denmark) offer free doctoral programs at public universities to EU citizens. Non-EU students are typically charged higher tuition fees, although these do not reach the numbers of English-speaking countries. In the UK, a PhD student generally pays **£3,000 – 6,000** (about USD \$4,000 – \$8,000) each year and this amount increases to **£9,000–14,500** (about USD \$12,000 – \$19,000) for non-EU (pre-Brexit) students. In Australia, international students pay **AUD \$14,000 – \$37,000** (about USD \$9,900 – \$26,000) per year. For domestic students, the cost is lower as they benefit from state subsidies. Unlike the UK and Australia, New Zealand does not charge higher fees for international students; fees vary between **NZD \$6,500 – 9,000** (about USD \$4,400 – 6,000) per year. Completing a PhD in the USA is most expensive; between **USD \$28,000 – \$60,000** annually, with private schools at the upper limit. Public schools offer lower tuition for in-state students (students that live in the same state as the university) versus out-of-state students (students who live in other states or international students). Compared to the USA, Canada is perhaps surprisingly 'affordable' with most universities asking [an annual tuition fee](#) of **CAD \$2,000 – 9,000** (USD \$1,500-6,700) for domestic students and between **CAD \$10,000 and 23,000** (USD \$7,500 – 17,000) for international students. Furthermore, North American PhD programs have additional graduate student fees on top of the tuition fee. Graduate student fees, or 'compulsory incidental fees', are used to pay for campus and student services other than instruction (e.g., health-related and recreational services).

Tune in Next Time

In our next featured article, we will take a look at the different funding opportunities that are available, discuss teaching as a graduate student (e.g., responsibilities, pros and cons), compare research trajectories, coursework requirements, and the process of choosing a supervisor for programs around the world. Lastly, we will explore differences in program duration (it is more similar than you might expect). We look forward to providing more information on program differences and hope that this information will aid in application decisions or in general understanding of how your PhD experience compares to the experiences of others!

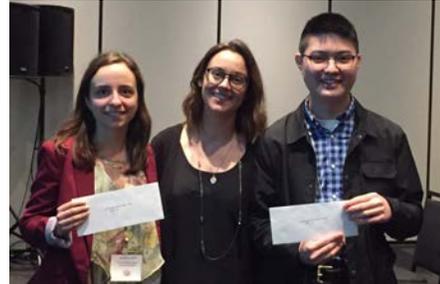
STUDENT SECTION

Student Update

This year's conference was well attended by students, and we were happy to learn about all of the amazing research our student members are engaging in. It was also great to reconnect with old friends, and make new ones, at the all of student events we hosted! At this year's student panel, Dr. Michael Seto shared his eight habits for effective researchers - you can read more about them [here](#). This year we also reviewed many wonderful presentations and posters, and we are very proud to announce the student award winners. Silvia Fraga Dominguez, a psychology PhD student at Royal Holloway University of London, UK, was awarded the Presentation Award for her research on elder abuse, and Austin Lam, a medical student from the University of Toronto, Canada won the Poster Award for his research on the sexual homicide and psychosis. Are you interested in seeing these and past winners' projects? Visit the "Grants and Awards" tab on the [IAFMHS Student webpage!](#)

Lastly, the Student Board would also like to highlight two great masterclasses available for free (and sample free):

- [Focus on Peer Review](#)
- [Scientific Writing and Publishing](#)



Award recipients Silvia Fraga Dominguez and Austin Lam with the IAFMHS Student Board President, Ilvy Goossens

STUDENT AUTHOR HIGHLIGHT

An Exploration of Service Providers' Experiences With Latinos Convicted of a Sex Offense

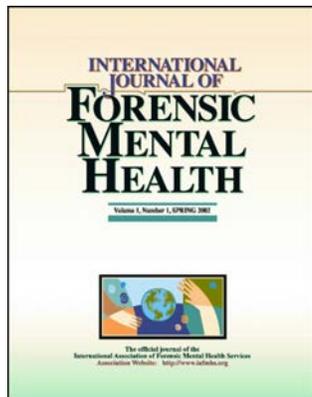
Silvia Fraga Domínguez recently published a paper in *Sexual Abuse*. Silvia is a current PhD student at the School of Law at Royal Holloway, University of London and an IAFMHS Campus Representative at her university. Her overarching research interest is on different types of interpersonal violence and the improvement of services for both victims and offenders. Silvia's doctoral dissertation focuses on help-seeking behaviors in elder abuse, with an emphasis on victims' disclosure and tailoring intervention to victims' needs. Other research interests are sex offending and the consideration of cultural factors during offender intervention. Silvia's most recent project involved a systematic review of elder abuse victims' help-seeking behavior, and she is currently working with data from a UK elder abuse helpline. As a research assistant, she has previously collaborated in projects relating to elder financial abuse, elderly homicide, and desistance from sex offending. You can connect with Silvia on [LinkedIn](#) or via email Silvia.FragaDominguez.2017@live.rhul.ac.uk. You can read more about Silvia's current research and activities [here](#).



Silvia Fraga Domínguez, M.Sc.
PhD student,
School of Law, Royal Holloway,
University of London (UK)

Abstract: Despite the growing Latino presence in the U.S. criminal justice system and among those who have committed sex offenses specifically, little is known about the barriers and challenges faced by this population when accessing treatment services. This study sought to gather more information about responsivity factors that may be specific to Latinos who have committed sexual offenses. Service providers who worked with Latinos convicted of sexual offenses completed an online survey and answered questions regarding perceived challenges and barriers they encountered when working with Latino clients and were asked to provide recommendations concerning services and treatment provision. Service providers frequently reported issues related to a lack of culturally sensitive services, bilingual professionals, and clients' limited knowledge about the U.S. legal system. Among service providers with experience working with undocumented Latino immigrants, some indicated specific challenges such as stressors related to their immigration status and a lack of resources. Professionals' recommendations were consistent with the challenges reported and findings are discussed as they pertain to responsivity issues in the provision of treatment services to Latino individuals who have committed sexual offenses.

Feature Article



[Parental Participation in Juvenile Justice Institutions: Parents' Perspectives on Facilitating and Hindering Factors](#)

Inge Simons, Wander van der Vaart, Robert Vermeiren, Henk Rigter, René Breuk, Lieke van Domburgh, & Eva Mulder

Department of Child and Adolescent Psychiatry, Curium-Leiden University Medical Center, Leiden, The Netherlands; Department of Theory of Sciences and Research Methodology, University of Humanistic Studies, Utrecht, The Netherlands; Department of Child and Adolescent Psychiatry, De Bascule-VUmc, Duivendrecht, The Netherlands; Department of Quality of Care and Innovation, Intermetzo-Pluryn, Nijmegen, The Netherlands

Background: Participation of parents during their adolescent's detention is important for achieving positive treatment outcomes for youths and their families. To improve parental participation, insight in facilitating or hindering factors is necessary. To this end, we studied the perspectives of parents of adolescents detained in two juvenile justice institutions in the Netherlands.

Methods: Data were collected from 19 purposefully selected parents through semistructured interviewing. The interviews were transcribed verbatim and imported into ATLAS.ti where data were coded and analyzed.

Results: Parental participation is influenced by a variety of factors that could be categorized based on the following themes: (1) practical facilitating or obstructing factors; (2) parent-related emotional and mental factors; and (3) factors concerning issues of the parent-adolescent relationship.

Discussion: Insight into the factors which facilitate and obstruct participation might help JJI staff understand differences in parental participation. This may enable them to tailor solutions which would improve parental participation during their adolescent's detention.

GET INVOLVED WITH IJFMH

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.

IAFMHS Student Newsletter Opportunities

STUDENT AUTHOR HIGHLIGHT

IAFMHS would like to feature the accomplishments of our student members in the quarterly newsletter. If you would like to highlight your published peer-reviewed journal article or nominate one of your peers or students, please fill out this form:

<https://goo.gl/forms/IKhEVsRMFnpuil4m1>