

# spa exchange

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## President's Message

### Personality Assessment's Quiet Voices: Raising the Amplitude

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Widener University

This year marks the 70th anniversary of the Society for Personality Assessment, so Happy Anniversary to all of us. As sometimes occurs in an anniversary celebration, we could direct our attention to identifying our triumphs over the years ... and they have been many! However, I prefer to embrace a forward-looking perspective and pose the question of how the Society can

advance personality assessment as a viable and valued professional activity. I find myself having a real attraction to the task of thinking about the future of the organization, which has to do with my medley of feelings in taking on the presidency of the organization. Certainly all of us have noticed that it is customary when individuals take on a position of this nature to say, "I feel humbled ..." and generally, I respond to such expressions with cynicism, assuming that the emotional attitude is probably something quite different. In my case, I did feel humbled for a very particular reason. As I thought about my predecessors, such as Irving Weiner, Phil Erdberg, and Paul Lerner, I recognized that each had this rather amazing corpus of publications in the area of personality assessment. In contrast, I have only a handful of publications on personality assessment, and my primary area of scholarship lies elsewhere. What I spend most of my time writing about are the dynamics of groups and organizations. Yet this interest turns out to be relevant to this celebration we're having at this meeting, and the forward-looking opportunity it provides.

My knowledge of how systems function leads me to observe that any complex organization inevitably breaks into subgroups, and some subgroups will have a stronger voice than others (Brabender, 2002). Further, even within those more vocal subgroups, some concerns fail to get the airing that they should. My thesis is that to the extent that the Society takes account of these less vociferous voices, to that very same extent the next 70 years of the Society's life will be years of growth rather than stasis.

So what are the quiet voices of personality assessment? Who are those players in the



personality assessment process whose needs have been attended to minimally even as the Society and the endeavor of personality assessment have flourished in so many ways?

#### The Educators

Let's begin with the assessor, and let's take as our assessor a person who has recently completed graduate school, obtained a doctorate and license, and now is beginning to practice independently and wishes to have personality assessment as part of her professional palette. We know that this person did not arrive at this point on her own. In her graduate programs, there were professors who taught the fundamental assessment courses and supervisors who helped this psychologist in her past life as a trainee integrate data and organize it into a psychological report. And it is precisely here that we can recognize one of personality assessment's quiet voices—the trainers. For although we know a great deal about our instruments, knowledge obtained from years of painstaking research, we know very little about the pedagogy of personality assessment. What any individual educator has garnered in terms of effective training occurs primarily through his or her own trial and error rather than through any corpus of research findings on effective methods of instruction. Particularly affected by this dearth of research findings are our new professors who have not yet had the opportunity to engage in the trial and error activity that benefits the students of more senior instructors. Quite often these newer professors are the only representatives of personality assessment on their faculties, so that their fledgling efforts go unmentored.

My plea then is that we make as much of an investment in the person of the assessor as we do in our assessment instruments, and we do so by encouraging research on the education of personality assessors. I would like to place the spotlight on a study that is

the very kind needed in the field and will be useful to personality assessment instructors. This study was done by Hilsenroth, Charnas, Zodan, and Streiner (2007) and published in a relatively new journal, *Training and Education in Professional Psychology*. In this study, the investigators sought to determine whether graduate students could learn within the context of a typical 30-hour course to score Rorschach protocols at a sufficient level of reliability to be able to use the Rorschach in clinical practice. Notice that the question they asked—how much time is enough time—is critical, practical, and yet fundamentally unaddressed. The Hilsenroth team created a well-defined educational program. First of all, they established an 80% reliability criterion that students were expected to meet right at the beginning of the course. Then, they proceeded to present to students scoring examples that were positive or accurate, ambiguous because of the need for further inquiry, or just plain wrong; they did this for all of the scoring categories. Then, for much of the course, they had the students work with three protocols and for each, the students completed them using a vertical response segment wherein they would begin on the left and complete Location and Developmental quality for all three protocols and having mastered that, would revisit the protocols but this time scoring for

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## Special Topics in Assessment Occupational Applications of the NEO PI-R

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A survey of the Society for Personality Assessment's recent conference program shows that in addition to its depth and vibrancy, personality assessment reaches far and wide: from infant behavior questionnaires to profiles of death row inmates. Clinicians and researchers consistently show their creativity in applying assessment technology to a wide-ranging field of endeavors. An example of this can be seen in the NEO Personality Inventory-Revised (NEO PI-R; Costa & McCrae, 1992), which has been used in assessing jobs from astronauts (Holland, 1995) to elementary school teachers (McKenzie, 2000). This section will describe two occupational applications for the NEO PI-R: assessing candidates for high-stress employment positions and understanding the role of personality in the medical profession.

For those unfamiliar with the NEO PI-R, it is a 240-item self-report inventory based on the "Big Five" factors of personality: Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness (Wiggins, 1996). The NEO PI-R describes six facets within each factor which are helpful in fleshing out nuances within the domains. The NEO PI-R has shown utility as a way of understanding how variations in normal personality influence job performance and optimal employment fit. For example, the domain of conscientiousness—one's ability to organize, plan, and follow through on goals—is related to job performance ratings (Barrick & Mount, 1991) and is considered to be one of its best predictors.

Along with its counterparts in assessing psychopathology (e.g., Minnesota Multiphasic Personality Inventory-Second Edition [MMPI-2; Butcher, Dahlstrom, Graham, Tellegen, & Kaemmer, 1989], Personality Assessment Inventory [PAI; Morey, 1991]) the NEO PI-R has frequently been used to assess optimal performers in high-stress professions. Selecting candidates with the "right (personality) stuff" is not only inherently desired, but is fiscally prudent. Crockett (1993, as cited by Zelig, 2006) found that only 33% of police dispatchers in Salt Lake City kept their jobs for one year (only 12% for five years), with most leaving due to being unsuitable. Thus, the final cost of simply hiring one dispatcher was close to \$95,000. Since most overtly unsuitable candidates are ruled out early in the screening process (through background

checks, aptitude testing, etc.), the remaining pool of applicants falls within a narrower range of functioning and usually does not evidence overt psychopathology. An analysis of 25 Canadian military snipers suggested that NEO PI-R findings of high conscientiousness, and lower scores on neuroticism and the agreeableness facet of tender-mindedness, were most related to success as a sniper (Scholtz, Girard & Vanderpool, 2004). The NEO PI-R has also been used to predict pilot training success (Anesgart & Callister, 1999). In the assessment of law enforcement candidates, research points to the important role of conscientiousness which has been empirically linked (negatively) with corruption and dysfunctional work behavior (Claussen-Rogers & Arriago, 2005), making the NEO PI-R a helpful tool in this crucial area of assessment.

The second interesting area to mention is work in examining the role of personality factors in specialty choice in medicine, an area which previously had been intensely researched (Borges & Savickas, 2002) though which has not captured recent cohorts of physicians. A recent prospective study (Markert et al., 2008) sought to examine personality predictors of medical specialty choice. In a sample of 542 students who were matched in residency programs for 11 main specialties, no differences were found in the NEO PI-R domains of extraversion or conscientiousness. Differences were observed in neuroticism—graduates in internal medicine scored higher than those in anesthesiology; pediatric and radiology graduates also scored higher than those in anesthesiology or surgery. Scores on openness were higher for psychiatry than for nearly all of the other specialties, with those in obstetrics/gynecology elevated as compared to many of the other specialties. Conscientiousness scores were lower for radiology as compared to many other specialties. The authors suggest that this type of information is helpful for medical students to reflect upon in choosing specialties which better match their personality characteristics, thus improving their career success and quality of life.

In a related endeavor, York (2007) assessed a cohort of family medicine residents to assist them in understanding their group dynamics and to identify individuals who may be best suited to act as representatives of the program during interviews for future

residents. Previous prospective students had provided feedback that ambassadors for the program were unprofessional, inappropriate, and negative. York used the NEO PI-R to introduce staff to the five-factor model of personality, distributed individual NEO PI-R domain and facet scores (using numeric identifiers to preserve anonymity), and then reviewed the average group scores to stimulate discussion of individual differences. NEO PI-R findings showed lower neuroticism and extroversion and higher agreeableness in the faculty group versus the resident group; they did not appear to differ on openness or conscientiousness. In a subsequent meeting, the residence director encouraged residents and faculty to consider personality characteristics when electing to participate in the interviewing process for prospective residents. The following year, negative post match surveys were reduced from 31% to 9%.

These examples of applying the NEO PI-R styles, and an understanding of normal personality to the world of work, continue to push the boundaries and utility of psychological assessment even further.

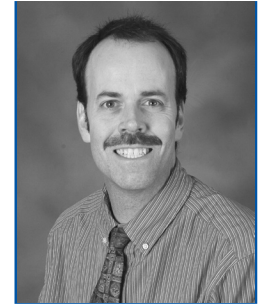
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## Whatever Happened to Prediction in Personality Assessment Research?

John E. Kurtz, PhD  
Villanova University



At the most recent meeting of the Society for Personality Assessment (SPA), the Marguerite Hertz Memorial tribute was held to honor the lifetime contributions of Jerry Wiggins to our discipline. Like many of us, I was introduced to Wiggins as a brand-new graduate student looking for an orientation to the field of personality assessment. Les Morey, my advisor, immediately suggested Wiggins' classic text *Personality and Prediction* (1973). Reflecting on how influential this book was in my development, I realize why I myself have held "an overriding emphasis on the prediction of socially relevant criteria" (p. iii) in what I expect from personality assessment research. Candidly, I have experienced some frustration lately when I see no such emphasis going on in the pages of our journals. A number of SPA members have suggested to me that I write an *Exchange* column about the relevance of research in personality assessment for clinical practitioners, and it occurs to me that my frustration and theirs are both related to the unfulfilled vision of Jerry Wiggins.

The last two decades have seen a dramatic increase in published research on the internal structure of personality measures, typically utilizing confirmatory factor analysis or item response theory in the validation of a single scale. These methodologies represent significant advances in quantitative psychology with clear relevance to personality assessment. My purpose here is certainly not to criticize these techniques or researchers who use them routinely in their work. I have used them myself and will likely continue to do so. Rather, I am suggesting that the current fixation on internal structure to the relative neglect of external prediction may cause our field to stagnate and become further marginalized by the larger fields of psychology and mental health.

How substantial is the current preoccupation with internal structure? A quick perusal of almost any issue of the *Journal of Personality Assessment*, *Assessment*, and, especially, the American Psychological Association flagship journal *Psychological Assessment* reveals several articles that fit the description of an internal-structure study. These are impressive studies in terms of sample sizes,

and it is easy to become dazzled by the large tables of numbers and the complex diagrams. Many parameters for model fit are usually considered along with references to the ongoing controversies regarding which ones should have precedence and at what thresholds. In the end, there is an appraisal of the best-fitting model (often a very close call) and whether it is consistent with previously published attempts (often it is not) to do the same thing with a different version and a different population.

Consider such a study in light of complaints I hear from practitioners of personality assessment who must make sound decisions and accurate prognoses in their daily work. It is easy to see why readers might feel less than inspired by a study that claims that the 17-item short form of the Interest in Trivia scale, translated into Farsi, shows three distinct factors (not four!) in a sample of 1,327 dental school applicants, so long as you relax the model constraints to allow items 3 and 7 and items 11 and 15 to correlate. Of course, we cannot be sure that the three factors will appear when the 18-item Spanish version is given to hundreds of bilingual foster parents in Brazil. The permutations of short forms, translations, settings, samples, and analytic methods that might be applied to the inevitable revisions of each test could fill the pages of our journals for decades to come. But will we call it progress?

Such exercises in "psychological onanism" (as one of our esteemed researchers has named it) are further compounded when no other measures are included to validate the factors obtained. To be fair, some internal structure studies do employ other measures to validate the obtained structure and see whether this enterprise was worth the bother after all. But, even those frequently do not compare the extracted factors to the total raw score to confirm that we are getting something beyond what we already have with routine use of the measure. Moreover, we should remind our students and ourselves that concurrent validation using measures of a similar method (i.e., more self-report questionnaires) is an important but *preliminary* step in our larger research agendas. After all, when does a clinician ever need to predict the same

person's score on another related test? What we really want to know is usually something that is unknown at the time of assessment. To embrace prediction in the Wiggins sense, we should strive to gather information about *what happens later* to see if our tests, ideally a combination of tests based on different methods, are of any use in forecasting important social outcomes.

If I have convinced you that prediction deserves more attention, then you might ask next what it is we should seek to predict. The possibilities are numerous indeed, but psychotherapy process and outcome seems to me like a clear priority. One of the fundamental purposes of personality assessment is to inform treatment. Textbooks about personality tests are full of recommendations for how to use these measures for patient selection, treatment selection, and treatment planning. At a time when third-party payers (and some graduate programs) continue to question the necessity for personality assessment, the relative lack of empirical research using common personality measures to predict treatment process and outcome is surprising and worrisome. Our research studies should be testing whether personality assessment has any real world utility if only because our critics are still asking the question.

Of course, everyone knows why these true prediction studies are less common: It is enormously difficult to pull them off successfully. Even if one does not run into trouble with attrition at follow-up, we still have problems of attempting to reliably quantify these important social outcomes. Anyone who has tried to do research in clinical settings knows that busy staff and indifferent patients create enormous complications for research protocols. If one is patient enough, the end product is likely to be a messy and incomplete database. The time, money, and other resources needed to conduct longitudinal clinical research pose a daunting challenge for academics who must publish or perish. It is easy to understand why single-session, single-method (i.e., self-report) studies are so often preferred as a much more sensible use of limited time.

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## What You Need to Know About the New APA Record-Keeping Guidelines

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Widener University



The most noticeable difference in the new American Psychological Association Record-Keeping Guidelines (APA, 2007) is that they are much more comprehensive than the 1993 version (APA, 1993). There are 13 guidelines in contrast to the five guidelines identified in 1993. Each guideline includes a rationale and application section. The current guidelines are also closely aligned with the APA Ethical Standards and Code of Conduct (APA, 2002) as well as with the Health Insurance Portability and Accountability Act (HIPAA). It is also notable that the guidelines address electronic records and other forms of rapidly developing technology.

Record keeping is a universal professional activity in all mental health disciplines. There are many reasons to keep records, such as legal obligation, reluctance to rely on memory, communication to other professionals, availability of important data, and documentation of services provided (Koocher & Keith-Spiegel, 1998). However, the most important reason to keep records is to benefit the client. Our records serve as a memory trace lasting into the future.

The guidelines are intended to provide assistance to psychologists in making decisions regarding record-keeping policies in their practices. Guidelines are intended to be aspirational, and thus laws or regulations that govern psychological record keeping take precedence over these guidelines. The guidelines are not intended to be enforceable standards, but there have been occasions in which they have been interpreted this way by the courts.

It is also interesting that APA generally bases policy decisions on the relevant empirical literature; however, there is relatively little empirical literature specifically related to record keeping. "Therefore, these guidelines are based primarily on previous APA policy, professional consensus as determined by the APA Board of Professional Affairs Committee on Professional Practice and Standards (COPPS), the review and comment process used in developing this document, and, where possible, existing ethical and legal requirements" (APA, 2007, p. 999).

Guidelines are provided in the following areas: Responsibility for Records; Content

of Records; Confidentiality of Records; Disclosure of Record-Keeping Procedures; Maintenance of Records; Security; Retention of Records; Preserving the Context of Records; Electronic Records; Record Keeping in Organizational Settings; Multiple Client Records; Financial Records; and Disposition of Records. Several of these areas will be discussed in greater detail.

The most significant change in the 2007 Record-Keeping Guidelines is in the area of retention of records. The guidelines state, "In the absence of a superseding requirement, psychologists may consider retaining full records until 7 years after the last date of service delivery for adults or until 3 years after a minor reaches the age of majority, whichever is later" (APA, 2007, p. 999). The previous guideline suggested keeping complete records for a minimum of 3 years after the last contact with a client and then at least a summary for an additional 12 years. This was significantly longer than any existing state statute. By including the language "In the absence of a superseding requirement..." the guidelines allow for keeping records a shorter or longer period of time if a time period is specified by state or federal law. Thus it is also important to know the laws in the jurisdiction in which you practice. The guidelines also discuss reasons to keep records for a longer period of time as well as reasons to dispose of records as soon as is allowed.

In the area of electronic records, the guidelines encourage psychologists to be mindful of the limitations of confidentiality of these records, keep up to date on methods to keep electronic records secure, and the unique challenges of disposing of these records. This section of the guidelines is especially important for personality assessment psychologists who administer and score testing instruments using electronic means.

The guidelines suggest that "Psychologists using online test administration and scoring systems may consider using a case identification number rather than the client's Social Security number as a record identifier" (APA, 2007, p. 1000). The use of electronic records increases the risks of unintended disclosure of confidential information.

The HIPAA Security Rule, which requires passwords and encryption to protect confidential

material, may apply to psychologists who maintain electronic records. Whether or not the HIPAA Security Rule applies to your practice, it is advisable to be in compliance with the rule because it is the generally accepted standard of care for electronic records.

In general, rapidly changing technology raises the question of how to apply existing standards of record keeping in the electronic age. Issues such as communication with clients through email, and how to ensure confidentiality when disposing of a computer, will need to be resolved.

There has been an increasing awareness of the need for a plan for the disposition of records in the event of disability or the death of a psychologist. Because records represent what a psychologist is doing with a particular client, or in a specific situation, as well as the rationale for those actions, it is important for another person to be able to use the record to provide continuity of care to the client.

The guidelines suggest that in anticipation of retirement, disability, or death, psychologists develop a disposition plan, which is sometimes called a "professional will," with provisions for the management of their client records by another professional or an agency. In the case of retirement, psychologists may want to keep their clients' records. Clients may be notified of the transfer of their records by sending a letter to their last known address, or through public notice, such as placing a notice in the newspaper.

Confidentiality is critical in the process of destroying records as well. While shredding is the most common means of destroying paper records in order to prevent recovery of the record, thorough disposal of electronic records is more challenging. Simply deleting the record is not enough. It is recommended that psychologists seek consultation from someone with technical expertise in this area.

Two issues that are covered in the guidelines are seldom addressed in the literature. These are financial records and multiple client records. Accurate financial records should indicate what services have been provided, the date of the service, the charge, and the amount paid. In addition, any special agreements concerning fees

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## Advocacy Corner

**Bruce L. Smith, PhD**  
*Public Affairs Director*



The Public Affairs Office continues to work hard on various advocacy projects. The issue of coding and reimbursement under the Current Procedural Terminology (CPT) appears to have been resolved, and our attention has turned somewhat to other areas. Below is a summary of current activities:

**CPT and Reimbursement**—Now that we have gotten the language that we wanted regarding billing of two codes together, the main issue remaining is a long-term one: namely the reimbursement for training. Basically, Medicare won't reimburse facilities for assessments done by trainees (even post-docs). As a consequence, many facilities that train neuropsychologists are either closing their training programs or cutting back on testing under Medicare (i.e., geriatric cases). The long-term solution for this is to get psychology under the medical education provision under Centers for Medicare and Medicaid Services (CMS), but that probably requires an act of Congress based on most people's reading of the current regulations. The American Psychological Association (APA) Task Force is working on this issue, which is, admittedly, more relevant to neuropsychologists than personality assessors, but still may affect the training of assessment in internship facilities.

**State Legislative Issues**—There is little to report here. Because this is an election year, most legislatures are quieter; in addition, and more importantly, everyone is dealing with budget cuts that range from draconian to catastrophic. In California, for example, one proposal was to eliminate psychiatric and psychological services (except for inpatient) from Medicaid. As a result of this crisis, no new legislation that affects assessment has been introduced to my knowledge. On the other hand, as we heard at the Annual Meeting in March, the threats to the use of assessment in custody and parenting evaluations remain a serious concern. We are closely monitoring the situation and plan to work in collaboration with the relevant child custody associations.

**Test Security**—As many of you know, the *Wall Street Journal* published an article concerning the controversy over the validity of the Fake Bad Scale (FBS) on the MMPI-2 including the 43 questions on the scale and an answer key. Through the efforts of the University of Minnesota Press, the web-based archival copies of the test questions and answers were taken down,

but this breach of test security alerted us to the ongoing threat to test security that is posed by the Internet as well as print media. We are beginning a dialogue with the various publishers, the Association of Test Publishers (ATP), and the Committee on Psychological Tests and Assessment (CPTA) of APA in order to form a Task Force and develop a coordinated effort aimed at stopping these breaches. Dealing with the various websites that routinely publish copyrighted test materials is a bit like a game of Whack-a-Mole, and clearly a more organized effort is needed. At present, it would be helpful if members of the Society for Personality Assessment (SPA) were to forward to the SPA Central Office details of any instances in which a breach of test security such as those outlined here has affected your practice, either in the clinical or forensic sphere. Part of our effort is to develop a database of the harm that such websites and publications have caused.

As always, we rely upon the membership to alert us to issues that demand our attention; please contact the Central Office with any concerns or reports.

## Foundation News

**Bruce L. Smith, PhD**  
*President, SPAF*

The Society for Personality Assessment Foundation continues to be the fundraising arm of SPA. We are pleased to report that we have raised all but a few hundred dollars toward the Utility of Assessment Project, and the project is now assured of being funded to completion. We are continuing to raise funds for the Exner Scholarship; we hope to grow this fund to the point that the annual income will support a sizeable award. In addition, contributions toward our various student funds (Cerney Award, Dissertation Grant, Travel Grant) are always welcome.

We have decided to establish an endowment in the hopes that eventually the Foundation will be able to generate enough income to support more projects that advance personality assessment. Accordingly, the Foundation Board decided that unrestricted gifts (i.e., those not earmarked for a particular purpose) will be placed in an endowment fund and only spent in the event they are needed for special projects. We encourage you all to consider making unrestricted gifts to the SPA Foundation.

### SPA Foundation Utility of Assessment Research Project

#### Donor Information (please print)

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I (we) pledge a total of \$ \_\_\_\_\_ .

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**Please make checks payable to: UAR/SPA Foundation. Mail to: Society for Personality Assessment Foundation, 6109H Arlington Boulevard, Falls Church, VA 22044.** Contributions can also be made through the Member Menu on our web page at [www.personality.org](http://www.personality.org)

## The Teacher's Block

### Teaching Assessment Case Conceptualization: Misattribution Bias and Clinical Judgment

Pamela Pressley Abraham, PsyD  
*Immaculata University*



When teaching assessment-report writing, we find ourselves thinking of ways to specifically categorize areas of need so we can assist advanced students with accurate case conceptualization. Items from the following list may be used to identify criteria for evaluating and grading psychological reports:

- Are the statements warranted and is there evidence to support the statements?
- Are assumptions logical?
- Is contradictory data dealt with adequately?
- Are multiple sources of data used to substantiate statements?
- Do multiple data sources contradict each other?
- Is the information presented too specific or focused so that coverage is inadequate?
- Is the information presented too global to be useful for formulating specific recommendations for treatment planning?
- Is there enough information shared so that the problem is understood?
- Are the findings summarized adequately?
- Do the conclusion and summary address the presenting problem?

However, when reviewing students' psychological reports utilizing the above criteria, we frequently note that clinical judgment and conceptualization skills are often influenced by misattribution bias, researched and discussed extensively by Garb (1998, 2006) and Garb and Boyle (2003) and addressed by others (Kettlewell, Hoover, & Morford, 2005; Ingram; 2006, Levy, 1997). How do students miss influential case information and foreclose on inadequate or inaccurate assumptions? Perhaps it would be helpful to train students to recognize misattributions as identified by Garb (1998), Garb and Boyle (2003), and Kettlewell et al. (2005), and to provide students with examples of how misattributions contribute to thinking errors and biases. This type of training may help decrease errors in clinical judgment prior to formulating and integrating assessment data into a report.

### Misattribution Biases or Thinking Errors

**Confirmatory Bias:** filtering out information to confirm premises/hypothesis

- A behavioral observation of hyperactivity or restlessness is immediately viewed as ADHD and a hyperthyroid problem is missed.
- Adolescents who are irritable are diagnosed with Oppositional Defiant Disorder.
- An adolescent who has S responses on the Rorschach is viewed as oppositional, despite lack of overt symptoms or other reasons to believe that S represents oppositionality for the adolescent.
- As a child of divorced parents, a twenty-one-year old college student's depression (DEPI>7) is attributed to the divorce.

**Misattribution of Causality:** attributing problems to co-occurring events

- A recent trauma is the cause of an individual experiencing sensitivity to loss or difficulty with commitment.
- A Hispanic adult who recently lost a significant other is having visions of the dead and is given the diagnosis of PTSD.

**Single Case Assumption:** explaining the causality of complex problems with one experience

- An experience of trauma in one's childhood is attributed to all presenting problems of acting out.
- Women who are abused stay in the abusive relationship because they have poor self-esteem.
- A nine-year-old's hallucinations are attributed to the child being upset by parental fighting.

**Hindsight Bias:** utilizing knowledge of an outcome to influence perceptions—a past experience is the only reason for current problem

- Drug abuse is due to childhood depression.

- Sexual preference is due to being molested as a child.

**Limited Cognitive Complexity:** lacking in multidimensional conceptualization

- An individual is viewed as having an anxiety disorder without considering other complicating factors such as early-onset dementia or other physical contributing factors.

The above are a *few* examples of thinking bias to assist in facilitating student learning in analyzing all components of a client's condition prior to jumping to a conclusion of causality. Students may be given the criteria and misattribution examples to self-monitor as a means of checking their own work prior to reaching conclusions and before finalizing and turning in a report for review by faculty or a supervisor. This method of self-critique may assist students in recognizing misattribution and subsequently to minimize errors in case conceptualization.

Perhaps with teachers and supervisors addressing and being more attuned to the importance of teaching students about misattribution bias, students will be less prone to exhibit thinking biases when integrating assessment data into case conceptualization and avoid clinical misjudgments.

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## State of the SPAGS: 2008

**Martin Sellbom, PhD**

*SPAGS President*



Dear Fellow SPA and SPAGS Members:

About this time last year, the SPAGS Board decided that we write an annual *State of the SPAGS* article after the conclusion of the SPAGS Board meeting (held during the SPA Annual Meeting) to be published in the Summer issue of the *SPA Exchange*. This article will serve as a venue in which the President can describe (1) the developments over the past year, and (2) the agenda for the SPAGS Board that takes office at the conclusion of the SPA Annual Meeting.

Before I start discussing SPAGS developments and goals, I want to update you on the current SPAGS Board that will be in office through March 2009. I introduced each of them in the 2008 Winter issue of the Exchange.

Name	Position
Martin Sellbom	President
Christopher Hopwood	President-Elect
Robert Janner	Past President
Mark Peacock	Secretary
Elizabeth Koonce	Representative-At-Large
Elise Simonds	Representative-At-Large
Joyce Williams	Representative-At-Large

As indicated in the Winter Update,<sup>1</sup> I am in a somewhat unique position in that I took office five months early and have already been able to implement some of the goals of my SPAGS Presidency. Therefore, my discussion of prior developments and our future agenda will be merged.

I will begin with noting a few student-related issues that emerged from the SPA Board meeting.<sup>2</sup> First, the SPA President-Elect and Program Chair, Dr. Bob Erard, noted that many graduate students have a tendency to submit excellent abstracts as posters rather than as papers. He asked that SPAGS members consider submitting their work as papers rather than posters for upcoming meetings. Second, a common

goal of both SPA and SPAGS concerns the retention of students as full members once they graduate from their programs. SPAGS will work closely with the SPA Membership Committee to coordinate solutions to this problem. Third, it was determined at the SPA Board meeting that the SPAGS President (or this person's appointed substitute) will be the student representative on the SPA Student Matters Committee, which coordinates the SPA student luncheon, workshops, travel grants, and dissertation awards. Therefore, if SPAGS members would like to provide any feedback regarding any of these topics, please contact me. Finally, both SPA and SPAGS are interested in establishing listservs for both the general membership and graduate students. The SPA Web Coordinator, Dr. Steve Toepfer, is examining possibilities for such implementation.

As mentioned earlier, the inaugural SPAGS Board meeting for elected members was held on March 28, 2008, during the SPA Annual Meeting. The meeting was a success and helped us iron out the final details concerning the committees designed to implement our goals. We also held a SPAGS General Meeting on March 29, 2008, which was attended by approximately 15 SPAGS members. Although these individuals provided us with very important feedback, and many volunteered to serve on committees, we will work to have increased attendance at future general meetings.

Two of the major goals for my SPAGS Presidency have concerned the enhancement of resources for research and educational goals. To this end, the SPAGS Board has established two committees for Research Enhancement and Education. The former committee is chaired by Chris Hopwood and will focus on highlighting graduate student research accomplishments, conducting a survey to determine which graduate programs and internships emphasize personality assessment research and that are productive in this area, and identifying opportunities for funding of graduate student personality assessment research.

All of this information would eventually be posted on the website.

The Education Committee is chaired by Carlo Veltri—a doctoral student in clinical psychology at Kent State University. This committee is working on establishing a database of internships and post-docs with strong assessment training as well as posting other educational opportunities for graduate students in personality assessment (e.g., workshops, specialized seminars, etc.). Such information will also be disseminated on the webpage, e-mailings, and listserv (once established).

Per SPAGS by-laws, the Past President (currently Rob Janner) is the election officer and chair of the Election Committee. Although this "committee" has traditionally not had any members, we decided during this year's Board meeting that a committee is needed. In addition to administering the general election, the Election Committee will also focus on increasing voter participation. The committee will especially consider electronic survey technology as a means to increase such participation.

The SPAGS Board is very concerned about unity and networking among graduate student members. For instance, many students come alone to the annual meeting, and it can be overwhelming and difficult when one does not know anyone else. In an attempt to alleviate this potential problem, we have established a Programming Committee, chaired by Elise Simonds, which will work toward having an informal student gathering during each annual meeting. Moreover, the Programming committee will also work to identify topics for student luncheons and workshops which can be relayed to the SPA Student Matters Committee via the SPAGS President. Finally, this committee will work toward establishing a graduate student paper session during the annual meeting.

The SPA and SPAGS Boards recognize that test security is an important concern for both publishers and practitioners. SPA is currently working toward determining

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1. Sellbom, M. (2008, Winter). A Winter Update from SPAGS. *SPA Exchange*, 20, 6, 13.

2. The SPAGS President automatically serves as the elected student representative on the SPA Board of Trustees.

# spa exchange

## SPA Annual Meeting

March 4–8, 2009

The Westin Michigan Avenue  
Chicago, IL

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 in the promotional brochure which will be mailed to the membership the first week of December 2008 or by accessing an online registration form through our web page ([www.personality.org](http://www.personality.org)) after the first week of December.

As part of its SPA Annual Meeting program, the Society for Personality Assessment will again 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 14–16 symposia sessions. A listing will appear in the Program Book.

The Westin Michigan Avenue Chicago is on the Magnificent Mile across from Bloomingdale's and the upscale shops of Water Tower Place. The exhilarating excitement of Chicago is at their doorstep, or venture into the Loop for business. For details on the hotel, see: <http://www.starwoodhotels.com/westin/property/overview/index.html?propertyID=1030>

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)*.

**Westin Michigan Avenue**

**909 N. Michigan Avenue**

**Chicago, IL 60611**

**Tel: 312-943-7200**

**Reservation deadline to receive the conference rate:** February 7, 2009

**Accommodations:** \$159 single; \$179 double; \$20 for an additional person; \$459 and up for suites

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 Westin Michigan Avenue. 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.

## International Members Meeting

Jane Sachs, JD, PhD

*Private Practice*

Approximately 30 of our international members met with Bruce Smith, SPA Director of Public Affairs, and Board member Jane Sachs at the Annual Meeting. Attendees had a lively discussion about how SPA might promote more integration of those from countries outside the United States. Among the more popular ideas were video conferencing, formation of regional chapters, and more use of the website to facilitate communication. Specific suggestions included: publication of the *Exchange* on the website, student presentations on the website, and listserves (e.g., for students to network or collaborate with each other across international borders). Also suggested were financial assistance with travel and more student support, an event devoted to the exchange of research ideas at the Annual Meeting, co-sponsorship of conferences, creation of traveling workshops, and more clinical focus. Attendees voiced the expectation that more exchange among

member countries will lead to growth in membership.

The Board will discuss these ideas at its fall meeting. With a bit of good luck, we hope to produce a draft plan for strengthening communication and participation toward a more dynamic and vigorous SPA. Many thanks to all who took part in this meeting.

### Registrations: Counts by Country for the Spring Meeting

Country	Count
Austria	1
Belgium	2
Bermuda	1
Canada	10
Finland	4
India	1
Israel	4
Italy	15
Japan	1
New Zealand	1
Norway	5
Sweden	3
The Netherlands	2
USA	289
<b>Report Total</b>	<b>339</b>



## President's Message

...continued from page 1

determinants. What the researchers found using this pedagogical technique was that by the end of the course, the students had achieved very respectable levels of scoring accuracy.

Further research is needed, however, to replicate these findings, to see how this pedagogical method fares when pitted against techniques that assessment faculty are using elsewhere to teach coding, and to explore ways of enhancing students' performance in the scoring areas where the Hilsenroth and colleagues' study (2007) showed students need the greatest bolstering, such as in mastering coding of the special scores. And this is just one study that was done vis-à-vis coding. We need to explore methods of training students to integrate data, to write reports, and so on. One way to begin this effort is to find out how students are being trained on specific skills—what are the different strategies educators use—so that we know what methods should be contrasted with one another.

As we begin to embrace the empirical study of assessment pedagogy, we will be aided by the effort of other groups to define assessment competencies and identify benchmarks for students at different academic levels such as pre-internship, post-internship and so on (e.g., National Schools and Programs in Professional Psychology, 2007). These benchmarks enable us to conceptualize our outcome measures. What training practices, we can ask, will enable our students to meet benchmarks for each level of training?

### The New Assessor

But now having dealt with the voices of the educators of the assessor, I'd like to return to the assessor herself. Suppose our assessor were a graduate not from a program that is distinguished for personality assessment, but rather from the average typical program. During our assessor's post-doctoral year, she recognized that her opportunities to hone assessment skills were not adequate to compensate for the weaknesses in training. Although now with a license in tow, she is not really sure of whether she is competent to perform personality assessments independently: that is, without supervision. How can our assessor make a determination of her status with respect to basic skills? Suppose further that our assessor were fortunate enough to have this skill appraisal and were to discover that she requires more development in the area of test-finding

integration. What resources might she access to address this skill deficit? If her strategy were to work with an assessment supervisor, how would she know that the supervisor could assist in developing this particular competency? I might note here that the idiosyncrasies of how we train psychologists make our new assessors more vulnerable to the predicament of not knowing their own levels of readiness. In the traditional doctoral program, no one entity has the responsibility for determining competence in the areas the individual will practice. The doctoral program gets the individual to a certain point but then looks to the internship to put the "frosting on the cake." The internship may not provide significant experiences in an area and counts on the year of postdoctoral work in all crucial areas of psychological practice to accomplish the rest. But, that year of postdoctoral work is the least predictable of all, and it is followed by the Examination for Professional Practice in Psychology (EPPP), which examines overall performance and does not require competence in any particular area. Hence, the burden is placed rather squarely on the assessor to self-assess.

Notice that what our assessor is demanding from herself is not expertise. If she were talking about expertise, the evaluative effort would be easier because we have a system in place to determine expertise: our diplomate system. Our assessor knows she is not an expert, but is just wondering whether she is adequate—good enough to practice—and it is here where we lack structures. This distinction between expertise and adequacy is one that the American Psychological Association is also making, and the notion of adequacy or basic competence is captured in the term "proficiency." My point here is that assessors, particularly fledgling assessors, need to know if they are proficient and if not, what areas require buttressing and need the means by which this buttressing can occur. As you know from our last newsletter, the Board of Trustees has taken the bold step of working toward the establishment of personality assessment as a proficiency, recognized by the Commission for the Recognition of Specialties and Proficiencies in Professional Psychology. The achievement of having "personality assessment" so recognized is that it will entail the identification of the necessary competencies for proficiency, the means by which an assessor can demonstrate the possession of such competencies, and the recognition for such a demonstration.

### Assessment Participant

Not the least among the stakeholders in the assessment situation is the assessment

participant him- or herself. What are the needs of the assessment participant? Of course, the first need of the participant is to identify a competent or proficient practitioner, a task that may not be easy to accomplish in non-metropolitan, non-university areas. This need is also felt by another stakeholder, the referral source. The establishment of personality assessment as a proficiency will go a long way toward meeting this need.

Beyond this need is the client's right to information from the assessment that justifies the client's and referral source's investment in the process. I might observe in this regard that clients generally have an interest in the whys of their psychological lives, but in an even more pressing way they have a wish to know what implications these findings have for how they live their lives. So too do our referral sources want to know what treatments should be implemented, what shifts in ongoing treatment should be made, how to handle certain problems that routinely arise in the treatment, and so on. My perception, developed from reading many Recommendations sections of reports, is that often in relation to the practical concerns, we are less helpful than we might be. There are two reasons for this. The first is that we may recoil from adopting a more prescriptive stance in relation to the client. The second is that we lack the know-how in extracting treatment implications from assessment data. Certainly, a need exists for much more research on personality-treatment linkages. However, studies have been published that can provide us with assistance in the formulation of recommendations and we would do well to consider such studies as we approach this stage of our work with clients.

An example of such a study was the long-term follow-up study conducted by Weiner and Exner (1991) in which they tracked the kinds of psychological changes that were manifest across different intervals of time within different forms of treatment. This study provided a solid basis for ascertaining what duration is necessary to modify different types of personality features. For example, they found that cognitive slippage lessens not with short-term therapy but with a long-term course (several years) of psychodynamic psychotherapy. Such a finding helps the client develop reasonable expectations for the length of treatment. However, many more studies are needed and these studies should address the realities of the circumstances in which assessment referrals are made. Even though the optimal time for an assessment is before treatment is

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## President's Message

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initiated, quite frequently the referral occurs when treatment is well underway. In some cases, the therapeutic alliance may be firm and the therapist and client may have every expectation that their relationship will go on. In this not-unusual situation, what information can we as personality assessors provide that will help the therapist, not to devise a course of intervention, but to fine-tune the intervention already in place? Needless to say, whatever recommendations are made, they should be capable of implementation given the client's context: that is, his or her resources and opportunities.

### Conclusions

In the past 70 years, our Society has had extraordinary accomplishments. We have a world-class journal, a newsletter that is a critical source of information among members, an annual conference that is a must-attend for the latest findings in personality assessment and for continuing education, a student organization, two sponsored mega-studies funded by the Society, and an advocacy arm that ensures that the contexts in which we practice are hospitable to personality assessment. This is a great deal to have accomplished. But we are on the precipice of a quantum leap as we truly begin to grapple with the issue of quality control in training and supervision, and practice. Movement in all of these areas is going to require that we listen to personality assessment's quiet voices—the voices of the educator, the new assessor, and the client—and allow these voices to join with others in informing the future of the Society.

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Thank you to all who contributed to this year's Silent Auction. The auction raised over \$5,000, which was enough to cover the cost of the Student Travel Grants.

### 2008 Master Lecture DVD Set

\$20.00 for the Set (2 DVDs)

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*Heisenberg, Kandinsky, and the Heteromethod Convergence Problem:*

Lessons From Within and Beyond Psychology

Robert F. Bornstein, Ph.D.

*The Five Assessment Issues You Have in Heaven*

Gary Groth-Marnat, Ph.D.

## Whatever Happened to Prediction in Personality Assessment Research?

...continued from page 3

The solution to this problem is, predictably, a call for more unification and collaboration. Researchers might give more thought to the applied relevance of their studies. The findings will likely go beyond merely confirming that our measures are valid for their intended purposes; we will make real advances in theory and more justified improvements to our measures. Grant funding would make it easier to think big in this way, but it is increasingly hard to obtain. Nonetheless, we might become more alert to opportunities to attach our measures to large-scale funded projects. For their part, clinicians who rely on personality assessment measures should seek out researchers with shared interests. If practitioners want to see more clinically relevant research, then they should do what they can to promote and facilitate the conduct of such research in their clinical domains. What members of SPA can do immediately is donate money to the Utility of Assessment Project. I believe these efforts will bring dividends for researchers and practitioners alike and help to realize the promise of personality assessment that Jerry Wiggins was thinking of 35 years ago.

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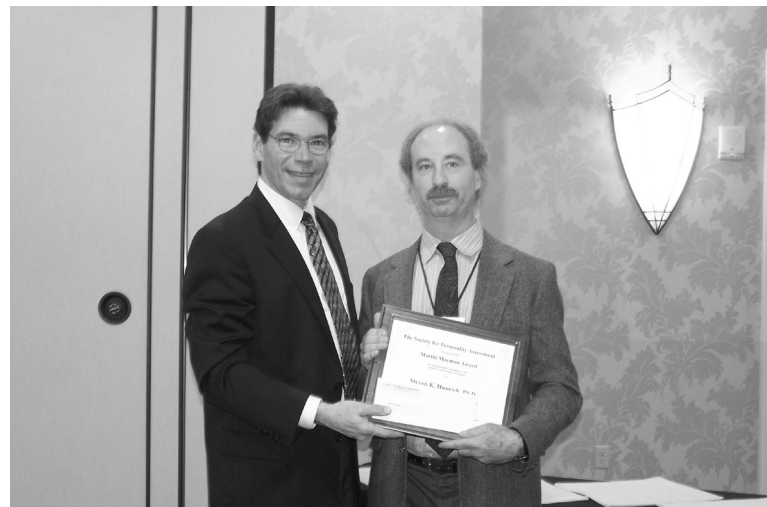
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Dr. Les Morey.



Mary Cerney Student Award winner Gudrin Opitz (left) and Dr. Ginger Calloway (right).



Dr. Gregory Meyer (left) and Dr. Robert Bornstein (right), Martin Mayman Award Winner and Master Lecturer.

## What You Need to Know About the New APA Record-Keeping Guidelines

...continued from page 4

such as barter arrangements, co-payments, or the intention to use a collection service for non-payment of fees should be noted in the record.

When services are provided to multiple clients, record keeping becomes very complex. The dilemma centers around the issue of making records available to those who need them, while protecting the confidentiality of other clients. As part of the informed-consent process, it is important to specify who can authorize the release of information. The guidelines discuss when it may be advisable to keep separate records for each client, and when it may be preferable to keep a single record. Practical concerns, ethical guidelines, and third-party reporting requirements all play a role in this decision, because when records are requested only the portions relevant to the party covered by the release can be released.

In conclusion, the 2007 APA Record-Keeping Guidelines provide a framework for keeping, maintaining, and disposing of records. Special situations such as electronic records, organizational settings, and records of multiple clients are addressed. Because it is not possible to develop guidelines for every possible situation, these guidelines provide a conceptual model for considering record-keeping practices. It is highly recommended that every psychologist become familiar with the full version of the guidelines which can be found in the *American Psychologist* (see References) or on the APA website at <http://www.apa.org>.

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Hertz Memorial Lunch. *Front, seated, left to right:* Dr. David Nichols, Dr. Steve Strack, and Dr. Aaron Pincus. *Rear, standing:* Dr. Ginger Calloway.



Dr. Gary Groth-Mamat, Master Lecturer.



*From left to right:* Drs. Irv Weiner (Current SPA Past President), Bob Erard (SPA President Elect), Bruce Smith (SPA Past President), and Virginia Brabender (SPA President).

## The Teacher's Block— Teaching Assessment Case Conceptualization: Misattribution Bias and Clinical Judgment

...continued from page 6

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Dr. Leonard Handler, Bruno Klopfer Award winner.



SPA President-Elect Dr. Robert Erard.



SPA Fall Board of Trustees Meeting.

## State of the SPAGS: 2008

...continued from page 7

the extent of this problem and has enlisted SPAGS to help. We therefore determined that the main goal of the Social Responsibility Committee, chaired by Elizabeth Koonce, will be to contact test publishers to inquire about prevalence of this problem in general as well as for specific instruments, and their strategies for addressing it. Another goal of this committee will be to compile SPA and SPAGS demographic data and compare it to the relevant sections of the American Psychological Association to further determine needs and strategies for diversity. Finally, this committee will survey society members on their perceptions of the atmosphere and attitudes of SPA overall.

In closing, it has now been six months since I took office as SPAGS President and I am excited about what we have accomplished and see an ebullient future. I believe that our committees will provide information and resources which SPAGS members will find of great value as well as help establishing a stronger unity among students at the annual meeting and elsewhere. Our direct link to the SPA Board will support prompt implementation of our work.

It is not too late for any SPAGS member to get involved. Please feel free to contact me (msellbom@kent.edu) about committee work, seeking nomination for Board positions, or providing feedback regarding how the SPAGS Board can best work to serve you and your needs as a member of this organization.



SPA President Dr. Virginia Brabender.

## Obituary: Jane Loevinger (1918–2008)

Lê Xuân Hy, PhD  
Seattle University

Jane Loevinger died on January 4, 2008 in St. Louis. Born in 1918 in St. Paul, Minnesota, she faced significant barriers for both Jews and women. With brilliance and tenacity, she broke through these barriers and earned top honors from the Society of Personality and Social Psychology, the Educational Testing Service, and our Society for Personality Assessment. The William R. Stuckenberg Professorship of Human Value was endowed at Washington University in her honor in 1985.

Her life was full of stories, such as having to pay a vanity journal to publish an article in 1957, which later became a commonly cited classic. She recounted some of the best in her own JPA 2002 article, "Confessions of an iconoclast: At home on the fringe." Colleagues often retold (some even publish) how people fear her and her direct comment, such as "you don't know what you are talking about" to a roomful of professors discussing Jung. Her autobiography exposed dark moments of some giants in the field, but she also poked fun at herself ("Poetry magazine sent me polite rejections") and gave generous credits to her collaborators and students.

Her integrated system of Ego Development theory and Washington University Sentence Completion Test method has been recognized as a rigorous scientific system opened to all—the test is free, and raters can self-train. Yet her mind moved beyond this particular achievement into what is science for psychology, particularly personality. She knew science well, partly through life-long association with such outstanding scientists as her husband, Sam Weissman (1912–2007), a member of the US National Academy of Sciences, and their son Michael, full professor of Physics at University of Illinois. Loevinger was much respected in the circle of natural scientists. One premier chemistry professor said that he used to be afraid of talking to her because she was so intelligent that he would waste her time. She discovered that psychology can use Thomas Kuhn's concept of paradigm as a workable scientific foundation, instead of mimicking the appearance the natural science in objective counting. She demonstrated this in her 1987 book, *Paradigms of Personality*. (When asked last year what selection of her works should be kept in print, she named only this book.) Quotations from the preface



Jane Loevinger (1918–2008).

and the conclusion can show her standing in the field, her wit, her joy with words, and her aspiration:

Three chapters—those on psychoanalysis, psychometrics, and cognitive developmentalism—cover topics in which I have a long-standing interest and a claim to a marginal status as a contributor, although I am an outsider and non-conformist in all of them ... [On] behaviorism and social learning theory ... [because] I had never found the expositions of their advocates convincing, I set myself the task of building a more logical and convincing argument for those points of view than had been done by their champions. (p. xi)

... I hope I have shown ... that one can work with personality as a whole while remaining faithful to the rigorous thinking that makes personality psychologists proud to think of their discipline as a science. (p. 252)

We miss her, but we continue to tell her stories, and her legacy contributes significantly to the scientific foundation of psychology.

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## SPA Members Honored

SPA fellow **Theodore Millon, PhD, DSc**, is the 2008 recipient of the American Psychological Foundation's Gold Medal



for Life Achievement in the Application of Psychology. The award will be given during a special ceremony at the APA Convention in Boston this coming August.

The APF Awards are given to psychologists >65 years of age. Dr. Millon will turn 80 this August. Awardees receive a mounted gold medal, an all-expense paid trip to the APA Convention, and a \$2,000 donation is made on their behalf to a charity of their choosing.

There are four Gold Medal categories. The Gold Medal for Life Achievement in the Application of Psychology recognizes a distinguished career and enduring contribution to advancing the application of psychology through methods, research, and/or application of psychological techniques to important practical problems.

In 1969 Theodore Millon published his first major text, *Modern Psychopathology*, in which he introduced a biosocial-learning framework for describing personality development. Used in scores of graduate clinical programs, he hypothesized that the diagnosis and treatment of clinical syndromes such as depression, phobias, substance abuse, and psychosis could best be understood within the context of personality functioning. In the 35+ years that followed, his model, reconceptualized in 1990 (*Toward a New Personology: An Evolutionary Model*) to incorporate an evolutionary perspective linking personality to the laws of natural sciences, has become one of the most frequently applied personality frameworks of this generation.

The year 1977 saw the initial publication of his landmark assessment instrument, the *Millon Clinical Multiaxial Inventory (MCMI)*, followed three years later by the third edition

of the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders (3rd ed., DSM-III)*, which drew upon Millon's model extensively to form its Axis II for personality disorders. Shortly thereafter his monograph, *Disorders of Personality* (1981, rev. 1996), became a staple in graduate programs for psychologists and psychiatrists throughout the United States and abroad. Two major revisions of the *MCMI* followed, along with highly regarded sister inventories developed for medical (*Millon Behavioral Health Inventory*, 1982; *Millon Behavioral Medicine Diagnostic*, 2000), adolescent (*Millon Adolescent Personality Inventory*, 1982; *Millon Adolescent Clinical Inventory*, 1993), preadolescent (*Millon Pre-Adolescent Clinical Inventory*, 2005), college counseling (*Millon College Counseling Inventory*, 2006), and normal (*Millon Index of Personality Styles*, 1994) populations. By the year 2000 these instruments had become among the most widely used assessment devices ever published, with the *MCMI* by itself spawning more research publications than any other measure besides the *MMPI-2* and Rorschach.

Arguably the most comprehensive theory of personality and its disorders ever developed, Millon's personality conceptualization was further implemented in a landmark text, *Personality-Guided Therapy* (1999), recently expanded substantially into a three-volume set entitled *Personalized Psychotherapy*, published by John Wiley & Sons in 2007.

Long a student of physics and evolutionary biology, Millon recently completed a highly praised history book, *Masters of the Mind* (2004), documenting the great thinkers of the mental health and social sciences, psychiatry, neuroscience, and philosophy.

Past president of the International Society for the Study of Personality Disorders and founding editor of the *Journal of Personality Disorders*, Millon, now a retired Professor at the University of Miami and Harvard Medical School, continues his endeavors in personality theory, psychological assessment, and psychotherapy in Port Jervis, NY, and Coral Gables, FL, where he directs the Institute for Advanced Studies in Personology and Psychopathology.

For his many contributions to psychology Dr. Millon has received numerous honors and awards. In 1994 he was given an honorary Doctorate of Science degree from the Free University of Brussels. From 1997 to 2000 he has received Lifetime/Career Achievement Awards from the American Board of Assessment Psychology, California

Psychological Association, International Society for the Study of Personality Disorders, Max Planck Institute of Psychiatry (Germany), Michigan Psychological Association, Ontario (Canada) Psychological Association, Society for Personality Assessment, and Texas Psychological Association. In 2003 he was given the American Psychological Association's Distinguished Professional Contributions to Applied Research award. In 2005 Millon was honored with a festschrift, titled *Handbook of Personology and Psychopathology* (J. Wiley), containing chapters by over 30 distinguished colleagues, among them Aaron and Judy Beck, Lorna Smith Benjamin, Roger Blashfield, Paul Costa, Otto Kernberg, W. John Livesley, Robert McCrae, Irving Weiner, and Drew Westen.

*Stephen Strack, PhD*

## SPA Personals

**Anita Boss, PsyD, ABPP and Kevin McCamant, PhD**, were the featured speakers at Widener University's Sixth Annual Personality Assessment Symposium held on June 6, 2008.

**Ginger Calloway, PhD**, was elected to SPA Fellow status.

**Barton Evans, PhD**, of Bozeman, MT, was recently appointed Adjunct Professor at Montana State University/University of Washington Medical School as the Behavioral Sciences coordinator for the Montana branch of the WWAMI medical education program. Wyoming, Alaska, Montana, and Idaho partner with University of Washington Medical School to provide medical school for their respective in-state medical students. The first year of the WWAMI program is in-state, followed by three years at the main campus in Seattle.

**Linda Knauss, PhD, ABPP**, was elected as a representative to the Commission on Accreditation by the National Council of Schools and Programs in Professional Psychology.

**Brent Willock, PhD**, published *Comparative-Integrative Psychoanalysis* (2007), New York: Analytic Press.

**Erik Zillmer, PsyD** combined with Drexel Graphic Arts Professor John Langdon on an exhibit that examined the art and science behind inkblots. The exhibit was at the Leonard Pearlstein Gallery of Drexel University through February 18, 2008.

# spa exchange

## From the Editor...

Jed A. Yalof, PsyD, ABPP, ABSNP



This issue of the *Exchange* includes Virginia Brabender's Presidential Address in which she uplifts the silent voices of SPA. Contributions from Associate Editors include Alan Schwartz on the occupational applications of NEO PI-R, Pamela Pressley Abraham on misattribution bias and clinical judgment when teaching students how to conceptualize assessment cases, John Kurtz on the waning role of prediction in personality assessment research, and Linda Knauss on record keeping. Bruce Smith updates members on advocacy and SPAF initiatives. Jane Sachs discusses the meeting of international members at the Annual Conference. SPAGS President Martin Sellbom provides an update on the work of SPAGS. There is also information about next year's conference. Until next time...

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