spa exchange

Volume 23, Number 1 Winter 2011

President's Message: SPA in the Mirror

Robert E. Erard, PhD
Psychological Institutes of Michigan, PC

Follow effective action with quiet reflection. From the quiet reflection will come even more effective action. — Peter Drucker

I am pleased to report that the Society for Personality Assessment (SPA) is currently as strong and vibrant as it has ever been. We have a record number of workshop selections for our upcoming Annual Meeting in Boston (see the Program Chair's Column for details) and are anticipating an equally strong conference program and an impressive member turnout. Thanks to record financial revenues from our contract with Taylor & Francis to publish the *Journal of Personality Assessment*, we are deep enough in the black that, for the first time in many years, we are able to start "thinking big" about what major undertakings we wish to embark on in the future, including perhaps developing an endowment that could fund substantial research and advocacy efforts in Personality Assessment. (Our excellent financial condition also enables us to hold our dues steady for the third straight year and hold Annual Meeting fees steady as well.)

After much heavy lifting by the Board of Trustees and the scores of member volunteers who pitched in with the application process, Personality Assessment has been formally recognized by the American Psychological Association (APA) as a Proficiency within professional psychology, with SPA as the organization to manage the Proficiency. As a result, SPA now has the privilege and responsibility of developing guidelines for graduate and internship training and continuing education (CE) for all psychologists who wish to become proficient in this critical professional skill, and we are also putting plans in place to formally recognize those who wish to have their Proficiency certified.

Concurrently, we have been forging strong alliances with APA, particularly the APA Practice Organization (APAPO), which is committed to supporting a higher profile for Personality Assessment among APA members. We are currently working on two articles for APAPO's publication, *Good Practice*, featuring the place of Personality Assessment in professional work. We also have a new liaison, Steve Lally, who will represent SPA's interests and concerns to APA's Committee for the Advancement of Professional Practice and Board of Professional Affairs.

Our public face and one of our primary vehicles for interacting with our members during most of the year is our web site, www.personality.org. SPA member Larry Friedberg has come on board as our new Web Site Editor, with plans to make the site more informative to the public and ever more useful to our members. At the same time, we are investing in a major upgrade in our software infrastructure in order to take advantage of the latest information technologies. One such technology on the horizon may be the capacity to sign in and sign out for CE credits electronically without ever having to wait in line for a signature sheet.

In the midst of such welcome developments, it seems like a good time to take a few moments to reflect on the state and future of SPA. Let's start with what SPA is currently doing very well.

- Based on our survey data, I know you agree that we consistently present outstanding workshops and scientific conferences on a wide array of topics, ranging from reviews of the fundamentals to highly sophisticated, cutting-edge developments.
- SPA publishes what many consider to be the finest journal on Personality Assessment and without question the only one that regularly appeals both to clinical practitioners and academic researchers.
- SPA provides unparalleled mentorship and both intellectual and emotional support for students interested in careers with a strong emphasis on Personality Assessment.
- Through our Annual Meetings, interest group lunches, listservs, and website, we provide excellent networking opportunities for clinicians and scientists, and as an international society we bring together experts on Personality Assessment from all over the globe.
- SPA serves as a vital source of news and advocacy, supporting research and practice in Personality Assessment.
- We sponsor research and support theoretical developments that help keep what we do fresh, vital, and visible.
- We offer certification of expertise in Personality Assessment (American Board of Assessment Psychology) and will soon be offering certification of proficiency for a wider range of practitioners as well.
- SPA partners and coordinates with other societies and groups on matters of mutual interest (International Society of the Rorschach and Projective Methods, APAPO, APA Divisions 5 and 12, Federation of Associations in Behavioral and Brain Sciences, Society for Interpersonal Theory and Research, National Academy of Neuropsychology, and Association of Family and Conciliation Courts, among them).

But wait—honest reflection means that we must not stop at appreciating our strengths and accomplishments. It is also important to consider where and how we can do better. Here are a few ideas:

- Although we have provided some meaningful financial support for research in Personality Assessment, we need to develop a real grant-making capacity that

…continued on page 11

In this issue...

Special Topics in Assessment

The Temptations and Distractions of Assessing Adult ADHD

Alan L. Schwartz, PsyD
Christiana Care Health System

The general acceptance that Attention Deficit Hyperactivity Disorder (ADHD) is not confined to childhood and adolescence (Barkley, 1998) and persists into adulthood has come gradually, albeit with vigor. Not only have the youth who struggled with ADHD grown up, but adults in school and at work are seeing their colleagues diagnosed and treated. Previously unsuspecting parents see their own reflections when looking at their children with ADHD and, thus, more people have begun to consider that they themselves may have it. Whether with young adults who long struggled through school (or even those who have done well) and begin to encounter failing grades in college, procrastination at home, forgetfulness, or lack of follow-though at work, the prospect of ADHD becomes relevant. Research bears out that the prevalence of ADHD in adults is between 4% and 5% with 60% of childhood diagnoses persisting into adulthood and most going untreated (Kessler et al., 2006). Whether directed from universities, Employee Assistance Programs, spouses or primary care offices, an abundance of individuals searching for answers arrive at our doors for assessments.

The growing constituency of those who may benefit from our assessment expertise is a welcome one; however, there are many factors which make the psychological assessment of Adult ADHD complex and multi-faceted, replete with temptations and distractions unique to this diagnosis. This article, the first in a series of two, will discuss some of the vicissitudes of the psychological assessment of Adult ADHD and explore some of the practical, clinical pitfalls and opportunities that are involved.

The Temptations of Easy Diagnosis and Treatment

Among many nonprofessionals and prof-essionals alike, the process for determining the presence of Adult ADHD *appears* to be rather simple. It may involve completing a brief questionnaire online (of which there are dozens), a brief discussion with their family doctor or—possibly, at the request of their doctor—a single visit to a mental health professional. Individuals may arrive at our door feeling that, in effect, the diagnosis of ADHD has been made, and they see us in the position to cursorily concur with their doctor and confer our blessings upon it. From here, it can be seen as simply a matter of referring the patient back to their family doctor who is now willing to prescribe the appropriate medications. In some cases, the referral to a specialist (i.e., a neurologist or psychiatrist) is tolerated. While tempting for the patient, and for the clinician, this is rarely the most helpful avenue for adult patients who suspect they have ADHD.

There are numerous areas of concern in this scenario with which we as clinicians and our patients need to be concerned. Firstly, the perception that the diagnosis of Adult ADHD is easy is inaccurate and misleading. The diagnosis itself rests upon diagnostic criteria for adults that have been called upon to be improved (Davidson, 2008). Many tests which are readily available online for self-administration—while citing that they do not proffer diagnoses—are perceived by patients in that way. Even well-validated tests like the World Health Organization's Adult ADHD Self Report Scale (ASRS; Kessler et al., 2005) have limited sensitivity when used in isolation. Some have even argued that symptoms consistent with ADHD in college students are a normal response to the arduous, new demands presented to them (Diller, 2010).

Secondly, many of the symptoms of Adult ADHD are nonspecific and are present in many other diagnostic formulations. ADHD is well known for having multiple comorbidities (Brown, 2009; Faraone, 2001; Frodl, 2010, Kessler et al., 2006) and it is important to understand them. Fredman and Korn (2001) suggest that co-occurring conditions with ADHD "...modify the overall clinical presentation and treatment response. These comorbid conditions should be considered simultaneously in order to broaden our understanding and maximize treatment" (p. 1).

Thirdly, the lure of an easy diagnosis and access to treatment presents powerful opportunities for secondary gain. The temptations of identification as having ADHD for college students are in the prospects of providing extra time on exams and other conditions which provide them with an advantage. The more pressing concern is the motivation to be assigned the ADHD diagnosis that frequently leads to treatment with psychostimulant medication. Individuals may desire an easy path to medication that, while enhancing studying and academic performance even in the absence of ADHD, has numerous perceived benefits such as increased energy, appetite control, weight loss, and sleep attenuation. The use of stimulants in nondiagnosed college students is between 5% and 6%; this has been a key area of concern for professionals (Rabiner et al., 2009).

First Steps in Assessing Adult ADHD

The concerns described encourage us as assessment professionals to tread carefully as we approach cases of suspected Adult ADHD. As with all psychological assessments, it is important to clarify the reasons the client has presented for assessment *now* and their expectations about the outcomes. Adults who have never sought assistance with ADHD-like symptoms may have diagnostic clarification and treatment recommendations as their primary goals, which are worthy goals for assessment. A college student who has been treated since childhood for ADHD may require documentation of an existing illness for the purposes of accommodations. Other, more subtle or less reputable motives may become apparent and may prompt heightened efforts to assess validity, impression management and/or the client's level of participation. Is a report required, and to whom will the information go?

The cornerstone of the assessment of Adult ADHD is a comprehensive interview which includes an extensive collection of data regarding current and historical functioning (Tuckman, 2007). Both semistructured and structured interviews are helpful in order to fully understand an individual's developmental, academic, psychological, and neuropsychological history (Janakiraman & Benning, 2010). In addition, symptoms ratings scales such as the Connors Ratings Scales–Revised (Conners, 2000), ASRS (Kessler et al., 2005), and the Brown ADD Scales (Brown, 1996) serve the important function of grounding an individual's symptomatology in a normative and contextual framework (Davidson, 2008). Beyond the clinical interview and symptom rating scales, there is no clear consensus on a

...continued on page 11

Finding Tigers in Our Tests: The Evaluation of Structural Validity

Christopher J. Hopwood, PhD
Michigan State University

Loevinger's (1957) classic paper oriented contemporary personality psychologists toward thinking of instrument construction and theory construction as synonymous. Tests operationalize theories and the construct validity of tests quantifies theory adequacy. Specifically, the psychometric characteristics of tests depict the stability (reliability) and coherence (internal consistency) of theoretical elements, relations of various theoretical elements to one another (structural validity), associations of those elements with other constructs to which they should (convergent validity) and should not (discriminant validity) relate, and the utility of tests to predict criteria as specified by the theory (criterion validity).

During the last few decades personality psychology has arguably made the most progress in regards to structural validity. When measured in terms of trait attributes with questionnaires, 3 to 7 higher order factors have generally emerged as descriptive of the most basic and broad units of personality. Furthermore, across theories that disagree about the number of higher order factors there is nevertheless considerable overlap in factor content; for example, most trait theories have dimensions similar to extraversion, neuroticism, agreeableness, and constraint. This progress is important because it gives scholars a theoretical framework within which to place personality-relevant research. For example, recently personality psychologists have begun to specify neurobiological substrates for broad personality factors (DeYoung et al., 2010). The identification of a universal structure also serves to limit the jingle (when two traits are called by the same name) and jangle (when two names describe the same trait) problems (Block, 1995) by providing a common language for individuals interested in measuring personality traits. Thus, developments in articulating personality structure have considerably improved semantic clarity in personality research.

However, problematic subjectivity exists in the use of methods and the interpretation of results when evaluating the structure of personality. This subjectivity can muddy scientific and theoretical waters. For example, researchers motivated to criticize a particular theory could select strict criteria for interpreting the validity of that theory's test; conversely, a researcher motivated to demonstrate its validity could select lax criteria.

Methodologists have sought to limit this subjectivity by introducing conventions and rules of thumb for a variety of decisions relevant to examining structural validity. Unfortunately, these conventions can become false truths that unexpectedly inhibit personality research. For instance, in casual parlance a qualitative distinction is often recognized between Confirmatory and Exploratory Factor Analysis (CFA and EFA). However, these terms connote broad classifications on a continuum of common factor techniques that vary in the degree to which elements of models are specified prior to analysis or optimized empirically in the analysis, not qualitatively distinct methods.

The trouble with this particular false truth is that the view of CFA as a "hypothesis testing" technique and EFA as a "data reducing" technique implies that CFA is more appropriate than EFA for testing the structural validity of personality theories. This problem is exacerbated by conventions that have been developed to determine whether the overall match between a theory and observed data in CFA models is adequate (e.g., RMSEA $<$ .06, CFI $>$ .95, TLI $>$ .95, etc.). Multiscale self-report measures of personality generally do not surpass these conventional cut scores in a strict CFA framework. But what does that mean? Does questionable evidence for the structure of personality instruments invalidate personality assessment, or is the hypothesis that multiscale instruments should fit according to conventional CFA criteria unreasonable? Should we throw out our tests and start from scratch, or stop using CFA?

Both of these extreme conclusions are unreasonable. It is more useful to consider carefully the reasons behind potential misfit. Consider one instrument in particular. The Revised NEO Personality Inventory (NEO PI–R; Costa & McCrae, 1992) is perhaps the most commonly used self-report measure of normal personality. Its theory is strongly connected to the practice of factor analysis—indeed, it operationalizes the Five Factor Model (FFM). It has shown impressive criterion-related validity (e.g., Grucza & Goldberg, 2007), in addition to a number of other compelling psychometric attributes. Yet when we (Hopwood & Donnellan, 2010) tested its facet/domain level structural validity using CFA in an adult community sample (N = 857), it fit the data quite poorly by conventional standards (TLI = .57, CFI = .61, RMSEA = .12; note that several other studies have also shown that the NEO PI–R fits poorly in a CFA context). After 97 modifications to the pure theoretical model (in which each of the 6 facets loaded onto only one domain and there were no correlated errors), the fit was acceptable (TLI = .99, CFI = .99, RMSEA = .01), but the revised model did not generalize well to a new sample (TLI = .85, CFI = .90, RMSEA = .07).

There are several reasons not to expect the NEO PI–R to fit a conventional CFA model. First, its items likely capture variance associated with more than one factor. For instance, items with a positive valence might correlate positively with extraversion, agreeableness, and conscientiousness, and negatively with neuroticism. This could create correlated errors across scales that vary in their proportion of items with a positive valence. Second, lower-order traits may be interstitial, meaning that they relate meaningfully to more than one factor. For instance, impulsiveness, which is a facet of neuroticism on the NEO PI–R, is also related to conscientiousness. It turns out that it is difficult to write perfect items and that personality is more complicated than factor analysts might like it to be.

So if we are not willing to scrap either personality assessment or the use of common factor methods for assessing structural validity, how should personality structure be evaluated? Several hybrid factoring techniques permit a more nuanced view of personality structure than can be achieved by a thoughtless application of CFA. For instance, it is possible to obtain fit statistics in an exploratory framework (where factor-pattern loadings are not specified before the model is run). In our study the fit of

…continued on page 12

spa exchange

Ethics, Assessment, and the Internet

Linda K. Knauss, PhD, ABPP
Widener University

Many challenges have been created by the Internet for the field of psychology and especially for the practice of assessment. The relatively recent posting of the Rorschach cards and the Exner coding system on Wikipedia is just one example. Another example comes from a question raised by a Society for Personality Assessment member. The psychologist tested a client several years ago as part of an evaluation being completed by someone else. That person is no longer practicing and the psychologist received an e-mail from the client asking for a copy of the assessment report.

The most important ethical issue raised by this client's request is the issue of confidentiality, not only for the client, but also for the psychologist. Even if you do not give your e-mail address to clients, it is clearly easy to find. This may eliminate some problems of notifying former clients when you change office locations or move to another state, but it does reduce if not eliminate personal privacy. With regard to clients, it raises the question of who sent the e-mail. It was most likely sent by the former client, but it could have been sent by a potential employer fishing for information, or an unscrupulous insurance company looking for a pre-existing condition. Would affirming that you saw the client without attaching the report or giving away any findings be a breach of confidentiality?

One possible response to this dilemma is to respond by e-mail saying that you would like to speak to the person by telephone and asking him/her to send you his/her telephone number. Some individuals include their telephone number as part of the identifying information following their name when sending e-mail. This would make it easier to contact them in this situation. You could also send the person your office telephone number and ask them to make an appointment to see you. In this way you could verify their identity and perhaps determine if feedback on the assessment had been provided if you did not provide the feedback yourself. It would also be an opportunity to have the client sign a release of information form if he/she would like the report to be sent to a third party.

However, this does highlight the challenge of client identification for any psychologist engaged in Internet-mediated services. For example, when administering web-based assessments or providing e-therapy, psychologists must ensure that the person who gave consent is the person completing the assessment or receiving the psychologists' services (Fisher & Fried, 2003). It is also important to confirm the age and legal status of service recipients, because states vary in terms of the age at which providing services to a minor without parental consent is legal. Thus when minors or older adults with impaired consent capacities are the recipients of services, telehealth providers must ensure that appropriate guardian permission and assent is obtained (Fisher & Fried, 2003). This can be done by using client passwords, an initial in-person interview, or video conferencing.

When using the Internet for psychological services, informed consent to assessment, therapy, consultation, and obtaining records should provide a clear expectation of the extent and limits of confidentiality. According to Fisher and Fried (2003), "Psychologists providing services over the Internet must inform clients/patients about the procedures that are used to protect confidentiality and the threats to confidentiality unique to this form of electronic transmission of information" (p.106).

Because practitioners cannot guarantee the confidentiality of e-mail communications, it is important that psychologists ensure that the potential use of e-mail communications is included as part of a comprehensive, informed consent procedure so that clients are aware of the relative risks and benefits of using this form of communication so that they can make an informed decision about its use (Barnett & Scheetz, 2003). Even if a psychologist does not plan to communicate by e-mail, this form of communication may be initiated by a client. Therefore, the use of encryption and firewall software is recommended to reduce the risk of unauthorized disclosures.

The difficulty in ensuring the privacy and security of data on the Internet is captured in the terms of *reasonable precautions to protect confidential information* in Standard 4.01 of the American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct (APA, 2002). In terms of telehealth, this refers to psychologists' responsibility to become familiar with or get technical assistance when needed to protect confidentiality (Fisher & Fried, 2003).

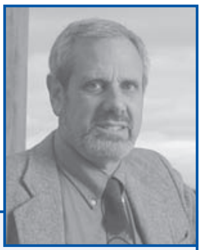
When discussing the limits of confidentiality with clients, Standard 4.02c of the APA Ethics Code (APA, 2002) specifically refers to psychological services or the transmission of records via electronic means. Clients should be aware of not only the risks to their privacy, but the limitations to the amount of protection a psychologist can provide to prevent violations of confidentiality when information is transmitted electronically.

Fisher and Fried (2003) make the following suggestions for discussing this issue with clients.

- Psychologists conducting therapy or assessments via e-mail or through secure chat rooms need to inform clients/patients about the possibility of strangers hacking into secure sites or, when applicable, the extent to which institutional staff has access to secure sites on a hub server.

- Sometimes clients/patients may access their therapists' personal e-mail account and send unsolicited sensitive communications. In these situations, psychologists should inform such clients about the risks of others reading these e-mails and discourage clients/

...continued on page 12



Advocacy Corner

Bruce L. Smith, PhD
Public Affairs Director

In my last report, I detailed the presentation to the American Psychological Association (APA) State Leadership Conference (SLC). The feedback was extremely positive; I received several additional requests for our "Standards" paper and have had ongoing contact with several psychologists. Most notably, I was invited to participate in two conference calls with the leadership of the state association in New Hampshire. They were dealing with a move by the social workers in their state to define assessment as within the scope of practice of social work. The call consisted of myself, the leadership of the state (three participants) and two from APA, including Maureen Testoni, the attorney in the Practice Directorate who is on the SLC panel. Our counsel was, I am happy to report, successful: The move by the social workers was headed off before it reached the legislative stage, and the New Hampshire people were exceedingly grateful.

The issue of the Rorschach blots on Wikipedia has resurfaced. My reading of the most recent discussion is that nothing will change. Nonetheless, I have written a comment for the discussion page and have urged all of our members to do so as well. The key, of course, is to be balanced and not hysterical in tone, both so that we are taken seriously and so that we don't have an unintended negative effect.

We have been invited by the Practice Directorate to have a liaison with the two APA groups that have jurisdiction over testing practice: Board of Professional Affairs and Committee on Psychological Tests and Assessment. This is an important step, as it ensures that our voice will be heard in the debates about the future of assessment practice.

Finally, the other issue that is extremely important in terms of advocacy is the Comprehensive System–Rorschach Performance Assessment System (CS–R–PAS) debate about the Rorschach. We are always fighting a rearguard action against the mindless critics ("the Rorschach is voodoo"), and the existence of a controversy about the CS versus a new system can play into their hands if we aren't careful to conduct discussions in a respectful, scientific manner and not make claims that cannot be backed up. I have been distressed by some of what has transpired in recent months. I don't want our discussions to devolve into the kind of atmosphere that surrounds the Minnesota Multiphasic Personality Inventory–2 (MMPI–2) versus MMPI–2–Restructured Form contretemps. In my other role (with the International Society of the Rorschach and Projective Methods), I have been trying to defuse some of the heat and ensure that the discussions about the future of empirical approaches to the Rorschach be conducted in an appropriate scientific manner. So far, I fear that I have been more successful with my colleagues here in the United States than abroad. I trust that we will continue to set an example of how to engage in scientific discourse.

Notes From the Foundation

Bruce L. Smith, PhD
President, SPAF

The Society for Personality Assessment Foundation continues to solicit donations for various endeavors. In particular, donations help support the several programs that benefit our student members (as well as recruit new students), including dissertation grants, travel grants, and the Mary Cerney Award. In addition, the Exner Scholar Award is supported in part by donations (as well, of course, by a generous grant from the Exner family). We are eager to grow this fund so that the grant made to future Exner Scholars can continue to grow as well. Finally, the Foundation hopes to support new research efforts such as the current Utility of Assessment Project. Please continue to include a donation wto the Foundation with your next dues payment. Donations may be made either to a specific fund or on an unrestricted basis.

Speaking of Utility of Assessment, the project continues at the University of California, Santa Barbara. The interim report from Steve Smith, Principle Investigator, shows some promising preliminary results (using a time-series design), and we anticipate further good news in the near future.

Finally, I wish to congratulate the 2011 Exner Scholar, Chris Hopwood, PhD, from Michigan State University. Chris, as you all know, is a prolific researcher, and the award will go toward helping defray expenses for several promising empirical studies. This year, there were four extremely qualified candidates, any one of whom would have been a worthy recipient of the award. Again, congratulations to Chris.

The Teacher's Block

Encoding a Positive Climate in the Personality Assessment Classroom: What Might Freud Have Said?

Jed A. Yalof, PsyD, ABPP, ABSNP
Immaculata University

Graduate students taking personality assessment classes are, by and large, very dedicated, serious, eager, and committed fully to learning whatever the curriculum demands. They spend hours preparing for examinations, studying new tests and measures, writing and revising reports, and traveling to and from clinical placements, all while trying to balance school, social, family, work, and other responsibilities as part of a multivariate lifestyle. They want to do the right things, be affirmed, learn from mistakes, become the best psychologists they can, and model themselves on teachers and other professionals who influence their development along the way. They wind their way through a stream of general assessment competencies and benchmarks (see Krishnamurthy & Yalof, 2009) that beat a slow, but steady progression toward graduation. Such movement requires patience, discipline, motivation, and dealing with resistances (e.g., self-criticism, blaming, avoidance) that are heightened under the stress of learning new skills.

Adjectives that describe the assessment student—disciplined, motivated, and, at times, resistive—also describe the assessment teacher. Student progress depends on teacher competence. The teacher has to avoid overloading the syllabus with unrealistic expectations, identifying with the aggressor by enacting victim–victimizer paradigms that replicate learning traumas in the teacher's own past, introducing new ideas at rates beyond the student's assimilative capacity, and providing feedback in a voice that is not begrudging or rivalrous, but affirmative, nonsolicitous, and accurate. The goal is to open up the learning process by being supportive, but not indulgent; challenging, but not punitive; and motivating, but not insistent. Indeed, as any assessment teacher will tell you, there is no truth to the aphorism: *Those who can't do, teach.*

The Teaching Climate

But how does the assessment teacher create the "right" teaching climate? Is there a "best practice" method for it? How does the teacher set a tone that allows students to internalize the teacher's positive identification with assessment psychology? As assessment teachers, we remain concerned with course objectives and program competencies, but what really motivates us is the prized outcome of students identifying with the teacher's vision of assessment psychology. For forensic psychology, neuropsychology, school psychology, or assessment research—whatever your teaching bailiwick—the internal processes that lead to a mature identification with the teacher, conflicts included, as outlined developmentally and perspicuously by Schafer (1968), are the same. The external voice relocates internally. Self-regulation trumps field dependence. Agency replaces mimicry. And, there is pride in product. For example, having a student tell you about an insight that occurred when evaluating a patient, and which illuminated a point that you taught them a few years ago, but which they did not fully grasp at the time of teaching, illustrates the prideful aspect of the student's internalization.

But there is no one way to teach assessment, no cruise altitude at which the class can travel, and a bevy of developmental tasks for students to navigate as they move from classroom to clinic and, eventually, to independent practice (Handler & Hilsenroth, 1998). While there are many useful instructional strategies on which the assessment teacher can draw (Krishnamurthy & Yalof, 2009), there is no easy route to the goals of student commitment to assessment psychology and identification as an assessment psychologist. Teaching assessment—and other classes—necessitates encountering and addressing student resistances. For example, failure to fix coding errors, or follow directions for an assignment, or incorporate report edits, despite feedback, each signify a student's underlying resistance to instruction or supervision. The assessment teacher is always mindful of the atmosphere in the room, elephants included, and realizes that at a certain point, students struggle not with concept acquisition, but with its symbolic meaning. What, for example, does it mean to identify a client as being "extremely deficient," or "severely impaired," or "incompetent"? Can assessment be humanistic (Sugarman, 1978)? What represents a good-enough teaching environment, one that minimizes impingements?

A Few Quotations From Freud: Implications for Teaching Assessment

In this section, I present and discuss possible implications of a few quotations that are drawn from Freud's papers. I select only a few quotations because of space limitations but have tried to identify quotations that provide some direction, at least to me (and, hopefully, to others) about how a teacher might think about students and providing a climate that encourages learning while respecting resistances. Why Freud? Mainly because Freud was concerned with the atmosphere of treatment and wrote about it in an eloquent way, but also because he offered recommendations, not mandates, which allow for abstraction, debate, and application by judgment. What were the conditions necessary to modify resistance and facilitate intrapsychic growth? Freud was also concerned with the power of transference authority, its impact on receptivity to change, its unobjectionable and benign aspects, and its potential misuse. He was concerned with the psychological damage accrual to the mishandling of the transference; that is, with the way in which transference, as the greatest ally to progress could, if not respected, become its most potent enemy. Freud was further concerned fundamentally with the patient's conscious experience of the treatment and of the analyst, and respected the role of the ego as the interlocutor between the forceful id and consequential superego. He was acutely aware of how progress could recede under the throes of either the analyst's rush to explain away symptoms or the patient's readiness to undo progress, lest the price of change come at too great a cost. But can his ideas be applied to assessment teaching? Here are a few thoughts on the matter.

- In *On Beginning the Treatment: Further Recommendations on the Technique of Psycho-analysis I* (1912/1981), Freud writes about the length of psychoanalysis and how to

...continued on page 13

SPAGS: Update and Future Directions

Aidan G. C. Wright, MS
The Pennsylvania State University

Last week I attended the Society of Personality Assessment (SPA) fall board meeting as the student representative. As a result, I have updates on aspects of the society's functioning that are important to students. Additionally, I would like to update you on some (hopefully) interesting developments that have come out of the Society for Personality Assessment Graduate Student Association (SPAGS) board's efforts. Finally, I would like to share a vision for the future of SPAGS.

One of the more notable aspects of SPA is the high regard in which it holds students. In my experience, students are treated as valued junior colleagues, and their participation is encouraged in the society and at the annual meeting. Students are allowed to give talks and organize paper sessions at the annual meeting, something that is not true of the annual meeting of all societies. Last week, the board affirmed their support of students in a number of ways. For example, student membership fees were not increased, but there were overall budget increases in both student travel grant funding and student dissertation grant funding. The society is clearly willing to invest in having students conduct their own research and getting them to the annual meeting to present it. For students reading this, I want to encourage you to apply for the dissertation support; applied psychology as a field needs good personality assessment research of all types. A new area of funding for SPAGS is that we now have a budget for the annual student social. This year we will be offering complimentary refreshments to those who come to the student social. Sorry for making it harder to come up with excuses not to come.

I also want to share some of the work that SPAGS has engaged in over the past few months. At the urging of Jacob Finn, MA (Technology Committee Chair), and due directly to his efforts, SPAGS now has a Facebook page (http://www.facebook.com/group.php?gid=113651742016261). This page will serve alongside the Google Groups page (http://groups.google.com/group/spags) and hopefully encourage more communication among SPAGS members. The Facebook page will also serve as a location for information on upcoming events, the annual meeting, and general announcements of interest for graduate student members. I encourage all of the graduate students to join both the Facebook and Google Groups pages so that we may have a more cohesive community of young scholars. If you have anything that you feel might be of interest to the other members, please go to either of those places to share it.

Indeed, this has been a good few months for SPAGS, and there is much to be happy about. However, as Chris Hopwood pointed out in his last *Exchange* contribution, there is also plenty of room for improvement in what SPAGS does and represents. To be transparent, what I am most troubled by is that, aside from excellent student participation in the annual meeting, SPAGS is a pretty quiet place. There has been little activity on the Google Group, and attendance at the student social has been pretty poor. I think a number of things contribute to this, and I assure you the SPAGS board is working hard to make this year's social different, but I also think that what would make SPAGS much stronger is not a steady stream of dedicated and ambitious students that are willing to sit on the board and keep it running (although we need those, too, so I hope you nominated yourselves), but rather more consistent interactions among the broader base of student members of the society. I'm sure that one contributing factor is that it isn't clear what participation in a student body like this would look like for the average student. I have a vision for what this might look like, why it might be worth your while to consider more participation, and I am going to offer some suggestions on how it might come about. Please bear with me as I get to my point below; I'm going to take the long road.

No graduate school in clinical psychology provides all the desired or even all of the necessary training for each student. This is the nature of the beast. Beyond a very basic set of requirements, each program has areas of strengths or specialties that only more or less approximate what each individual student might hope to get out of their education. For example, Program A offers no training in performance-based personality assessment, whereas Program B offers no formal training in advanced quantitative techniques such as structural equation modeling or multilevel modeling. Students at each of these programs are left either ignorant of the respective methods, or, if motivated to learn them, have to seek out training elsewhere. Although these limitations are an unfortunate reality of graduate training, I believe that motivated students should have access to resources in the form of other psychologists who are able to provide the desired guidance. Associations such as SPA and SPAGS best serve their membership by providing access to these opportunities. But, more importantly, as students we are the future assessment practitioners and researchers, and will someday be each other's professional colleagues and collaborators. I see no reason to wait for our diplomas to begin these rich relationships. Two experiences over the past year have convinced me that peer mentorship is a wonderful adjunct to formal graduate training.

First, I had to administer and interpret my first Rorschach. Although ultimately this administration was formally supervised by a licensed psychologist, I felt the need for more help prior to our supervision sessions. No other students in my own program were facile with the measure; therefore I turned to a student whom I knew from SPAGS and who knew the measure well. She was willing to review, critique, and offer suggestions for my coding of the responses, and she also "met" with me via phone to discuss the case and offer broader interpretive suggestions and hypotheses for me to consider. She indicated that this was a rewarding exercise on her end, too. When it came time to meet with my supervisor, I was much better prepared, and we were able to spend time on especially difficult coding quandaries and broader conceptual issues than dealing with some of my more elementary

...continued on page 14

SPA Annual Meeting

March 9–13, 2011

The Royal Sonesta Hotel
Cambridge, MA

Throughout its history, the Society for Personality Assessment (SPA) has been broadly concerned with both the science and the practice of personality assessment, and our scientific sessions and workshops reflect that diversity. We recognize that personality assessors worldwide work with diverse populations, use a wide assortment of tests and methods, apply a variety of perspectives, and practice in a broad range of evaluative contexts. Accordingly, our theme for the 2011 SPA Annual Meeting is **"Diverse Perspectives, Methods, and Applications."** We encourage presenters to address the specific components of diversity involved in the work they are presenting. However, we will also offer topics addressing all facets of the theory and practice of clinical or applied personality assessment, including the development of evaluation instruments; research on the effectiveness and application of assessment instruments in clinical, forensic, and organizational settings; professional development; ethical practices and concerns; and clinical case discussions.

The promotional brochure with registration information is available as of the first week of December 2010 on the SPA web page, www.personality.org.

The SPA Annual Meeting offers:

- Excellent workshops, symposia and discussions on psychological assessment: MMPI–2, PAI, MCMI–III, Rorschach, TAT, and other instruments
- Empirical, theoretical, and case study formats
- Many presentations by nationally known experts

For Students:

- Reduced fees
- Volunteer opportunities (with perks)
- A student luncheon
- See and hear your favorite textbook authors

Master Lectures:

- Master Lecture I: *Sandra Russ, PhD*
- Master Lecture II: *Nancy Kaser-Boyd, PhD*

Annual Meeting Registration Fees:

	Pre-Registration by 2/9/2010	After 2/9/2010
Member/Fellow/Associate	$215	$265
Non-Member	$285	$335
Student	$75	$90
Member/One-Day Fee	$145	$145
Non-Member/One-Day Fee	$165	$165
Student/One-Day Fee	$50	$50
Student Volunteer	$50	$50

Note: Onsite registration for the Annual Meeting or a workshop will incur an additional $15 fee.

Workshop 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

Workshops:

Workshops will be held on Wednesday, March 9; Thursday morning, March 10; and Sunday, March 13. No workshops are held on Friday, March 11, or Saturday, March 12. Enrollment in the workshops will be filled on the basis of completed workshop registration forms and fees received. A complete list and description of the workshops will be available in the promotional brochure which is posted on our web site as of the first week of December 2010.

Accommodations:

The Royal Sonesta Hotel: On the Cambridge side of the Charles River, overlooking the Boston skyline, across the street from the Cambridge Galleria, and three miles from Boston's Logan airport, lies the Royal Sonesta Boston Hotel—a luxury hotel offering spectacular city views, upscale accommodations, and fine dining just moments from the heart of Boston. Find yourself staying in the midst of famous Cambridge and Boston area shops, museums, and historic sites. 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).

The Royal Sonesta Hotel

40 Edwin H. Land Boulevard

Cambridge, MA 02142

Tel Reservations: 800-766-3782

Email Reservations: reservations@sonesta-boston.com; use Group Code 85Z4FQ

Website: Sonesta.com/boston

Reservation deadline to receive the conference rate: February 14, 2011

Rates: $169 single/double; $25 for an additional person; children up to 18 years of age who share with their parents stay free of charge.

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 Royal Sonesta. 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.

SPA Annual Meeting Future Dates:

March 14–18, 2012, Chicago, IL

March 20–24, 2013, San Diego, CA

March 19–23, 2014, Arlington, VA

2011 Annual Meeting Continuing Education Opportunities

Radhika Krishnamurthy, Psy.D., ABAP, Annual Meeting Program Chair
Florida Institute of Technology

Our upcoming annual meeting in Boston promises to have an excellent array of papers, posters, symposia, case presentations, roundtable discussions, and workshops! As always, we will be offering continuing education (CE) credits for several expert presentations scheduled for the main scientific session program; please be on the lookout for the flyer that will highlight these sessions. As a preview, there will be two CE-granting master lectures presented by two of our best—Sandra Russ and Nancy Kaser-Boyd—who are well known to the Society for Personality Assessment (SPA) community for their excellence in personality assessment teaching, research, and practice.

Thanks to our CE Chair Ginger Calloway and CE committee members Anita Boss, Chris Hopwood, Greg Meyer, and Steve Strack, we have a very strong lineup of 26 diverse workshop offerings consisting of 3 full-day workshops and 23 half-day workshops. Some of these workshops will be on well-known personality measures—MMPI–2 and MMPI–2–RF, PAI, Rorschach CS and R–PAS, Millon Inventories and the MCMI–III—that are ever-popular and sought out by workshop attendees, while others will instruct on the use of drawing and storytelling performance measures. Several workshops will address issues relevant to therapeutic assessment, forensic assessment, personality pathology, and assessment of specific populations. Also available are workshops on dynamic, process-focused, and ego functions assessment, cognitive and intellectual components relevant to personality assessment, and research methodology. Clearly, there will be something for everyone.

Among the full-day training sessions is a highly awaited workshop by Steve Finn, Deborah Tharinger, Pamela Schaber, and Hale Martin entitled "Planning and Conducting Assessment Intervention Sessions in Therapeutic Assessment." Steve and his colleagues will provide intensive instruction and experiential/role-play opportunities for learning how to plan and conduct assessment intervention sessions with individual adults and adolescents, child and adolescents in a family context, and couples. Another eagerly anticipated offering is a full-day workshop on the Rorschach Performance Assessment System (R–PAS), presented by Greg Meyer, Don Viglione, Joni Mihura, Bob Erard, and Phil Erdberg. These eminent R–PAS developers will discuss the research and conceptual foundations of the R–PAS; describe administration, scoring, use of normative reference standards, and interpretation; and provide a clinical case illustration. For those of you engaged in pre-employment and fitness-for-duty evaluations, Peter Weiss, Chris Front, and Anita Boss will provide excellent full-day training on personality assessment in high-risk and public-safety occupations. This workshop will cover legal and ethical issues, review the validity of measures used commonly in police evaluations, and discuss specific considerations in evaluating pilots and air traffic control specialists for the Federal Aviation Administration.

Given the extensive involvement of personality assessors in forensic assessment, SPA will offer a series of three half-day workshops in this area. Raymond Knight will present "Using the Multidimensional Inventory of Development, Sex, and Aggression to Assess Juveniles and Adults Who Sexually Offend," demonstrating the development and application of this new instrument. Nancy Kaser-Boyd and Marvin Acklin will present "Consultation to the Criminal Courts: Expert Testimony"; most interesting will be their use of a mock trial format to demonstrate how psychological findings would be considered in determining mental state and criminal responsibility. Robin Deutsch and David Medoff will present "Developmental Considerations in the Assessment of an Adolescent Plaintiff," using a hypothetical civil forensic case to demonstrate clinical interviewing and psychological testing procedures.

Participants interested in learning the PAI should take advantage of the wonderful opportunity to learn directly from the test developer Les Morey, who will present "Introduction to the Personality Assessment Inventory," and may follow it up with Chris Hopwood and John Kurtz's workshop on advanced PAI interpretation. For MMPI-related learning, we are delighted to have MMPI–2–RF codeveloper Yossi Ben-Porath present "An Introduction to the MMPI–2–RF," and Yossi along with Amy Windover will also offer a half-day workshop on using the MMPI–2–RF in assessing bariatric surgery candidates. Furthermore, MMPI expert Dave Nichols will present a session on advanced MMPI–2 interpretation that will focus on complex score patterns across scales and interpretive implications. Rorschach enthusiasts seeking to refine their Comprehensive System coding should sign up for the workshop presented by Barry Ritzler and Tony Sciara, who will cover difficult coding issues and give guidelines for achieving reliable and valid coding. Furthermore, Marty Leichtman will present "Thought Disorder and the Rorschach: A Developmental Perspective," in which he will expertly integrate theory to explain Rorschach thought disorder indicators. MCMI training sessions include Seth Grossman's workshop on the Millon Inventories and "Applications of the MCMI–III in Diverse Populations" by James Choca, Steve Strack, and Edward Rossini. This set of workshops that deals with our essential assessment measures provides a great way to develop core assessment competencies.

We are delighted to have new and unique workshop offerings by our international colleague Alessandro Crisi on the Wartegg Drawing Completion Test (WDCT) and by Hedwig Teglasi on the Storytelling Personality Performance Measure. Alessandro will acquaint participants with a new methodology for administering and scoring the WDCT and will give an overview of important indexes scored on this test. Hedwig, who authored *Essentials of Storytelling Assessment* in the Wiley series, will emphasize the TAT in describing a social-emotional, problem-solving framework for interpreting narratives given to pictorial stimuli.

Other unique workshop offerings this year include "Personality Disorder Diagnosis: Empirically Informed Clinical Practice" by Jared DeFife; "Therapeutic Model of Assessment Evidence-Based Practice" by Mark Hilsenroth; "Defining and Measuring Emotional Intelligence as an Ability" by David Caruso and Jack Mayer; and "In Your Client's Brain: Cognitive Testing in Collaborative Therapeutic Assessment" by Diane Englelman, Marita Frackowiak, Mary McCarthy, and Dale Rudin. These are excellent

...continued on page 14

2011 SPA Annual Meeting Tentative Schedule

Wednesday, March 9, 2011	
8:00 am–4:30 pm	Registration
8:30 am–4:30 pm	Full-Day Workshops
8:30 am–12:00 noon	Half-Day Workshops
10:15 am	Break
12:00 noon–1:30 pm	Lunch Break
1:30 pm–5:00 pm	Half-Day Workshops
3:00 pm	Break
4:30 pm–7:00 pm	Board of Trustees Meeting
5:30 pm–9:00 pm	Half-Day Workshop
Thursday, March 10, 2011	
8:00 am–4:30 pm	Registration
8:00 am–12:00 noon	Board of Trustees Meeting
8:30 am–12:00 noon	Half-Day Workshops
10:15 am	Break
12:00 am–1:30 pm	Lunch Break
12:30 pm–1:30 pm	Consultation
12:30 pm–1:30 pm	Consultation
12:30 pm–1:30 pm	Consultation
12:30 pm–1:30 pm	ABAP Preparation
1:45 pm–2:45 pm	Opening Plenary Session w/President's Address
2:45 pm–3:45 pm	Bruno Klopfer Award
3:45 pm	Break
4:00 pm–6:00 pm	Scientific Sessions (5)
6:15 pm–7:15 pm	Book Signing
6:15 pm–7:15 pm	President's Welcome Reception
6:15 pm–7:15 pm	Poster Session I
Friday, March 11, 2011	
7:30 am–8:30 am	Journal Editorial Board Breakfast
8:00 am–4:00 pm	Registration
8:30 am–10:30 am	Scientific Sessions (5)
10:30 am–10:45 am	Break
10:45 am–11:45 am	Master Lecture I
11:45 am–1:15 pm	Lunch Break
12 noon–1:00 pm	Lunchtime Special
12 noon–1:00 pm	International Members Meeting
12 noon–1:00 pm	Interest Groups (2)
1:15 pm–2:15 pm	Master Lecture II
2:15 pm–2:30 pm	Break
2:30 pm–4:30 pm	Scientific Sessions (5)
4:45 pm–5:45 pm	Hertz Memorial Presentation
5:45 pm–6:15 pm	Awards/Klopfer, Mayman, Beck, Cerney
6:15 pm–7:15 pm	Reception
Saturday, March 12, 2011	
7:30 am–8:00 am	Exchange Editorial Board Meeting
8:30 am–10:30 am	Scientific Sessions (5)
10:30 am	Break
10:45 am–12:45 pm	Scientific Sessions (5)
12:45 pm–1:45 pm	Lunch Break
12:45 pm–1:45 pm	Consultation
12:45 pm–1:45 pm	Student Lunch
12:45 pm–1:45 pm	Interest Groups (2)
2:00 pm–4:00 pm	Scientific Sessions (5)
4:00 pm	Break
4:15 pm–6:15 pm	Scientific Sessions (5)
6:30 pm–7:30 pm	Farewell & Reception for Journal Reviewers
6:30 pm–7:30 pm	Poster Session II
Sunday, March 13, 2011	
8:30 am–4:30 pm	Full-Day Workshops
10:30 am	Break
8:30 am–12:00 noon	Half-Day Workshops
12:00–1:30 pm	Lunch
1:30 pm–5:00 pm	Half-Day Workshops
2:45 pm	Break

President's Message

...continued from page 1

goes well beyond passing the hat among our members. If our financial situation continues to improve as it has been, this may well become a realistic goal.

- Particularly now that we support a recognized Proficiency in professional psychology, we need to provide CE that goes beyond workshops and symposia and provides systematic training and competence development in Personality Assessment that leads to sustainable change in clinical practice.
- Although we can boast of admirable international diversity in our membership, we still have far to go in increasing the number of our members from diverse cultural and ethnic minorities, particularly from the United States.
- As a learned society that has distinguished itself by its members' development of new and improved assessment instruments, their research into test validation, their teaching and training of new practitioners in assessment, and their publication of books on testing and assessment, it is more than passing strange that we do not have stronger relationships with test publishers than we do. This is something we need to work on.
- At many university training programs for clinicians and other professional psychologists, Personality Assessment has been pushed to the back of the bus, if it is not on its way out of the exit door. With the same sort of smug certainties and anti-intellectual fervor that animated behaviorism around the time SPA was founded, proponents of so-called "psychological science" are persuading these programs that understanding people and their problems requires little more than the completion of a few short self-report checklists. As with behaviorism, this pendulum is bound to swing back, but in the meantime, we need to offer moral support, mentorship, and concrete tools for beleaguered faculty and internship directors who are struggling against the tide to provide meaningful opportunities for students to learn how to really think clinically. At our most recent Board Retreat, the Trustees agreed to make this a priority.
- The chilly reception Personality Assessment has been receiving in academia has been mirrored in public forums. In books, newspaper columns, Internet blogs and associated public comments, defenders of Personality Assessment are often outnumbered by its detractors, who regard it with a volatile mixture of skepticism, mistrust, and fear. If we don't work to set the record straight, who will? We need to start sharing what we do and how it helps with a much larger audience—in major magazines, newspapers, blogs, maybe even a popular book or two. If the practice of assessment is to thrive, we need to become more visible in the marketplace.

As you can see, there is much for SPA to do, but we are also developing impressive new resources for getting things done. One resource we can never have enough of is the time and talents of our members. The Board of Trustees provides vision, direction, and oversight for the Society, and our Administrative Director keeps the machinery of the organization running smoothly, but it is you, our members, who must serve a key role in making the world safe for assessment. Please consider joining one of our committees or task forces, volunteering to mentor new researchers or faculty members, writing an article on a niche area of assessment practice or a how-to guide for getting reimbursement for psychological testing, developing some talking points for confronting nihilism about assessment in hostile psychology departments, or designing a training sequence for recent graduates. Think about where your talents and interests lie and become part of making SPA and Personality Assessment everything they can be. I'd love to hear from you (rerard2000@umich.edu).

The Temptations and Distractions of Assessing Adult ADHD

...continued from page 2

specific battery of testing instruments to use. Given some of the issues described above in the Adult ADHD literature—the lack of specificity of problems with attention, the high rate of comorbidity with Adult ADHD, and concern for secondary gain—personality assessment can potentially play a crucial role in conducting a comprehensive, nuanced, and meaningful psychological picture of an individual struggling with Adult ADHD. These issues will be discussed in the second part of this article in the next issue of the *SPA Exchange*.

References

Barkley, R. A. (1998). *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (2nd ed.). New York, NY: Guilford.

Brown, T. E (1996). *The Brown Attention Deficit Disorder Scales*. San Antonio, TX: Psychological Corporation.

Brown, T. E (2009). *ADHD comorbidities: Handbook for ADHD complications in children and adults*. Arlington, VA: American Psychiatric Press.

Conners, C. K. (2000). *Conners' Rating Scales–Revised technical manual*. North Tonawanda, NY: Multi Health Systems.

Davidson, M. A. (2008). ADHD in Adults: A review of the literature. *Journal of Attention Disorders, 11*, 628–641.

Diller, L. (2010). ADHD in the college student: Is anyone else worried? *Journal of Attention Disorders, 14*(1), 3–6.

Faraone, S. V. (2001, May 5–10). *Patterns of comorbidity in ADHD: Artifact or reality?* Program and abstracts of the 154th Annual Meeting of the American Psychiatric Association, New Orleans, Louisiana. Industry Symposium 46B.

Fredman, S. J., & Korn, M.L. (2001, June 5). *ADHD and comorbidity*. Retrieved from http://cme.medscape.com/viewarticle/418740

Frodl, T. (2010). Comorbidity of ADHD and Substance Use Disorder (SUD): A neuroimaging perspective. *Journal of Attention Disorders, 14*, 109–120.

Janakiraman, R., & Benning, T. (2010). Attention-deficit hyperactivity disorder in adults. *Advances in Psychiatric Treatment, 16*, 96–104.

Kessler, R. C., Adler, L., Ames, M., Demler, O., Faraone, S., Hiripi, E., … Walters, E. E. (2005). The World Health Organization Adult ADHD Self-Report Scale (ASRS): A short screening scale for use in the general population. *Psychological Medicine, 35*, 245–256.

Kessler, R. C., Adler, L., Barkley, R. A., Biederman, J., Conners, C. K., Demler, O., … Zaslavsky, A. M. (2006). The Prevalence and Correlates of Adult ADHD in the United States: Results From the National Comorbidity Survey Replication. *American Journal of Psychiatry, 163*, 716–723.

Rabiner, D. L., Anastopolous, A. D., Costello, E. J., Hoyle, R. H., McCabe, S. E., & Swartzwelder, H. S. (2009). Motives and perceived consequences of nonmedical ADHD medication use by college

...continued on page 12

The Temptations and Distractions of Assessing Adult ADHD

...continued from page 11

students: Are students treating themselves for attention problems? *Journal of Attention Disorders, 13*, 259–270.

Tuckman, A. (2007). *Integrative treatment for Adult ADHD: A practical, easy-to-use guide for clinicians.* Oakland, CA: New Harbinger.

Finding Tigers in Our Tests: The Evaluation of Structural Validity

...continued from page 3

the pure NEO PI–R model was improved (TLI = .84, CFI = .89, RMSEA = .07) with this technique, although it was still not "valid" by conventional standards. We also evaluated the congruence of EFA factor pattern coefficients in randomly halved samples and against matrices obtained by previous factor analyses in other samples following Procrustean rotation. In these analyses, the NEO PI–R held up well, with all congruence coefficients > .97 (where .95 is conventionally considered a strict standard for validity). Other researchers have suggested modeling method factors to obtain cleaner solutions (McCrae & Costa, 2008) or testing the fit of exploratory structural equation models (Asparouhov & Muthen, 2009). The point is that a lot of methods are available for understanding and testing structural validity, and each may provide incremental information.

In the end, models of personality can be useful even when they oversimplify reality (Meehl, 1990). When considered together, the results of our study suggest that the FFM as represented by the NEO PI–R does over-simplify reality somewhat; nevertheless, it is a very useful model and it appears to have a clearer and more valid structure than several other popular personality models.

Three practical changes to factor analytic practice in personality research could improve the evaluation of structural validity, and thus hasten progress in the development of personality theory. First, researchers should use and report on a range of factor analytic methods. Second, researchers should avoid broad conclusions about the overall construct validity of an instrument based on narrow criteria, such as the degree to which fit statistics from a CFA model surpass contemporary conventions. Instead, researchers should consider the fit of a given measure relative to other findings with similar measures or with the same measure in other samples, and more generally should shift focus from the degree of misfit to the reasons for misfit. Third, researchers should contextualize findings related to personality structure with information about other aspects of construct validity, such those related to content coverage and the measure's nomological net. In fact, it is possible to quantify the impact of deviations from perfect structure on these other aspects of validity, and it would benefit the field if researchers began doing so more regularly.

In summary, when thinking about how to evaluate personality structure, researchers should remember that "every scientist in the back of his [sic] mind takes it for granted that even the best theory is likely to be an approximation to the true state of affairs" (Meehl, 1990, p. 113), and "since all models are wrong the scientist must be alert to what is importantly wrong. It is inappropriate to be concerned with mice when there are tigers abroad" (Box, 1976, p. 792).

References

Asparouhov, T., & Muthen, B. (2009). Exploratory structural equation modeling. *Structural Equation Modeling, 16*, 397–438.

Block, J. (1995). A contrarian view of the five-factor approach to personality description. *Psychological Bulletin, 117*, 187–215.

Box, G. E. P. (1976). Science and statistics. *Journal of the American Statistical Association, 71*, 791–799.

Costa, P. T., Jr., & McCrae, R. R. (1992). *Revised NEO Personality Inventory (NEO PI–R) and NEO Five Factor Inventory (NEO–FFI) professional manual.* Odessa, FL: Psychological Assessment Resources.

DeYoung, C. G., Hirsh, J. B., Shane, M. S., Papademetris, X., Rajeevan, N., & Gray, J. R. (2010). Testing predictions from personality neuroscience: Brain structure and the big five. *Psychological Science, 21*, 820–828.

Grucza, R. A., & Goldberg, L. R. (2007). The comparative validity of 11 modern personality inventories: Predictions of behavioral acts, informant reports, and clinical indicators. *Journal of Personality Assessment, 89*, 167–187.

Hopwood, C. J., & Donnellan, M. B. (2010). How should the internal structure of personality inventories be evaluated? *Personality and Social Psychology Review, 14*, 332–346.

Loevinger, J. (1957). Objective tests as instruments of psychological theory. *Psychological Reports, 3*, 635–694.

McCrae, R. R., & Costa, P. T. Jr. (2008). Empirical and theoretical status of the five-factor model of personality traits. In G. Boyle, G. Matthews, & D.H. Saklofske (Eds.), *The SAGE Handbook of personality theory and assessment* (pp. 273–294). Thousand Oaks, CA: Sage.

Meehl, P. E. (1990). Appraising and amending theories: The strategy of Lakatosian defense and two principles that warrant it. *Psychological Inquiry, 1*, 108–141.

Ethics, Assessment, and the Internet

...continued from page 4

patients from future e-mail communications if appropriate.

- Psychologists providing services on a website should include a visible and easy-to-understand privacy statement whenever a consumer's personal information is requested. The privacy statement should advise consumers of how personal information is used (i.e., sold to other sites, used to contact the consumer at a later date) and whether clients can opt out of these uses. Psychologists can download a sample privacy policy statement from APA's website at http://helping.apa.org/dotcomsense/privacy.html (p.108).

Health Insurance Portability and Accountability Act (HIPAA) regulations also impact the provision of Internet services as well as the storage and transmission of electronic records. For example, HIPAA requires psychotherapy notes to be kept in a separate file from the rest of the client's record. However, the legal meaning and process of separate files in Internet-mediated services and computer data storage is not clear. In addition, in the vignette presented by the psychologist at

...continued on page 13

Ethics, Assessment, and the Internet

...continued from page 12

the beginning of this article the client would need to sign an authorization to obtain the report if the request was electronic only.

In addition to the issues of informed consent, confidentiality, and release of information, there are also ethical issues related to the use of computerized assessments. When psychologists administer assessments using the Internet, they may not be able to observe behaviors or confirm relevant information typically available when using in-person testing procedures. For example, they may not be able to verify the client's ethnicity, competence in the language of the test, motor problems that might interfere with test taking, or special conditions of the testing environment (Fisher & Fried, 2003). There has also been a proliferation of do-it-yourself "tests" on the Internet of uncertain validity or reliability without clearly identified responsible individuals (Koocher, 2007). There is no way to know what the potential damage members of the public have experienced by taking these "tests" to determine their IQ, level of happiness, or potential to develop dementia.

Internet services can also be provided across state lines, creating additional legal and ethical concerns for psychologists. It is important to know that regardless of where the psychologist is practicing, he/she needs to be knowledgeable about the laws (such as reporting laws on child abuse, and the duty to warn) in the state in which the client is receiving the services. An additional legal and risk management issue is whether a professional relationship exists when providing services by e-mail or other electronic means. However, the greater the number of communications between a professional and a consumer, the greater the likelihood of a professional relationship. This increases the liability risks for the professional who may be held to the same legal standard of responsibility as the professional who has the benefit of providing in-person assessment or treatment (Barnett & Scheetz, 2003).

In conclusion, in spite of its limitations, the use of the Internet to provide clinical services, as well as to store and transmit data, may be of great benefit to people who would not otherwise have access to mental health professionals. These technological advances demand unique approaches to ethical decision making. Psychologists who use the Internet must keep in mind the welfare of their clients. This is the most important guideline to help psychologists answer questions in emerging areas of practice such as the question at the beginning of this article.

References

American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, *57*, 1060–1073.

Barnett, J. E., & Scheetz, K. (2003). Technological advances and telehealth: Ethics, law, and the practice of psychotherapy. *Psychotherapy: Theory, Research, Practice, Training*, *60*, 86–93.

Fisher, C. B., & Fried, A. L. (2003). Internet-mediated psychological services and the American Psychological Association Ethics Code. *Psychotherapy: Theory, Research, Practice, Training*, *40*, 103–111.

Koocher, G. P. (2007). Twenty-first century ethical challenges for psychology. *American Psychologist*, *62*, 375–384.

Encouraging a Positive Climate in the Personality Assessment Classroom: What Might Freud Have Said?

...continued from page 6

broach it to the patient. He states: "I consider it altogether more honourable, and also more expedient, to draw his attention—without trying to frighten him off, but at the very beginning—to the difficulties and sacrifices which analytic treatment involves, and in this way to deprive him of any right to say later on that he has been inveigled into a treatment whose extent and implications he did not realize" (p. 129).

Freud's comment can be taken in a number of ways, but it strikes me as a "truth-in-advertising" statement. Be clear about what treatment entails, and do it with integrity and with sensitivity to the patient. With respect to assessment, the teacher should be honest, explain that learning personality assessment can be fun, but is not always easy, and speak of the course as a launching for lifelong learning initiatives in personality assessment. Open up discussion about what personality assessment entails, where it leads, what its rewards are, and integrate discussion into the class when resistances emerge. Most importantly, do everything possible not to frighten the student. As for the part about depriving the student of any right... well, it was written in 1912!

- In *Remembering, Repeating, and Working Through: Further Recommendations on the Technique of Psycho-analysis II* (1914/1981), Freud makes this point about technique: "He contents himself with studying whatever is present for the time being on the surface of the patient's mind, and he employs the art of interpretation mainly for the purpose of recognizing the resistances which appear there, and making them conscious to the patient" (p. 147).

  Freud's point is very clear, at least to me: Keep it simple. Avoid fancy footwork. Teach to the level of reasonable assimilation. Watch for nonverbal indicators of confusion, annoyance, or impatience, and listen carefully for indicators of misunderstanding, including concrete questions, repetitive questions, poor performances on examinations, and so on. Try not to get on the defense too quickly, let the class know that you sense their struggles, and encourage discussion about feelings that underlie the resistive behaviors, but, as regards the latter, proceed with caution!

- In *Wild Psycho-Analysis* (1910/1981), Freud states the following: "If knowledge about the unconscious were as important for the patient as people inexperienced in psycho-analysis imagine, listening to lectures or reading books would be enough to cure him.... The analogy goes even further than its immediate application; for informing the patient of his unconscious regularly results in an intensification of the conflict in him and an exacerbation of his troubles" (p. 225). Freud further notes that the two conditions necessary for commenting on the patient's unconscious are that the patient has to be "prepared" for the interpretation and needs to have "...formed a sufficient attachment (transference) to the physician..." (p. 226).

- Teachers do not always explain points clearly, or they may stifle learning with high expectations or low enthusiasm. These signs do not bode well for positive

...continued on page 14

Encouraging a Positive Climate in the Personality Assessment Classroom: What Might Freud Have Said?

...continued from page 13

transference! However, even highly energized and serious teachers get frustrated. Students do not always grasp points immediately and get defensive. For teachers, the impulse to explain and re-explain (and re-re-explain) abstruse points can intensify into a dysfunctionally repetitive activity. Textbook explanations and descriptions sometimes require the talent of a United Nations translator, much to the teacher's chagrin, and the idea that harder work by students will lead to a breakthrough goes cold after awhile. Healthy learning takes place in the presence of a positive attachment/ transference, and only with this type of relationship with students can the teacher up the ante, cajole, and have some fun without coming across as judgmental or harsh. Clearly, Freud's advice, generalized to the classroom, at least as I read it, is to build rapport and trust, and support the student's abilities affirmatively. But kindliness and upbeat dispositions are not always easy to sustain, especially if the teacher is the target of defensive displacements, or if prior history creates a reflexive readiness to anticipate punitive consequence, regardless of the teacher's effort at rapport and understanding. There is always the chance of silent devaluation, or better performance born from retaliatory fantasies, rather than from a relaxing of resistance and a new motivational spark.

Conclusion

Teaching personality assessment involves clinical skill, knowledge, and an appreciation for the how students experience the teacher. Students who feel psychologically safe in the classroom are more likely to explore new information with motivation to advance their competence as an assessment psychologist. Creating a classroom climate that supports this sense of safety involves attending to conscious and unconscious aspects of the learning process. Freud's writings on psychoanalytic procedure provide insights into the type of classroom climate that makes it easier for students to undertake the challenge of learning personality assessment.

References

Freud, S. (1981). Wild psycho-analysis. In J. Strachey (Ed. & Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 11, pp. 221–227). London: Hogarth Press. (Original work published 1910)

Freud, S. (1981). *On beginning the treatment: Further recommendations on the technique of psycho-analysis I.* In J. Strachey (Ed. & Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 12, pp. 109–120). (Original work published 1912)

Freud, S. (1981). Remembering, repeating, and working through: *Further recommendations on the technique of psycho-analysis II.* In J. Strachey (Ed. & Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 12, pp.147–156). (Original work published 1914)

Handler, L., & Hilsenroth, M. J. (Eds.). (1998). *Teaching and learning personality assessment.* Mahwah, NJ: Lawrence Erlbaum.

Krishnamurthy, R., & Yalof, J. A. (2009). The assessment competency. In M.B. Kenkel, & R. L. Peterson (Eds.). *Competency-based education for professional psychology* (pp. 87–104). Washington, DC: American Psychological Association.

Schafer, R. (1968). *Aspects of internalization.* Madison, CT: International Universities Press.

Sugarman, A. (1978). Is psychodiagnostic assessment humanistic? *Journal of Personality Assessment, 42*, 11–21.

SPAGS: Update and Future Directions

...continued from page 7

procedural questions. Second, I was discussing with a student from another program's master's work, and she was lamenting the fact that she did not possess a particular statistical expertise, which as luck would have it I did know something about. She and I negotiated a collaboration whereby I would help her out with her methods in exchange for authorship on the paper. As an added bonus, I have now collaborated with her mentor as well, and have had the opportunity for broadening my research contacts. What each of these experiences has taught me is that student collaboration can be enormously useful and rewarding. Although it often may feel differently, students possess a high degree of knowledge and skill, albeit tending to be more focused and less broad than the professionals. I see SPAGS as a place to foster these types of exchanges and relationships. What I would most like to see are papers in press that are a direct result of SPAGS student collaborations, and students practicing better because they have gotten advice from a peer. Importantly, I am not suggesting that this replace the formal supervision or research work that occurs as part of one's graduate training, but rather as an adjunct, allowing SPAGS members to perform even better than they would otherwise.

I want to encourage each of the students to consider seeking out collaboration and help on the Google Group and Facebook pages. (*Note:* Do not post information about a client on either of these pages.) I envision the following types of queries: "I've been told I really need to be doing MLM for this research; does anyone have some experience with that?" "I was told by my supervisor that I should give my client a TAT; can anyone suggest some good beginners reading?" "I have some data on X and Y and would like to test a model using SEM; would anyone be willing to work on that with me?" And so on. Students are often more available and less intimidating than faculty, and are eager to get more experience through helping. This is what I would love to see as the entity of SPAGS: students collaborating in research and practice. I also welcome your visions, and if you would like to share them, don't hesitate to contact me at aidan@psu.edu.

2011 Annual Meeting Continuing Education Opportunities

...continued from page 9

opportunities for learning how to deepen assessment applications in clinical work.

Three additional sessions, each concerning advanced assessment issues, deserve special mention. Bob Bornstein will present "Process-Focused Assessment of Personality Pathology," in which he will address using a sophisticated, process-focused approach to conceptualize personality dynamics. Tom Shaffer's workshop, "Psychological Assessment Based on an Ego Functions

...continued on page 15

2011 Annual Meeting Continuing Education Opportunities

...continued from page 14

Model: A 21st Century Approach" offers a method of integrating test data meaningfully by ego function and is highly relevant for teaching, supervising, and practicing professionals. Bruce Smith and Odile Husain will present an intermediate/advanced workshop, "A Structural Psychodynamic Approach to Personality Diagnosis" aimed at formulating a multilayered personality diagnosis using multiple test measures.

SPA gives due attention to assessment researchers and journal readers in offering two stellar half-day workshops: one by *Journal of Personality Assessment*'s statistical expert David Streiner on single-case studies, and the other by Martin Sellbom on structural equation modeling (SEM). David's workshop is a must for clinicians who want to systematically evaluate their clients' treatment progress, and Martin's session will provide a valuable introduction to the use of confirmatory factor analysis and SEM.

In light of SPA's recent success in having personality assessment included as a proficiency in professional psychology, the plethora of learning opportunities at the annual meeting provides a valuable mechanism for proficiency development. We encourage you to reserve the dates of March 9–13, 2011, and look forward to seeing you in Boston.

New SPA Fellows

Piero Porcelli, PhD, (1959) is the executive head of the Clinical Psychology Unit of the Istituto di Ricovero e Cura a Carattere Scientifico De Bellis Hospital in Castellana Grotte (Italy), a research-based medical hospital. He was trained in psychoanalysis and is strongly interested in the integration of psychotherapeutic approaches. As a student, he was trained in classic European and U.S. Rorschach systems (Bohm, Losli-Usteri, Klopker, Beck) and later in the Comprehensive System by J. Exner at the Rorschach Workshops in Asheville, NC. He is currently actively engaged in teaching psychotherapy in Italian university programs and training schools of psychotherapy and personality assessment, particularly the Rorschach Comprehensive System. He served as Editor of the *Bulletin of the International Rorschach Society* from 2003 to 2009. His main clinical and research work is focused on psychosomatic medicine and personality assessment. In 2009 he received the qualification of "psychosomatic specialist" by the International College of Psychosomatic Medicine. He is a member of the editorial board of Italian and international journals (*Psychotherapy and Psychosomatics*, *Rorschachiana*, *Medicina Psicosomatica*, *Psichiatria e Psicoterapia*, *Ricerca in Psicoterapia*, *Psychomedia.it*). He is the author of more than 50 papers in peer-reviewed journals and some books, including *Il test di Rorschach secondo il sistema di Exner* (co-authored with J. Exner; 2002), *Psychosomatic Medicine and the Rorschach Test* (2004), *Psychological Factors Affecting Medical Conditions: A New Classification for DSM–V* (2007), and *Medicina psicosomatica e psicologia clinica* (2009). He was also one of the Journal of Personality Assessment guest editors for the special issue "Personality Assessment in Medical Setting" (2007).

SPA Website

Please visit the SPA website at www.personality.org for information about all of SPA's happenings. Among its many items, the website includes PDF links to back issues of the *SPA Exchange*.

Dr. Roger L. Greene: Bruno Klopfer Award Winner, 2010.

From the Editor…

Jed A. Yalof, PsyD, ABPP, ABSNP

This issue of the *Exchange* features Bob Erard's review of SPA's state and future status amid some very positive developments. Alan Schwartz presents the first part of a two-series article on diagnosing adult ADHD. Chris Hopwood offers a reader-friendly overview on the evaluation of structural validity. Linda Knauss tackles the thorny issue of assessment, ethics, and the Internet. Bruce Smith provides the latest information on his work as Advocacy Coordinator and on the Society for Personality Assessment Foundation. Jed Yalof draws on some of Freud's writings when discussing factors that contribute to a positive climate in personality assesment classes. Aidan Wright updates us on SPAGS. Radhika Krishnamurthy summarizes the wonderful continuing education opportunities that await us at the 2011 Annual Meeting in Boston, and the tentative schedule of this year's program is provided. Until next time...

Permissions

Society for Personality Assessment
6109 H Arlington Road
Falls Church, VA 22044

Volume 23, Number 1
Winter 2011