

## President's Message: Education and Training in Personality Assessment

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I would like to share in this message some thoughts about education and training in personality assessment. Much of what I have to say has been said before and will be familiar, but I want to take this opportunity to frame the issue and initiate formulation of some action strategies.

Generally speaking, these are not bad times for the science and practice of personality assessment. Despite bothersome issues of reimbursement, personality assessment specialists are finding steady demand for their services in clinical, forensic, school, health care, and organizational settings of various kinds, and most are reaping professional respect and personal satisfaction from functioning as expert diagnostic consultants. Our personality assessment methods are being steadily enriched by new measures, new approaches to old measures, and an expanding normative and psychometric database. Assessment journals are flourishing, as is the Society for Personality Assessment, and the assessment literature reflects continually increasing sophistication in research methodology and clinical applications.

With respect to education and training, however, we need to ponder a disturbing question. From whence will come future generations of psychologists sufficiently well educated and trained in personality assessment to provide quality services, conduct good research, and function effectively as teachers and supervisors? This question captures frequently expressed concerns about the preparation of clinical psychologists in contemporary graduate programs, and I will take the liberty of quoting myself in this regard:

"Contemporary trends in graduate education have compromised the caliber of assessment training provided in many psychology programs. Striving to achieve breadth and diversity in a crowded curriculum, graduate faculty have been prone to undervalue assessment skills, to disregard the unique significance of assessment for psychology's professional identity, and to consider internship centers responsible for assessment training. These attitudes have been reflected in



reduced course offerings and decreased requirements in assessment, sometimes consisting of little more than exposure to the mechanics of a few selected tests, without hands-on experience in integrating assessment data collected from multiple sources into carefully crafted written reports (Weiner, 2003, p. 297)."

As for assessment training in internship centers, we know

from survey data that internship training directors are for the most part dissatisfied with the amount and quality of assessment training that students are receiving in their graduate programs, but they do not consider it appropriate or feasible for them to provide basic instruction in assessment methods (Childs & Eyde, 2002; Clemence & Handler, 2001; Stedman, Hatch, & Schoenfeld, 2000). Even if internship centers were able and willing to teach basic assessment, having them do so would be ill-advised. Removing assessment from the educational curriculum of clinical doctoral programs would compound the current devaluation of assessment training in these programs by separating it from its academic base and diminishing opportunities for students to become involved in and enthusiastic about assessment-related research.

An even worse idea that is sometimes heard would classify competence in personality assessment as a specialized skill that should be acquired by those interested in it through postdoctoral programs and continuing education workshops. Assessment being learned as a postdoctoral practice specialty would be almost entirely divorced from its research base and almost completely eliminated from the core content with which clinical graduate students are made familiar.

In order to perpetuate the scientific and professional advancement of personality assessment, then, we need to address the graduate education and training of clinical psychologists who will become the future generations of assessment specialists. We need specifically to foster and promote graduate clinical programs that (a) acquaint students with the nature of assessment psychology

and its place in psychology's history, (b) provide opportunities for students to become involved in personality assessment research and to gain appreciation for the practical value of personality assessment, and (c) include pre-internship experience in conducting multimethod personality assessments and integrating the data obtained from them into clear and useful reports.

I do not have any surefire proposals for how we can work effectively to achieve this objective, but I am convinced of the importance of our conceiving and implementing strategies for bringing personality assessment back into its proper place in the graduate curriculum of clinical psychologists. One possible step in this direction is suggested by occasions when some of us are asked by students or their undergraduate mentors to recommend graduate programs where they could receive good preparation in psychological assessment. I usually base my recommendations on the affiliation of SPA members who regularly bring groups of their students to our annual meeting. I have no doubt, however, that there are other academic settings where, unbeknownst to me, faculty members are providing quality education and training in personality assessment practice and research.

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## Special Topics in Assessment

“Are you ready for your close-up, Mr. Rorschach?”: Inkblots in the Movies

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Since the earliest days of the moving picture, psychologists and psychiatrists have enjoyed many on-screen portrayals. While sometimes they have had the questionable distinction of leading roles (e.g. Michael Caine in *Dressed to Kill*), more often they serve as the workmen-like character actor (e.g. Robin Williams in *Good Will Hunting*.) Gabbard and Gabbard's (1999) book, *Psychiatry and the Cinema*, provides a fascinating survey and analysis of the portrayal of mental health practitioners throughout the history of film.

As a movie fan with an interest in the portrayal of psychologists in the arts, I have been struck over the years by several cinematic examples of assessment and in particular what their presence suggests about how we are viewed as a profession as well as the perception of the tests themselves. While there are some examples of intelligence testing (e.g. in *Little Man Tate*, *Phenomena*) and even asides to self-report measures (as in *The Game* with Michael Douglas and Sean Penn), more interesting examples are found in the use of the Rorschach. Below are three examples where the Rorschach plays a small, cameo role in movies.

In arguably the best of Woody Allen's fast-paced comedies from the late 1960's, *Take the Money and Run* (1969) tells the story of the inept criminal Virgil Starkwell, adeptly played by Allen himself. In an exposition of his early history, we learn that he was deemed psychologically unfit to join the navy. We are shown a closeup of an inkblot<sup>1</sup> while Starkwell provides his free response: “It looks to me like two elephants making love to a men's glee club.” As Allen does throughout this movie and throughout his film career the psychologist plays the role of pseudo-straight man. In this case the psychologist seemingly executed his job properly as (at least based on a single response) Starkwell does appear

have some issues which may interfere with his duties. The joke here is in the absurdity of his response, not at all about the blots, the psychologist or the assessment itself. One can draw one's own conclusions about the meaning of this un-inquired response (W+ Mau 2 A, H COP, FAB2?) and what it might mean about its author.

*Armageddon*, a science fiction blockbuster of 1996 starred Ben Affleck, Bruce Willis and a cast of now familiar faces (Owen Wilson, Steve Buscemi, Billy Bob Thornton and Michael Clark Duncan) as a motley crew stitched together to try to intercept and destroy an asteroid hurling toward earth. As part of the screening for this dangerous mission, the applicants undergo what appears to be a rigorous (and often gratuitous) series of physical and mental tests<sup>2</sup>. In a scene interspersed with assessments of various individuals, it is first striking to note that we see the actual Rorschach cards (I,II,V, VIII), though not presented in the correct order. Steve Buscemi's 'brilliant but crazy' character provides a series of perseverative answers to the blots: “Woman with large breasts.” “Woman with medium breasts.” “This looks like you {the male psychologist} with breasts.” Ben Affleck rifles off a series of responses which reference his boss: “Here's Harry giving me a hard time.” “This is Harry telling me it's not good enough.” “This is Harry telling me I can't marry his daughter.” In the end, we see the endeavor of assessment as easily dismissed, meaningless and even silly, weighed against the intuitive logic that these characters will work together and have the right stuff. Here, the denigration is meant for the psychologists, though science and logic take ample hits as well. It is as if the serious science involved in practice does not have the lens through which to view the uniqueness of this team.

*Batman Forever* (1995) finds psychologist Dr. Chase Meridian (played by Nicole Kidman) arriving in Gotham City with a keen interest in obsessiveness and the criminal mind. Batman's alter-ego, Bruce Wayne (as played by Val Kilmer) visits the office of Dr. Meridian and notices a very bat-like inkblot (not an actual Rorschach blot) hanging on Dr. Meridian's wall. The following interchange ensues:

Bruce Wayne: (looking at the blot)  
You have a thing for bats.

Dr. Meridian: Well that's a Rorschach<sup>3</sup>  
Mr. Wayne, an inkblot. People see what they want. I think the question would be, do you have a thing for bats?

As a psychologist viewing this brief scene, there are some glaring miscues on display for the public to misinterpret. We typically do not have inkblots hanging in our office. People generally see what they see in the inkblots, not per se what they 'want.' We do not generally initiate relationships with masked figures. However, deftly hidden under this errata is the central premise of our assessment work—what we perceive in the world around us is highly dictated by our internal world<sup>4</sup>.

So what are we to make of these few examples of inkblots in the movies? It goes almost without saying that the agenda of filmmakers in portraying us and our assessment instruments is not to accurately portray reality and that we and the inkblots are used like other dramatic personae—to further narrative purposes. Observing how movies portray assessment is a small but fascinating window into how we are perceived by or portrayed to a larger audience. Hopefully, most of the time at least, they shoot us from our good side.

1 Allen uses what appears to be a homemade inkblot for this shot.

2 There is a tongue-in-cheek quality to these assessments which inexplicably include solving a Rubik's cube, tolerating a Newton's cradle (those pendulumic silver balls) and an anal probe of exaggerated size.

3 Kidman's mispronunciation of Rorschach (“shack” rather than “shock”) is ironic given that her real-life father is a well known clinical psychologist in Australia

4 This response was likely dictated more by the formal features of the blot—it really looks like a bat—and not so much Mr. Wayne's psychology.

### References

Gabbard, G. O. and Gabbard, K. (1999). *Psychiatry and the cinema*. Washington, DC: American Psychiatric Association

## Academic Lineages as a Source of Professional Identity

John Kurtz, PhD



Maud!) Merrill was an active researcher and clinician with an interest in the relationship between intelligence and delinquency in adolescence. She was a faculty member at

About a year ago, my department was looking to replace the retiring instructor of the History and Systems course we offer to the undergraduate majors. I don't know if it was characteristic impulsiveness or the need to score more points with the chairperson, but I reluctantly offered to teach the course. History is never a popular option for psychology professors, for reasons that seem increasingly unclear to me. I have been surprised to find that the history of psychology, both the science and the profession, is really quite fascinating.

I assign a term project to the class in which each student selects a contemporary psychologist and traces his or her academic lineage. The value in this assignment for the students is that they can see for themselves a progression of ideas from old to new, often with curious diversions along the way. For myself, it is intriguing to see how our discipline, which has become so fragmented and specialized in the modern era, was once so much more unified (even if not always harmoniously so) and well informed about its varied activities.

In order to demonstrate how to trace lineages and how to "tell their stories," I traced my own to present to the class. My academic ancestry was something I knew little about. I knew my advisor's advisor, but that was the extent of it. I have learned that this is about the extent of what most psychologists know about their lineages, even very prominent psychologists. The process of tracing my lineage was personally gratifying, giving me a greater sense of identity as a psychologist. So, now I recommend this little project to everyone. In what follows, I will describe my own lineage tracing in order to illustrate how it can be done and to inspire readers to embark on their own searches.

A good place to start is, of course, with Google. You can quickly find e-mail addresses of most living psychologists and have an answer to the question of who chaired their dissertation and/or mentored them within a day or two. I sent such a message to Roger Blashfield, with whom I was acquainted as the dissertation advisor of my own advisor, Les Morey. Roger told me that his advisor at Indiana University was Richard Price, but he also mentioned that his interests were strongly influenced by another one of his teachers, Alex Buchwald. Price is currently at the University of Michigan and was prominent in the community psychology movement. Roger also knew that

Price's advisor when he took his Ph.D. at the University of Illinois was named Eriksen and "did vision research of some sort." It was here that the searching became a bit more challenging.

I discovered that Charles Eriksen retired from a long and productive career at Illinois where he worked in visual perception. My experimental colleagues were very familiar and impressed with Eriksen's work. A series of articles appeared in the journal *Perception* and *Psychophysics* honoring his retirement in 1993. Six former students and colleagues recalled his life and work. However, no one seemed to know or think it was worth mentioning the name of his dissertation advisor, except to say that he got his Ph.D. at Stanford in 1950 doing some "clinical type" of research. Now I was really curious!

Here is one of those cases where the advisor's work is so different than what the student ended up doing that the missing link seems lost forever. It is not a far fetch to suspect that only Eriksen himself still knows this information. But, he is now well into retirement and the only contact information I could find was his emeritus departmental address. After much fruitless searching, I found that there was only one way left to discover the identity of Eriksen's advisor. I called the library at Stanford and begged them to get one of the staff to pull the dissertation off the shelf. I was imagining an annoyed work-study student putting down her homework and descending into the darkest recesses of the stacks where bound, typewritten dissertations gather dust for the ages. I must confess I found it a dramatic moment when the report finally came over the phone: Maud Merrill James.

I found this link quite exciting for several reasons: Maud Merrill was one of the great women of the early days of psychology, and I was pleased to have a female in my lineage. I was also pleased that the lineage had not only returned to clinical psychology, it had come back to one of the pioneers of psychological assessment. Finally, I knew that the remaining linkages from Maud Merrill would be easily uncovered.

Maud Merrill got her Ph.D. at Stanford in 1923 with Lewis Terman as her advisor. She is best known as Terman's collaborator in the highly successful 1937 revision of the Stanford-Binet IQ test. (The two forms of the Stanford-Binet are labeled "L" for Lewis and "M" for

Stanford for her entire career, and she still lived on campus when she died in 1978 at the age of 90. She also served as a consultant to the juvenile court in San Jose where she met her husband, the honorable Judge James.

Lewis Terman is well known as the Stanford professor who translated Binet's IQ test into English and founded one of the great longitudinal investigations of human development. Data from the "Termites," a large sample of children born in California around 1910 with IQ's above 135, are still being explored today. Unfortunately, Terman's legacy is often tarnished by accusations of racist views on intelligence. Terman got his Ph.D. at Clark University in 1906 from Edmund Sanford, who received his Ph.D. only one year earlier from the professor who was their mutual mentor, G. Stanley Hall. Hall is best known as Sigmund Freud's host for his only visit to the United States in 1909. Hall is what I call a "root figure," a person who received the Ph.D. in something other than psychology but founded or joined a psychology department and chaired dissertations in psychology. With the root figure, the lineage search has ended. Many people say that most lineages trace back to Wilhelm Wundt. After completing his Ph.D. in philosophy, Hall went to Leipzig and spent a little time with Wundt, so the standard claim applies here.

Lineages can also be traced via unofficial mentors who may not have chaired the dissertation but were influential in the student psychologist's subsequent theoretical or applied interests. Thus, a Ph.D. dissertation is not required to trace your lineage; a training supervisor who shaped one's approach to assessment or psychotherapy can provide a link to psychology's past. My own "unofficial" lineage also takes me back into other hallowed grounds in the history of psychological assessment. Roger Blashfield's mentor Alex Buchwald was advised by Paul Meehl. Meehl was, of course, a student of Starke Hathaway who constructed the MMPI with J.C. McKinley.

Once you have completed your search, I recommend sharing the findings with those living psychologists who helped you with the project and with academic "siblings" who share your advisor or mentor. In this way, we can all learn more about the short history of our discipline and perhaps something about ourselves through the stories we are told.

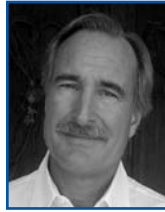
## New SPA Fellows

Congratulations to: Drs. Yossi Ben-Porath, Robert E. Erard, Gary Groth-Marnat, Dan McAdams, Bob McCrae, Dick Rogers, and Tom Widiger on their election as new SPA Fellows.



**Robert E. Erard, Ph.D.** is clinical director of Psychological Institutes of Michigan, P.C., where he works as a clinical and forensic psychologist. He was recently elected to the SPA Board of Trustees as an at-large representative.

He is a co-editor of the Clinical Case Applications Section for the Journal of Personality Assessment and an editorial board member on the Journal of Child Custody. As an SPA member, he has offered workshops on assessments ethics, presentations on preserving test security and defending legal challenges to assessment, and numerous case presentations. He is a former president of the Michigan Psychological Association and the Michigan Inter-Professional Association and a past APA Council Rep. In recent years, he has published articles on the forensic use of the Rorschach and on the rules concerning managing test data under the APA Ethics Code and HIPAA.



**Dr. Gary Groth-Marnat** is a scholar, clinician, and teacher. As a scholar, he is well known for his four editions of the *Handbook of Psychological Assessment*, which has become the standard graduate text and professional reference

book in the field. Additional books include *Psychological Testing and Assessment*, *Integrative Assessment of Adult Personality*, and *Neuropsychological Assessment in Clinical Practice*. He has published well over 100 journal articles and book chapters in such diverse areas as the psychological report, hypnosis, metaphor in psychotherapy, computer-based test interpretation, test evaluation, and client characteristics in psychotherapy treatment planning. Dr. Groth-Marnat has continually maintained an active private practice in general psychotherapy as well as clinical neuropsychology. He has been licensed as a psychologist in California since 1980 and has also been licensed as a clinical psychologist and clinical neuropsychologist in Western Australia. Dr. Groth-Marnat received his PhD in Clinical Psychology from the California School of Professional Psychology in 1977. He has taught at National University, Deakin University, and Curtin University in Australia. Most of his work has been with graduate students and his longest appointment (10.5 yrs.) at Curtin University was teaching in a combined M.Psych./Ph.D. program in health psychology/behavioral medicine. He is currently a Core Faculty

member at Pacifica Graduate Institute. He is also a Fellow of the American Psychological Association (Division 12), diplomate of the American Board of Assessment Psychology, and recipient of the prizewinning case study for the Internal Forum of Social Sciences in Health, and the recipient of the Merle Green Robertson Service to Society Award.



**Dr. Robert McCrae** earned his PhD from Boston University and has been a Research Psychologist, Gerontology Research Center, NIA, NIH, since 1983. Dr. McCrae is a Fellow of APA's Divisions

5 and 20, the Gerontological Society of America, and the American Psychological Society. He is a past Associate Editor of the Journal of Personality and Personality and Social Psychology Review, in addition to holding other editorial positions and serving as an ad hoc reviewer for many peer refereed journals. He is co-author with Paul Costa of the *Revised NEO Personality Inventory* and has published extensively in the area of personality assessment as well as other areas, including psychotherapy and cross-cultural psychology.

## SPA Members Honored at 2006 APA Annual Convention

*Congratulations to the following SPA members who were honored at the  
2006 APA Annual Convention in New Orleans, Aug. 10-13.*

**Norman Abeles, PhD, SPA Fellow**, honored by Division 52, International Psychology, as the recipient of the Past President Award.

**Dan P. McAdams, PhD, SPA Fellow**, honored by Division 24, Society for Theoretical and Philosophical Psychology, as the recipient of the Theodore Sarbin Award.

**Anne Marie O'Roark, PhD, SPA Fellow**, honored by Division 13, Society of Consulting Psychology, as the recipient of the Service Award, Exemplary Impact Commendation.

**Irving B. Weiner, PhD, SPA Fellow and President of the Board of Trustees**, honored by Division 42, Psychologists in Independent Practice, as the recipient of the Independent Practitioner Continuing Education Award.

**Robert I. Yufit, PhD, SPA Fellow**, honored by received by Division 12, Society of Clinical Psychology, Section VII, Clinical Emergencies and Crises, as the recipient of the Career Achievement Award.

## Advocacy Corner

**Bruce L. Smith, PhD**

*SPA Advocacy Coordinator*



Although advocacy efforts since the beginning of 2006 have focused primarily on the implementation of the new CPT codes (see accompanying article), we are pursuing other initiatives as well. As most of you know by now, the official SPA statement on Standards for Education and Training for Practice in Psychological Assessment has been posted on our webpage and published in JPA. This document is our response to attempts in several states to include assessment among generic mental health services, thus allowing practitioners without any training to conduct assessments. We hope this "white paper" will be of use to state associations who are attempting to preserve the professionalism of assessment. In addition, we are working closely with the APA Practice Directorate on this issue.

We have recently been alerted to potential threats to assessment in the forensic arena. In particular, negative articles about psychological testing written by lawyers and judges have appeared in legal publications. We have begun exploring the idea of providing continuing education for judges on the utility of psychological assessment as well as the elements of competent forensic assessment practice.

As always, we are continuing our eternal vigilance against uninformed attacks on assessment from within our own profession. Critiques have appeared in such publications as the Independent Practitioner and the Monitor. Protecting assessment is a task for all of us. I encourage each member to contact the Central Office whenever threats to assessment or opportunities for advocating arise, so that we can direct our efforts more effectively.

## Current Status of the CPT Project

**Bruce L. Smith, PhD**

*Just when you thought it was safe to bill Medicare...*

As loyal readers of this space are aware, we had been working with the Practice Directorate for several years to develop and gain acceptance for new codes for assessment in the Current Procedural Terminology (CPT), the official manual for billing Medicare and private insurers. The new codes for psychological assessment and neuropsychological assessment were finally put into place as of January 2006. The new psychological assessment codes, 96101, 96102, and 96103 are explained on the SPA website. The corresponding neuropsychological codes are 96118, 96119, and 96120. In each case the first code is for administration, interpretation and reporting by the qualified medical provider (psychologist), the second is for administration of tests by a technician and the third is for test administration by computer. Because professional work values were included for the first time, psychologists stand to see reimbursement rates go up 50-75%. As soon as the codes were approved, APA put together a task force consisting of members of the Practice Directorate, APA Division 40

(Neuropsychology), NAN (National Academy of Neuropsychology), and SPA to educate psychologists on the proper use of the new codes and monitor any potential problems with their implementation. Initially, there was some difficulty in getting some of the Medicare fiscal intermediaries to accept the new codes. Over time, most of these problems were resolved (with the exception of the intransigence of WPS, the company that services the upper Midwest); however, a new—and far more problematic—threat has emerged. Because of a wording change in the 96102, 96103, 96119, and 96120 codes, CMS has issued a ruling that they may not be used in conjunction with the psychologist codes (96101 and 96118). This means that if a technician administers a WAIS, for instance, the psychologist may not bill under the 96101 code for her activity in interpreting the data or writing a report. Although there is a "modifier" available for "exceptional circumstances," this will be of scant benefit to practitioners who routinely use technicians or computer-administered instruments. While most personality assessors use technicians or computer-administered tests relatively rarely, this ruling has immense implications for our neuropsychologist colleagues who are more apt to use both technicians and computer-administered tests. The task force is currently working on several fronts to try and reverse

## Notes From the Foundation

**Bruce L. Smith, PhD**

*SPAF President*

The Society for Personality Assessment Foundation (SPAF) is the fundraising arm of SPA. As SPAF is an independent 501(c)(3), contributions made to the foundation are tax-deductible as charitable gifts. Currently, SPAF is raising money for various programs that benefit students (dissertation grants, travel grants, etc.) as well as the Utility of Assessment Project.

As you know, the Utility of Assessment Project is a two-year research effort designed to demonstrate empirically the value of psychological assessment in mental health treatment. Last year, Mark A. Blais, PsyD and Caleb J. Siefert, PhD, Department of Psychiatry, Massachusetts General Hospital and Harvard Medical School, were awarded a grant in a competitive process. Funding for the first year of the project has been guaranteed, but we are still raising money for the second year.

We are also pleased to announce a new award. Thanks to a generous gift from the family of John Exner, the Foundation Board established a yearly John Exner Research Scholar Award. While the specifics of the criteria for selection are still being worked out, the Exner Scholar will be a young researcher who will receive a stipend to help defray research costs. We are encouraging members to contribute toward the Exner Research Scholar Fund, which will support the stipend for the yearly Exner Scholar. We hope that over time, this award will come to be seen as a prestigious one that honors research in assessment.

It is my fervent hope that all members of SPA will contribute to the Foundation. Contributions may be made to specific funds (Exner Fund, Utility of Assessment Project, Student Grants) or unrestricted. It is clear that if the science and profession of assessment are to be furthered, we will need to shoulder the burden of supporting it.

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## The Teacher's Block Incorporating Diversity into Assessment Courses

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When preparing the curriculum for an assessment course, we typically use textbooks that describe and explain how to administer, score, and interpret particular tests. Most texts focus more on the application of

specific tests and do not necessarily include examples of how, when, and where diversity considerations may apply. As we engage in course planning and development, we find ourselves searching for strategies, texts and resources to assist in exposing students to diversity. In their analysis of psychological assessment competence for doctoral students, Cohen, VandeCreek, and Krishnamurthy (2002) stress the importance of increasing diversity in assessment training. The American Psychological Association's Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists (2002) also recommend education and training to incorporate more diversity and multicultural constructs. Ten ways to incorporate diversity into the classroom experience are offered as well as a list of text books with particular focus on diversity assessment, and a sample list of articles covering various aspects of the diversity spectrum.

### References:

**American Psychological Association** (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. *American Psychologist*, 58, 377-402.

**Cohen, K. R., VandeCreek, L., & Krishnamurthy, R.** (August, 2003). *Psychological assessment: Processes and outcomes in defining competence*. In Nadine J. Kaslow (Chair), *2002 Competencies Conference: Update on Future Directions*. Symposium presented at the 11th annual convention of the American Psychological Association, Toronto, Canada.

The following are 10 suggestions for infusing diversity into an assessment course:

1. Review the history of oppression and bias in testing; for example, discuss how concepts such as "colorblindness" and euphemisms such as "culturally deprived" contribute to bias.
2. Use case scenarios where the students interpret test data from different perspectives (diversity dimensions might include: deaf, visual impairments, migration, English as second language, African, African-American, Asian, and Native American, spirituality/religion, etc.).
3. Review findings in articles on assessment related to various racial/ethnic groups (\*see sample list of articles below); conduct a literature review or annotated bibliography regarding strengths and limitations of current assessment tools.
4. Practice interpreting test data from multiple contexts.
5. Discuss how diversity impacts test feedback; role play testing feedback sessions.
6. Use test data from hypothetical cases which depict specific cultures and diversity variables for class discussions and exams.
7. Review the assessment ethical standards and principles and discuss how they may inform the interpretation of the test findings: discuss specific examples of how diversity issues are manifested and how they may be addressed.
8. Discuss future needs regarding diversity applications in the field of assessment; identify pertinent studies and summarize recommendations provided under future directions; review the trends.
9. Identify practitioners in a tri-state area who have expertise in an area of diversity; have students conduct an interview with the practitioner to identify how diversity enhances the understanding of client's needs and strength.
10. Review how to remain current and pursue scholarly inquiry in this area; encourage ongoing self-assessment regarding self-reflective skills.

Texts on Diversity and Assessment (this list is not exhaustive and is offered only as a resource);

**Armour-Thomas, E., & Gopaul-McNicol, S.** (1998). *Assessing intelligence: Applying a bio-cultural model*. Thousand Oaks, CA: Sage.

**Dana, R. H.** (2005). *Multicultural assessment: Principles, applications, and examples*. Mahwah, NJ: Lawrence Erlbaum Associates.

**Elstrom, R. B., & Smith, D. K.** (2002). *Assessing individuals with disabilities in educational, employment, and counseling settings*. Washington, DC: American Psychological Association.

**Geisinger, K. F.** (1998). *Psychological testing of Hispanics*. Washington, DC: American Psychological Association.

**Gopaul-McNicol, S., & Armour-Thomas, E.** (2002). *Assessment and culture: Psychological tests with minority populations*. San Diego, CA: Academic Press.

**Gopaul-McNicol, S., & Thomas-Presswood, T.** (1998). *Working with linguistically and culturally different children: Innovative clinical and educational approaches*. Needham Heights, MA: Allyn & Bacon.

**Paniagua, F. A.** (2000). *Diagnosis in a multicultural context: A casebook for mental health professional*. Thousand Oaks, CA: Sage.

**Paniagua, F. A.** (2005). *Assessing and treating culturally diverse clients: A practical guide*. Thousand Oaks, CA: Sage.

**Rhodes, R. L., Ochoa, S. H., & Ortiz, S. O.** (2005). *Assessing culturally and linguistically diverse students: A practical guide*. Port Chester, NY: National Professional Resources.

**Samuda, R. J.** (1998). *Psychological testing of American minorities: Issues and consequences* (2nd ed.). Thousand Oaks, CA: Sage.

**Samuda, R. J., Feuerstein, R., Kaufman, A. S., Lewis, J. E., & Sternberg, R. J.** (1998). *Advances in cross-cultural assessment*. Thousand Oaks, CA: Sage.

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**Sandoval, J., Frisby, C. L., Geisinger, K. F., Scheuneman, J. D., & Grenier** (1998). *Test interpretation and diversity: Achieving equity in assessment*. Washington, DC: American Psychological Association.

**Suzuki, L. A., Meller, P. J., & Ponterotto, J. G.** (Eds.). (1996). *Handbook of multicultural assessment: Clinical, psychological, and educational applications*. San Francisco, CA: Jossey-Bass.

**Thomas, A. T., & Sillen, S.** (1972). *Racism and psychiatry*. New York: Citadel Press.

**Valencia, R. R., & Suzuki, L. A.** (2001). *Intelligence testing and minority students: Foundations, performance factors, and assessment issues*. Thousand Oaks, CA: Sage.

### \*Sample list of articles:

**Allen, J., & Dana, R. H.** (2004). Methodological issues in cross-cultural and multicultural Rorschach research. *Journal of Personality Assessment, 82*, 189-206.

**Blumentritt, T. L., & Wilson Van Voorhis, C. R.** (2004). The Millon Adolescent Clinical Inventory: Is it valid and reliable for Mexican American Youth? *Journal of Personality Assessment, 83*, 64-74.

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## Enhance Your Presentation at the Annual Meeting

**Virginia Brabender**

*Program Chair*

Every year, the Society conducts evaluations of the Continuing Education offerings at the Annual Meeting. These evaluations are considered by the Continuing Education committee to ascertain how we might continually improve our events. From a review of the 2006 Annual Meeting evaluations, two themes emerged. The first is participants' view that more effective presentations are ones in which the presenters speak to and engages with the audience. Attendees indicate that they do not highly value those presentations in which the presenter merely reads a paper, looking down throughout the presentation, never deviating from script or making eye contact with the audience. One respondent said, "All I saw of this presenter was the top of his head." Participants remark that what is special about a conference is the interpersonal aspect, the possibility of immediate exchanges. Yet, this strength is lost when presenters maintain remoteness from attendees.

A second reaction was attendees' appreciation of receiving handouts that summarize key points of the presentation. Such handouts spare attendees from being recorders and enable them to participate actively in the session. If you are showing a complex table of data, you may also want to include that information in the handout. Otherwise, participants in the back of the room strain to see the visual presentation. In addition, include copies of any PowerPoint presentation. Also, our symposia are so well attended that you will want to be sure to bring a minimum of 50 handouts.

Both of these elements require special preparation on the part of presenters. Time and effort are needed to have sufficient familiarity with your talk to be liberated from a script and to arrive at the event with informative handouts. Yet, the yield from these exertions is rich: as a presenter you will have the satisfaction of participating in a stimulating and memorable intellectual event that makes a contribution to advancing the scientific aims of the Society.

## SPA Annual Meeting March 7-11, 2007 The Sheraton National Arlington, VA (1.5 miles from Washington, DC)

### Registration

- Participant conference registration includes all conference materials; refreshment breaks; the President's Welcoming Reception on Thursday evening, a reception on Friday evening, as well as the Closing Reception on Saturday evening; entry to the scientific sessions, the master lectures, poster sessions, and the award presentations; and a collegial atmosphere to meet and interact with colleagues from around the world who are interested in personality assessment research and practice.
- Conference registration can be completed with the registration form found in the promotional brochure which will be mailed to the membership the first week of December 2006 or by accessing an online registration form through our web page ([www.personality.org](http://www.personality.org)). To ensure your participation, please register early and take advantage of the advance registration fee.
- Cancellations will be accepted for the Annual Meeting and/or a Workshop, less a \$75 administrative fee, until Wednesday, February 7, 2007. After that date no refunds will be granted.
- All participants are asked to complete the conference registration form and the workshop registration form and return it to the SPA office with the appropriate fees. (all presenters, workshop leaders, and award winners are asked to complete the conference registration form and return it to the SPA office.) In order to take advantage of the Advance Registration Fee, your completed forms must be postmarked no later than February 7, 2007. Any forms postmarked after February 7, will be processed at the On-Site Registration Fee.
- A draft Program Book, with more complete details of the conference, will be available on our web page at [www.personality.org](http://www.personality.org) the first week of January 2007. If you do not have access to the draft version on our web page, please contact the central office and a draft can be mailed to you. Changes for the Program book can be emailed to [manager@spaonline.org](mailto:manager@spaonline.org) until Monday, February 20, 2007. Changes, updates, and locations of workshops and scientific sessions will be in the final version of the Program Book, which registrants will receive in their registration packets.
- Non-members are encouraged to join the Society for Personality Assessment and take advantage of the Advanced Registration Fee for Members.

### Workshops

Workshops will be held on Wednesday, March 7, Thursday, March 8, and Sunday, March 11, 2007. No workshops are held on Friday, March 9, or Saturday, March 10, 2007. Enrollment in the workshops will be filled on the basis of completed workshop registration forms and fees received. Continuing Education credits will be awarded to all in attendance for the entire workshop.

- Dilemmas, Decision Making, and Ethical Practice in Assessment  
[Jeffrey E. Barnett](#)
- Recent Developments with the MMPI-2  
[Yossef Ben-Porath](#)
- Improving Clinical Assessment of MMPI-2 Validity  
[Edward E. Gotts/Thomas Knudsen](#)
- The Use/Interpretation of the PAI  
[John Kurtz](#)
- Advanced Coding Issues with the Rorschach  
[Barry Ritzler](#)
- Multi-Method Assessment: Combining the NEO-PI-R and the Rorschach  
[Paul T. Costa/S. Philip Erdberg](#)
- The Role of the Rorschach in Custody/Parenting Plan Evaluations  
[F. Barton Evans/Benjamin M. Schutz](#)
- Therapeutic Assessment of Children: Using Psychological Testing to Change the Family "Story"  
[Stephen E. Finn](#)
- Advanced Issues in Expert Testimony  
[Stuart A. Greenberg/Randy K. Otto](#)
- Considering Culture and Ethnicity in Personality Assessment  
[Giselle A. Hass](#)
- Introduction to the Hogan Personality Inventory  
[Robert Hogan](#)
- Current Evidence on the Reliability, Validity, and Utility of the Rorschach with a Look to the Future  
[Gregory J. Meyer/Donald J. Viglione](#)
- Using the MMPI-A in Forensic Evaluations  
[Robert P. Archer](#)
- A Structural Approach to the Clinical Use of the TAT  
[Odile Husain, Bruce L. Smith](#)
- Assessment of Cognitive Functions in the Context of Personality  
[George McCloskey](#)
- Assessment of Malingering and Defensiveness in Forensic Evaluations  
[Ronald J. Ganellen](#)
- Integrating Neuropsychological and Rorschach Evaluation Data  
[Jeffrey Barth/Anthony D. Sciarra](#)

Fees:	Pre-Registration by 2/7/07	Postmarked after 2/7/07
Member/Fellow/Associate	\$205	\$255
Non-Member	\$275	\$325
Student	\$75	\$90
Member/One-Day Fee	\$130	\$130
Non-Member/One-Day Fee	\$155	\$155
Student/One-Day Fee	\$45	\$45
Student Volunteer	\$45	\$45

Fees:	
Member or Conference Registrant	
Full-Day	\$175
Half-Day	\$105
Non-Member or Non-Conf Registrant	
Full-Day	\$225
Half-Day	\$140
Student	
Full-Day	\$90
Half-Day	\$50



## SPA Annual Meeting March 7-11, 2007 The Sheraton National Arlington, VA (1.5 miles from Washington, DC)

### Continuing Education Credit

As part of its SPA Annual Meeting program, the Society for Personality Assessment will present full-day and half-day workshops. The Society is approved by the American Psychological Association to sponsor continuing education for psychologists, and SPA maintains responsibility for the program and its content. The full-day workshops will offer 7 CE credits and the half-day workshops will offer 3.5 credits. CE credits will also be available, at no extra charge, for the two Master Lectures and for approximately 13 symposia sessions. A listing will appear in the Program Book.

### Hotel Reservations

Hotel reservations must be made directly with the hotel. To get the special conference rate, please inform the hotel that you are with the Society for Personality Assessment (SPA). For your convenience, reservations can also be accomplished online by typing the following address into your browser: [www.starwoodmeeting.com/Book/SPA06](http://www.starwoodmeeting.com/Book/SPA06)

Sheraton National Hotel

900 Orme Street  
Arlington, VA 22204  
703-521-1900 (tel)  
703-271-6626 (fax)

[www.sheratonnational.com](http://www.sheratonnational.com)

Reservation deadline to receive the conference rate: February 19, 2007

Room Block Dates:	March 7-11, 2007
Single Room:	\$149 per night
Double Room:	\$149 per night \$20 for an additional person
Suites:	\$249 per night

SPA realizes that you have a number of options when securing your accommodations for the SPA Annual Meeting. We would like you to know that, in order to secure the block of rooms at a reasonable room rate, SPA has made a financial commitment to the Sheraton National Hotel. If the block is not filled, there are financial implications for SPA, and it will affect our ability to negotiate room rates for future meetings. Also, to keep our financial liability minimal, we do not reserve an unusually large block of rooms. Consequently, the rooms in the block may be taken early. If so, the hotel has no obligation to honor the low room rate for additional rooms, although they will try to accommodate your needs.

### Hotel Accommodations

The Sheraton National Hotel is ideally situated just minutes from Washington DC, and provides easy access to the many attractions in our nation's capital. This hotel, near Reagan National Airport, offers a central setting. It offers high-speed internet, a full business center, a heated indoor swimming pool, state-of-the-art fitness center; complimentary shuttle service every 30 minutes to the airport, the Metro, Crystal City, the Mall, restaurant row and the Pentagon; and is just minutes to downtown Washington DC and Capitol Hill. For details on the hotel, see [www.sheratonnational.com](http://www.sheratonnational.com).

### Dining

The Potomac Restaurant serves three meals each day featuring creative and classic cuisine in a casual setting. The Potomac Lounge, offers light fare, premium spirits, wine, and beer. The hotel shuttle is available to take you to restaurant row in Crystal City (about a 4 minute ride), as well as to the Metro stop, if you prefer to dine in Crystal City or Washington, DC, in the evening.

### Parking

Parking at the hotel for conference participants is 50% less than their current rates, which translates to \$6.00 per day for daily parking and \$8.00 per day for overnight parking.

### Transportation

All major and domestic airlines serve Reagan National Airport or Dulles International Airport. The hotel offers shuttle service from Reagan National Airport. The shuttle service starts at 5:30 am each day, runs every 30 minutes, and is complimentary. The shuttle can be accessed in the arrival area outside of baggage pickup where all the hotel shuttles are available. If a taxi is preferred, the average cost of a taxi from the airport to the hotel is \$15.00.

For transportation from Dulles International, you may choose to take the Washington Flyer Coach Service (\$9 one-way) to Metro's West Falls Church Station where you connect to the Metro and take it to Crystal City. The Sheraton National Hotel shuttle can be caught at the Crystal City Metro Stop. For more information call, 1-888-WASHFLY or access their web page at [www.washfly.com](http://www.washfly.com).

### Meeting Space

Meeting rooms are set to the maximum allowed by the fire codes. If there are no more chairs available, that means the room is at capacity, and you should choose another session to attend. Workshop rooms are set for the number of persons that have registered and paid for the workshop. Please do not participate in a workshop if you have not registered and paid.

If you bring a laptop to a scientific session or a workshop, make sure it can run on a battery. Meeting rooms in most hotels are not equipped with many electrical outlets throughout the room.

### Student Travel Grants

In an effort to encourage training of students and promote research and writing on personality assessment, the Society for Personality Assessment gives grants to students who are first authors on papers or posters being presented at the Annual Meeting. Awards are available for amounts up to \$200 to help defray costs of travel to and from the Annual Meeting. Due to limited funds, not all applicants receive a travel grant. Also, many of the grants are small, so students should not expect full reimbursement for their travel.

- Eligibility: Students applying for grants must be the first author on a paper or poster already accepted for presentation at the SPA Annual Meeting. Priority will be given to students for whom other travel funding (e.g. from their academic department) is not available.
- Application Process: Applications will be sent to those students whose papers are being presented at the 2007 SPA Annual Meeting. Students should complete the application and return it to the SPA office no later than February 1, 2007. A faculty member at the student's institution and a Member/Fellow of SPA must sponsor all applications.
- Award Process: Students will be notified as soon as possible after the application deadline whether they will receive a travel grant and in what amount. Checks will be distributed at the Annual Meeting; please check-in at the conference registration desk.

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## Annual Meeting

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### Student Lunch

The SPA Board of Trustees will provide lunch (gratis) for students to have an opportunity to interact with Stephen E. Finn. Sign up on the registration form for the conference. Saturday, March 10, 12:30-1:30 pm

### Student/Post-Doc Workshop

This year we are adding a special training workshop for students and post doctoral graduates. Leonard Handler, will present How to Write a Good Psychological Report, beginning with the initial interpretive process and ending in a clear, comprehensive report. Friday, March 9, 7:00 pm

### Volunteers

As has been the tradition, SPA solicits the help of student volunteers to monitor the continuing education sessions (workshops, scientific sessions, and master lectures) throughout the Annual Meeting. This task is integral to the continuing education portion of the conference, and we need two volunteers per CE session. This year SPA is sponsoring 18 workshops, approximately 13 symposia/case discussions, and two Master Lectures for which continuing education will be granted, so a total of at least 66 volunteers is vital. Student volunteers may attend

the workshop they are monitoring at no cost; and those students who volunteer to monitor a CE scientific session or a Master Lecture held during the conference can register for the conference at a reduced rate of \$45. Please contact Paula J. Garber at [manager@spaonline.org](mailto:manager@spaonline.org) for more information.

### Book Signing

This year a Book Signing will be held during the Thursday evening reception. All SPA members attending the conference who have had a book published since 2000 are invited to participate. This is an opportunity for our SPA community to become more familiar with your work. Please have copies of your book on hand for purchase and signing. You are asked to sit at a table with your books and be available for conversation. You will be responsible for the financial transactions. All authors showcasing their work at the Signing are expected to donate one book to the silent auction. Please contact Paula Garber at [manager@spaonline.org](mailto:manager@spaonline.org) if you are interested in participating in the book signing. Without prior notification, you cannot be accommodated, as arrangements with the hotel need to be made well in advance. Thursday, March 8, 6:45 pm

### Silent Auction

Once again SPA will be sponsoring a Silent Auction during the Annual Meeting. Please email SPA at [manager@spaonline.org](mailto:manager@spaonline.org) if you have items or services you wish to donate. Winners will be announced during the reception on Friday evening. Friday, March 9, 7:00 pm

### Open Consultation Sessions

Meet with nationally and internationally recognized personality assessment experts in an informal context to "pick their brains." Donald J. Viglione and Yossef S. Ben-Porath. Thursday, March 8, 1:00-2:00 pm

### Meet with A Statistical Expert

Meet and interact with a well-known statistical expert, David L. Streiner. Thursday, March 8, 12:30-2:00 pm

### The Art and Science of Inkblots

Inkblots have had a rich history in culture, art, as well as in psychological testing, specifically personality assessment. In fact, psychological testing has in the past been associated, even considered synonymous, with the inkblot technique. There are many aspects of inkblots that have been of interest to the general population and artists. Inkblots have not only become scientifically studied objects of interest, but also cultural icons. This talk examines the link between inkblot art and science by examining the history of inkblots, their use in art and psychology, and their relationship to symmetry and ambiguity. Friday, March 9, 12:30 pm

Presenters: Eric Zillmer, Ph.D. is the Pacifico Professor of Neuropsychology, Director of Athletics at Drexel University, and a frequent contributor to the Rorschach literature. John Langdon, Ph.D., is a Professor of Graphics Design at Drexel University and known for the creation of ambigrams that have been used in Dan Brown's novel, *Angels and Demons*.

## 2007 Annual Meeting Workshops—New Ideas and More Choices

Anita L. Boss, PsyD, ABPP

*Chairperson, Continuing Education Committee*

More choices, you ask? Yes. For 2007, your Continuing Education Committee has added to the dilemma of, "What workshops should I choose?" At the Sheraton National Hotel, SPA was given the luxury of extra meeting rooms at no additional cost, and thus we are able to offer even more of a selection than usual at our 2007 March meeting.

As you will notice when you look at our workshop listings, we still have a balance of the "old favorites" in personality assessment, along with some new ideas and increased variety of assessment tools.

We are pleased to present a workshop on the Hogan Personality Inventory (HPI), with none other than Robert Hogan to provide an

introduction to the instrument. This is our first HPI workshop, and we will continue to offer training in instruments used for personality assessment of non-clinical populations, in personnel selection, and in I/O Psychology.

Three of our workshops feature integration of one or more tests. Philip Erdberg and Paul Costa will present a unique and fascinating workshop, "Multi-Method Assessment: Combining the NEO-PI-R and the Rorschach." Also, your diligence in post-meeting comments has paid off: Following our members' yearly requests, we have a workshop on the integration of Rorschach and Neuropsychological test data, offered by Jeffrey Barth and Anthony Sciara. Finally, George McCloskey will provide training

in the process-oriented approach to WAIS-III interpretation and its integration with personality and cognitive assessment.

Other new ideas for the annual workshops include a two-day workshop on applied forensic examination and testimony, conducted by Stuart Greenberg and Randy Otto. This will be a full-day and half-day workshop, with the option of taking one or both. The first day will lay a solid foundation for the basis of expert testimony, with practical applications on the second (half) day.

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## Meeting Workshops ...continued from page 10

Stephen Finn and Deborah Tharinger will present, "Therapeutic Assessment of Children: Using Psychological Testing to Change the Family 'Story,'" a new workshop that demonstrates their dedicated work in this advancing area. Benjamin Schutz and Barton Evans will present an innovative model for personality assessment in custody and parenting evaluations, which will answer some of the many questions posed by this challenging area of forensic work.

Giselle Hass will present a new workshop focused on culture and ethnicity and the impact it has on personality assessment approaches. This is an area that is often overlooked in post-graduate training, and a welcome addition to our line-up.

Research and new developments in the MMPI-2 and Rorschach will be well represented this year. Greg Meyer and Don Viglione will offer, "The Evidence Base and Recommended

Changes for the Comprehensive System," and Yossef Ben-Porath will update us on the latest developments with the MMPI-2. Edward Gotts and Thomas Knudsen will present their research and expansion of the area of MMPI-2 validity assessment.

Speaking of validity assessment, Ronald Ganellan will place this in the context of forensic evaluations. His workshop will address both the MMPI-2 and the Rorschach.

To be sure we give other tests the attention they deserve, we have PAI, TAT, and MMPI-A workshops. Members frequently ask for TAT workshops, and this year, we are fortunate to have Odile Husain and Bruce Smith presenting a structural approach to TAT interpretation. John Kurtz will offer an oft-requested introductory PAI workshop. Robert Archer will return with his well-attended workshop on the forensic use of the MMPI-A.

Last, and certainly not least, we have a workshop on Rorschach coding conundrums, in the able and experienced hands of Barry Ritzler. Jeffrey Barnett will present the ethics workshop for 2007. Representing some of

the local talent (Maryland), he has lectured and published widely on ethics and ethical dilemmas.

As you can see, we have some popular repeat performances at the upcoming conference, as well as many new offerings that focus on varied topics, such as diversity, integration of tests, non-clinical applications, new research, and practical approaches.

In addition to the workshops, we will have our usual plethora of CE choices in the form of symposia, round table discussions, and case presentations.

The Sheraton National is newly renovated, and we'll have shuttles running day and night to get you to the Metro, shopping, and wonderful dining choices. While there is much to see and do in our nation's capital, we are sure that our workshop line-up will have you spending most of your time in meeting rooms, taking advantage of our quality training.

## President's Message ...continued from page 1

The matter of recommending graduate programs to potential students came up for discussion during the last meeting of the Board of Trustees, and a question to consider is whether the time has come for SPA to establish a mechanism for identifying and calling attention to programs in which personality assessment is well taught. I encourage Society members who have thoughts or opinions about our taking such action, or have in mind any other proposals for how we might promote improved graduate education and training in personality assessment, to communicate their ideas to the Board.

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## Book Signing

### *A New Feature of the Annual Meeting A New Member Benefit*

This year at the Annual Conference, a Book Signing will be held at the Friday evening reception. All SPA members attending the conference who have had a book published since 2000 are invited to participate. This is an opportunity for our SPA community to become more familiar with your work. Please have copies of your book on hand for purchase and signing. You are asked to sit at a table with your books and be available for conversation. You will be responsible for the financial transactions. All authors showcasing their work at the Signing are expected to donate one book to the silent auction. Please contact Paula Garber at [manager@spaconline.org](mailto:manager@spaconline.org) if you are interested in participating in the book signing as a featured author.

## In Memory

### Ms. Elisabeth Rorschach

Dr. Bruce Smith shared that Anne Andronikof, President of the International Rorschach Society, informed him that Ms. Elisabeth Rorschach, Hermann Rorschach's surviving daughter, had passed away. Although not a psychologist, she was interested in her father's work and a supporter of his legacy. She, along with her brother, donated many of the artifacts now in the Rorschach Museum in Berlin.

### Remembering Jerry S. Wiggins and W. Grant Dahlstrom By David S. Nichols, PhD

The year 2006 has been one of significant losses for the art and science of personality assessment, and the more so when the population under consideration is this Society's Bruno Klopfer Award (BKA) recipients. In the first quarter the Society saw the passing of two of its most active and distinguished members, John Exner (BKA 1980) and Paul Lerner (BKA 1996). In the second, two other of our distinguished Fellows, Jerry S. Wiggins (BKA 2002) and W. Grant Dahlstrom (BKA 1994) died, on June 15 and June 22, respectively. Although both Jerry and Grant were less active at our annual meetings and hence less well known to some of our members, particularly our newer members, than were John and Paul, both established early records as assessment pioneers and enjoyed spectacularly productive careers. Because for more than thirty years Jerry and Grant were highly influential in my own career through their writing, the examples they set, their advice, assistance, and friendship, it pleases me to write these brief summaries of their contributions.

### Jerry S. Wiggins

Jerry S. Wiggins was born March 15, 1931 in Pittsburgh, PA, the second of two children born to a man who became the head of the Naturalization division (he met and naturalized the actor Cary Grant) of the INS, and his musically talented wife. He grew up in Philadelphia, acquiring along the way a lifelong love of jazz, a playful but rebellious teenager. His love for the English language—later all things English—and his extraordinary talent in writing were established in these years, though his academic achievement in high school was quite uneven. His high school

grades were too low to gain him admission to American University in Washington, DC, but he was nevertheless admitted thanks to the influence of his father. Once there, however, Jerry thrived. He obtained his A.B. degree in Psychology in 1952, and his Ph.D. in Clinical psychology (Minor: Experimental psychology; Outside minor: Anthropology) from Indiana University four years later. His teaching career included early appointments at the University of Rochester and Stanford, with later visiting professorships at the Universities of Hawaii, Western Australia, and at Yale, but the bulk of his academic career was spent at the Universities of Illinois (1962-73) and British Columbia (1973 until he retired as Professor Emeritus in 1996).

Jerry's earliest and most enduring intellectual influence was the interpersonal psychology of Harry Stack Sullivan, which he viewed through the lens of the rigorously empirical scientific values he had imbibed at Indiana. The first phase of his career was focused on the largely implicit relationship between the assessor and the person being assessed. He explored this relationship through several investigations exposing and describing the patterns and influence of response style in the context of MMPI performance; the effects of the strategic and stylistic attitudes of the examinee on the examiner. In the next phase, his interpersonal orientation continued as he highlighted MMPI item content as a means by which the person assessed could communicate symptoms and attitudes to the assessor more directly than was possible with the clinical scales, in which these had to be "filtered through" the strategy of contrasted groups (1969, p. 130)." This work eventuated in the Wiggins MMPI content scales (1966). As a capstone of this phase, Jerry gave assessment psychology what for its time was the best general compendium on the theory, methodology, and problems of personality assessment, *Personality and prediction: Principles of personality assessment*, a text of such clarity, authority and comprehensiveness that, more than thirty years later, it has yet to be superseded.

The third phase of Wiggins' career focused on research into the interpersonal domain more directly, culminating in a psychometrically sound instrument for the evaluation of interpersonal behavior, the Interpersonal Adjective Scales (IAS; 1995). This contribution, a revival of Sullivanian thinking and an extension and modernization of the interpersonal circumplex devised by Timothy Leary in his *Interpersonal diagnosis of personality* (1957; an inveterate bookhound, I've always

had a lively interest in the libraries of others and vividly recall seeing this book in Jerry's library, tattered and worn to a fare-thee-well, a book whose use was the surest measure of Jerry's regard for it), and closely related work by Carson, Benjamin, Kiesler, and Horowitz, effectively restored Sullivanian thinking to the field of clinical personality assessment.

In his fourth and final phase, Wiggins turned his hand to illuminating the deepest integrative principles among the highly disparate theoretical and research traditions in personology and personality assessment: psychodynamic, multivariate, interpersonal, cognitive, and behavioral. This work culminated in his last book, *Paradigms of personality assessment* (2003).

Along the way, Jerry wrote his "In Defense of Traits," a vigorous and thorough critique of the situationist assault on the entire individual differences tradition spearheaded by Walter Mischel, a paper that gives new meaning to the expression, "publication lag" (23 years!).

Jerry was an unusually generous supporter of the work of students and colleagues, encouraging their aspirations regardless of whether they paralleled his own, and deeply acknowledged and credited the work of others. A prolific reviewer of submitted articles and chapters, he wrote the kind of rejection letters that his reviewees came to prize: informed, thoughtful, painstaking, clear, gracious, and encouraging. How did his reviewees know that their rejections came from Jerry? Because he signed them; for those manuscripts that passed his critical muster, he maintained anonymity.

On September 27, 2002, a massive and permanently debilitating stroke put an end to Jerry's productive career. Unable to lay down new memories, he never acquired comprehension of the tragedy that had befallen him. Over the following months he became restored to eating solid food, was able to feed himself and regain some of the weight he had lost, to recognize friends and visitors, showed great improvement in receptive language, and even was able to play a little one-handed piano! However, he remained largely paralyzed on his right side and suffered pain from contractures (though this diminished over time) and multiple intermittent infections. Emotionally and interpersonally, he largely remained the Jerry that his friends knew and loved: warm, gracious, appreciative, happy, playful, kindly,

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## In Memory

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agreeable, funny, able to laugh and take delight in his music, dogs, and visitors, and to enjoy whatever was going on around him. In other words, and despite a dramatically narrowed existence, Jerry remained in his essence the person who drew us to him in admiration, friendship, and affection. He continued to feel engaged and interested in his interaction with whoever sought his attention, understanding their words as best he could, and struggling to speak and otherwise respond in such a way as to affirm their attention and to reciprocate their care, even when his words could not be well understood. Although not fully comprehending its significance, he was able to express interest and pleasure in seeing the ads and cover design for his final book, *Paradigms of personality assessment*. He died in the arms of Krista Trobst, the wife, partner, and colleague who had spared nothing to care for him to the end.

Jerry's passing stills as supple, visionary, and integrative an intelligence as personality and assessment psychology has had the good fortune to find. He enjoyed a career that enabled him to rise to the peak of his powers, and a circle of friends and colleagues who knew the person beyond the reputation. His graciousness was legendary, and his abundant warmth and good will inspired better work and better lives in those who were blessed by his instruction and friendship. A prose stylist who showed an early gift for expressing his ideas in ways that were both intellectually rigorous and highly accessible to others, the writings of Jerry Wiggins have created a legacy for personality assessment that will be exploited by newcomers to his work for many years to come. There they will find, in deft and crystalline prose, a model of clear thinking that inspires as it informs, and moves them forward.

## W. Grant Dahlstrom

W. (William) Grant Dahlstrom was born in Minneapolis on November 1, 1922, the second of three children. His father was a physician and a Mason; his mother, a deeply religious woman who devoted herself to child rearing and never worked outside the home nor acquired a driver's license. Although Grant's childhood was happy—he writes of making model airplanes with his older brother and their peers, of swimming

in Nokomis and Hiawatha lakes during the summer and ice skating on them during the winter, of playing cops and robbers or rum runners and treasury agents—it was not easy. From before the age of three, he suffered from chronic eye infections, the consequences of which were to last throughout his life. His eye infections resulted in periods of blindness and prolonged absences from class. Thanks to the patience and interest of his teachers, his mother's support and assistance with his studies, and his own determination, he did not fall behind.

The economic circumstances of the Great Depression rendered the Dahlstrom family's economic fortunes somewhat unsteady. When Grant was an early adolescent his father found more stable employment with the Bureau of Indian Affairs as a reservation doctor. The family moved near the small town of Poplar in northeastern Montana, and Grant attended a small racially integrated school on the reservation. The Dahlstroms next moved to Pennsylvania where Grant attended a very tough, racially diverse but gender segregated high school in south Philadelphia. His experiences in these quite varied school environments left a permanent mark on him in the form of an abiding interest in individual differences in personality, ability, class, and ethnicity that would inform his later work with rural black and white children in segregated schools (Baughman & Dahlstrom, 1968) and the MMPI patterns of minorities (Dahlstrom, Lachar, & Dahlstrom, 1986).

The family returned to Minneapolis where Grant entered University High School on the east campus of the University of Minnesota. There the teachers were often graduate students who needed to earn a living while completing their dissertations. Grant remembered the classes of his last high school year as innovative and challenging, and that graduate students in psychology had a ready supply of subjects on whom to practice the administration of a variety of intelligence tests and interest inventories.

After a year at UCLA, Grant returned to Minneapolis to enroll in the Medical School at the University of Minnesota. Because of the limitations posed by his visual difficulties, he abandoned his aspiration to become a physician and shifted to psychology, receiving his B.A. in 1944. He had taken the course in physiological psychology taught by Starke Hathaway as part of his premed sequence, thereby forming the second most decisive relationship of his career. His association with Hathaway and the MMPI, which he had taken as a requirement for admission to the psychology major, intensified in

graduate school. The MMPI was in the air. Grant's associates within the department at the time included Harrison Gough, Paul Meehl, William Schofield, and George Welsh, among many others. In that period, doctoral candidates in psychology had to qualify in two foreign languages. Grant qualified in French easily, but needed a second which could not be another romance language. With Hathaway, he enrolled in an evening course in Russian for which the teaching assistant was an undergraduate psychology major named Leona Erickson. Although both he and Hathaway found that they had to abandon Russian (Grant ultimately qualified in German), he was much more successful with Leona. They were married in the fall of 1948, shortly before he graduated with the Ph.D. in 1949 with Hathaway as his dissertation advisor.

Following initial teaching positions at Ohio Wesleyan University and the University of Iowa, Grant was wooed to the University of North Carolina with the position of Director of Psychological Services at North Carolina Memorial Hospital, and academic appointments in the University departments of Psychology and Psychiatry. He and Leona moved to Chapel Hill in the summer of 1953, and he remained there until his retirement in 1993 as Kenan Professor of Psychology.

At the time of his death, Grant was without doubt the most knowledgeable MMPI authority in the world. I once overheard a colleague opine that "Grant has forgotten more about the MMPI than most of us will ever know." Describing the roles of several founding members of the MMPI circle, Paul Meehl has remarked that, "McKinley wanted it, Hathaway built it, and Meehl sold it." Grant, along with his wife and indefatigable partner Leona, has been its encyclopedist. Tireless in their efforts to collect, organize, and record the vast research literature on the MMPI, and to make the empirical foundations of this inventory available and accessible to clinicians and researchers, the survival and success of the MMPI rest in large part on the exhaustive and painstaking scholarship of Grant and Leona. For the first decade following the publication of the MMPI, there were no general guides or manuals that provided comprehensive descriptions of the development of the clinical scales or instruction on strategies for the clinical interpretation of MMPI findings. *The Basic readings on the MMPI in psychology and medicine* (1956) and *An MMPI handbook: A guide to clinical practice and research* (1960), both with George Welsh, brought the MMPI through its adolescent growth phase and into a stable

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## In Memory

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adulthood. With the publication of these volumes, clinicians now had authoritative sources to inform and guide their applications of the test, and potential researchers the first comprehensive and convenient source for its already voluminous and rapidly expanding research literature. *An MMPI handbook* was later updated and expanded into two volumes, the first dealing with clinical (1972) and the second with research (1975) applications. By the time of the publication of the latter volume, the research literature of the MMPI had grown to nearly 6,000 references and, despite the comparatively daunting information retrieval obstacles of the time, each was painstakingly recorded in the reference list of the latter volume, occupying 38% of the whole.

In the 1980s, Grant collaborated in several follow-up studies focused on the health outcomes of physicians and lawyers, providing the MMPI data that he had gathered from UNC medical and law students in the 1950s and '60s, and on predictors of smoking behavior, suicide, and medical disorders. It was also in this period that the MMPI-2 Restandardization Committee was established by the University of Minnesota Press to remodel the normative foundations of the MMPI and make other needed adjustments without uncoupling the test from its vast empirical base. As the only member of this committee with firm ties to Starke Hathaway and to the environment within which the MMPI was born, Grant provided the vital link between past and future. Without this link, Grant's combination of intimate familiarity with the ambience, persons, and procedures that gave life to the MMPI, and his profound knowledge of modern theory and technology of personality measurement, the continuity between the MMPI-2 and its predecessor could have been jeopardized.

Despite their acknowledged scientific merit, the practical effects of their published work are at least as important to the Dahlstroms as their standing in the community of scientists. Translated into well over fifty languages, the MMPI and MMPI-2 are used around the globe, literally thousands of times each day, to provide reliable guidance to those charged with the understanding, care, and healing of others. It is only when one thinks of the everyday role of the MMPI in custody decisions, in occupations in which the

public safety is at stake, in the diagnosis and treatment of mental disease, disorder, and distress, and in the classification of prisoners, that the scope of the Dahlstroms' contributions to human welfare begins to come into focus.

As important as his contributions to the MMPI have been, these emerged in the course of a formidable teaching career that extended over more than forty years. Grant was mentor to hundreds of graduate students, chaired or co-directed more than sixty dissertations, a record in the Department of Psychology, and earned the friendship, esteem, and loyalty of other Department members to a degree that reflects both on his competence and on his style of working with others. As a teacher, Grant inspired hard work, respect, affection, and the emulation of his regard for others and his belief in psychological measurement as a means of promoting human welfare. His colleague of more than twenty years, Don Baucom, has noted that at the end of his term as Department Chair (1971-1976), a letter was prepared requesting that Grant remain Chair for an additional term, signed by every member of the Psychology faculty!

Psychologists in this country and around the world benefited from Grant's persistent generosity. Just as the door to his office in Davie Hall was always open, Grant was never too busy to help a colleague think through a problem, respond to requests for advice, answer a question (and because of his unique position, questions were not uncommonly ones that only he or Leona could answer), provide needed data, perform an analysis, and in myriad other ways support the aspirations and careers of other psychologists. In my own career, I have never known a less self-serving psychologist than Grant was. His contributions to personality assessment would be considered monumental were they limited to his published work alone. But the example he set for others has had an incalculably salubrious effect on the science and practice of personality assessment. His care for detail, his willingness to sacrifice time for accuracy and to undertake work that may not have been very rewarding personally just because it was important that it be done, his availability to others, the respect and confidence he gave them so freely, his rock solid belief in the value of human beings, his support of and exemplification of the highest ideals in academia, his personal integrity, his love of the best in scientific scholarship, his gentle, unassuming, matter-of-fact manner, and his love of laughter; these are the qualities

that found such a natural habitat in Grant Dahlstrom, qualities that are intimately tied to the breadth and quality of his influence. The field of personality assessment was very much the beneficiary of this less public side of Grant's contribution.

## Current Status of the CPT Project *...continued from page 5*

this decision, which constitutes a clear misreading of the intent of the committee that approved the codes in the first place. While we are confident of prevailing in the end, there is clearly a lot of work that needs to be done. In the meantime information is critical. Once again, I appeal to the membership to inform us of your experiences billing for assessment services and any problems you may have incurred. In particular if any of you use technicians or computer-assisted tests, we would appreciate hearing about your experiences and any possible impact this new directive has on your ability to serve Medicare patients. It is also crucial that all advocacy efforts be coordinated through the task force, so we are asking members not to undertake lobbying efforts independently of our coordinated approach.

One final note: I cannot say enough about the contributions of my colleague on the task force, Radhika Krishnamurthy. The task force has been a very time-consuming effort, involving weekly hour-long conference calls since January. Radhika has been involved from the beginning and has even managed to get herself drafted onto another task force, this one dealing with the impact of the new CPT codes on training facilities. Our efforts on behalf of assessment psychology and SPA could not be nearly as effective without her.

## SPA Personals

**Corine de Ruiter, PhD**, was appointed Professor of Forensic Psychology at the Faculty of Psychology, Maastricht University, The Netherlands, starting January 1st, 2006. From 1999-2004, she fulfilled a similar position at the University of Amsterdam. Maastricht University is the only university in the Netherlands with an active interdisciplinary group of researchers in Psychology and Law (see: [www.psychology.unimaas.nl/base/research/psychology&law.htm](http://www.psychology.unimaas.nl/base/research/psychology&law.htm)).

**John T. "Jack" Deines, PhD**, retired at the end of January 2006 after fourteen years employment in university counseling centers and twenty-three years in private practice in Denton, Texas. He performed assessments, served as a "medical expert" for the Office of hearing and Appeals of the Social Security Administration, and provided psychotherapy services.

**Barton Evans, PhD**, of Bozeman Montana, will have his book *Harry Stack Sullivan: Interpersonal Theory and Psychotherapy* reprinted. Routledge UK recently announced their decision to reprint the book. Also, the *Handbook of Forensic Rorschach Psychology*, edited by Carl Gacono & Barton Evans, along with Nancy Kaser Boyd and Lynne Gacono, is scheduled for an early 2007 publication through Lawrence Erlbaum Associates.

**Vandana Janveja, PhD**, reports that a normative study of the Rorschach Inkblot Test using Exner's Comprehensive System is being carried out in India (as part of a PhD thesis). The pilot study has been completed. Results will be available around the end of the year.

**Scott S. Meit, PsyD, MBA, ABPP**, has been appointed Vice-Chair with the Department of Psychiatry & Psychology of the Cleveland Clinic Foundation. In this capacity, Dr. Meit will have responsibilities overseeing all adult psychological services for the Foundation.

**Peter F. Merenda, PhD**, was named the Anne Anastasi Lecturer at Fordham University. On December 1, 2005, Dr. Merenda delivered the lecture sponsored by the Department of Psychology and the Fordham Chapter of Psi Chi, "Psychometrics and Psychometricians in the 20th and 21st Centuries: A Tribute to Anne Anastasi (1908-2001)." A highlight of the lecture was his recognition of Anne Anastasi as an early psychometrician, although throughout her illustrious career, she had been so universally well known as an assessment psychologist. In the late 1920s, as a doctoral student at Teacher's College, Columbia, her dissertation, which was supervised by Henry Garrett, dealt with the factor analysis of personality traits, using Spearman's two group method (general factor - specific factors). Anastasi was one of the very first to establish and identify a group factor in psychological tests, including personality questionnaires. In 1970, Anastasi published an excellent review of factor analytic studies of personality traits and their development.

**Mark Waugh, PhD & Kathryn Smith, PhD**, share news about the Southern Appalachian Personality Assessment Society (SAPAS), a Local Chapter of SPA centered in Knoxville, TN, of which Dr. Waugh is President and Dr. Smith is Secretary-Treasurer. SAPAS held a recent 2-day workshop on November 10 and 11. Featured were Dr. Tom Widiger on the *Five Factor Model of Personality Disorders: Why and How*; Dr. Anthony Sciarra on *Forensic Aspects of the Rorschach*; and Dr. Les Morey on the *Personality Assessment Inventory*. The presentations were masterful and information-packed. Enthusiasm was high, and attendees hailed from Nevada, Indiana, Texas, West Virginia, Virginia, South Carolina, North Carolina, Missouri, and Georgia as well as from Tennessee and the University of Tennessee. SAPAS also announced winners of the annual *Paul M. Lerner Award for Clinical Excellence in Psychological Assessment*. This is an annual competitive award sponsored by SAPAS from graduate students in the southeastern region. Honorable Mentions were given to: Kate Berlin, Vanderbilt University,

and Jennifer Smith Adams, UNC-Greensboro. Two equally-deserving individuals shared this year's Award: Lorrie Dellinger-Ness and Eric J. Peters, both of the University of Tennessee. An intimate Remembrance Service for the late Paul Lerner, who had important connections to our region, was held at the West Knoxville Friends Meeting House on Sunday November 12.

**Ed Wise, PhD**, received the Outstanding Alumnus Award, 2006, for the University of Wyoming for his "distinguished career in psychology as a tireless advocate, a prolific author of scientific articles and the founder of Mental Health Resources in Memphis, TN."

**Eric Zillmer, PsyD and SPA Fellow**, together with Dr. Carrie Kennedy, published a new book (Guildford Press), entitled: *Military Psychology Clinical and Operational Applications*. Dr. Zillmer notes that during wartime, the need for mental health professionals intensifies, and the role they play is increasingly important. This comprehensive professional reference text presents crucial knowledge for anyone who provides direct psychological services or consultation to military, law enforcement, or intelligence personnel, or who works to enhance operational readiness. Expert contributors describe the ins and outs of working within the military system and offer guidelines for effective, ethical practice. Among the clinical applications discussed are fitness-for-duty evaluations, suicide risk assessment and prevention, substance abuse treatment, and brief psychotherapy. Operational applications include such topics as combat stress, survival training, hostage negotiation, and understanding terrorist motivation.

### Errata

In the last issue of the Exchange, Dr. John Porcerelli's surname was misspelled. It is spelled correctly here.

## *From the Editor...*

Jed A. Yalof, PsyD, ABPP, ABSNP

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This issue of the *Exchange* has information about the upcoming Annual Meeting, including information on registration, accommodations, workshops, and tips for enhancing presentations. SPA President Irving Weiner offers an evocative and impassioned message about education and training in assessment. There are many other columns and notes that should keep the reading informative, engaging, and friendly to tired eyes. Until the next issue...

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