Annotated Bibliography

From the *SPA Exchange*

Teaching and Supervision of Psychological Assessment

Virginia Brabender & Jed Yalof

Teaching

Brabender, V. (November, 1991). Training competent assessors: Administrative issues. *SPA Exchange, 1 (2)*, p. 1-2, 4-5.

Comment: Brabender takes a look at internship settings and assessment practices that may be more in the service of expediency rather than training goals.

Greene, R. (November, 1991). Teaching personality assessment. *SPA Exchange, 1 (2)*, p. 3-4.

Comment: Greene recognizes that often, faculty members who are assigned personality assessment courses may have little prior experience in doing so. He offers very practical guidelines and tips for teaching personality assessment courses that focus primarily on self-report instruments. Greene focuses most intensively on teaching the MMPI-2.

Lerner, P. (Spring, 1993). Presidential Address: Training, mentoring and excellent in personality assessment. *SPA Exchange, 3 (1),* p. 1-2, 8.

Comment: Lerner writes very poignantly about the students' internalization of a humanistic-clinical attitude, a concept of Greenson's that Lerner applies to personality assessment.

Yalof, J. (Fall, 1993). Some impressions of the phenomenology of the Rorschach student: A teacher's perspective. *SPA Exchange, 3 (2),* pp. 11-12.

Comment: Yalof wryly but helpfully discusses student skepticism about the Rorschach and explores the easy identification students have with the position of their clients taking the Rorschach. He offers suggestions to address student skepticism.

Tuber, S. (Spring/Summer1995). Will the teaching of the Rorschach disappear? *SPA Exchange,* pp. 4-5, 16.

Comment: Tuber shares a letter that he sent to all directors of doctoral programs describing three reasons why the Rorschach should be included in assessment training. Tuber's arguments have relevance two decades later.

Yalof, J. (Fall/Winter, 1996). The Teacher's Block: A new column. *SPA Exchange, 6 (2), pp. 10-11.*

Comment: In this column, Yalof captures the scope of the new Teacher's Block column. He describes his own lived experience in teaching an intensive, beginning Rorschach workshop. Student reactions will be familiar to most (perhaps all?) Rorschach instructors.

Yalof, J. (Spring/Summer, 1998). So you want to be a research mentor, supervisor, and teacher: An interview with Greg Meyer.

Comment: In this interview of Dr. Meyer, the topic of how to mentor students in assessment research (including the dissertation) is explored. Greg talks about the importance of professional socialization in this process.

Yalof, J. (Summer, 1999). Teaching the limits and beyond: Bridging learning disabilities and psychodynamics. *SPA Exchange, 9 (3),* pp. 13, 19.

Comment: Yalof describes the challenges of "helping students bridge the relationship between child and adolescent assessment, the culture of public education, the diagnosis of learning disabilities, and psychodynamic and implications of school psychology evaluations" (p. 13). However, in doing so, he makes the important point that any particular assessment case can take a supervisee to a new frontier, and the task of the supervisor is to help the supervisee have a successful introduction to the new area.

Yalof, J. (Winter, 2000). The thorny issues of teaching intellectual assessment. *SPA Exchange, 10 (4),* p. 7.

Comment: Wryly, Yalof talks about the ethical and logistical challenges that befall the assessment instructor teaching intellectual assessment. He describes them humorously, but all of them are real.

Yalof, J. (Spring/Summer, 2001). Developmental stages of internalizing an assessment model. *SPA Exchange, 12 (1),* p. 3.

Comment: Yalof presents a three stage model by which the psychology student makes an assessment model his or her own. Yalof discusses the importance of pitching educational interventions to the students' developmental level.

Yalof, Y. (Summer, 2002). A Rorschach typology of blocked teachers. *SPA Exchange, 14 (1), p. 6.*

Comment: Although the style is tongue-in-cheek, the teaching impediments that Yalof identifies, impediments often rooted in the instructor's own dynamics, are not.

Abraham, P. (Summer, 2003). Multicultural diversity assessment: An evolving process. *SPA Exchange, 15 (2),* p. 10-11, 22.

Comment: Abraham provides extensive source material for multicultural adaptations of the TAT. She discusses the usefulness of students' reading the original TAT literature by Morgan and Murray, and then Murray.

Abraham, P. (Spring, 2003). How do we teach an advanced assessment program in a doctoral program?, *SPA Exchange, 15 (1)*, 8-9.

Comment: Abraham provides suggestions as to what might be the goals of an advanced assessment course and different formats that would allow the instructor to meet them.

Abraham, P., & Yalof, J. (Winter, 2004). From stacking Legos to building cities. *SPA Exchange, 16*

Comment: Using Rorschach structural variables, lightheartedly captures the blocks that students and teachers can face in the process of teaching and learning psychological assessment.

Abraham, P. (Summer, 2005). What's in a name: Bridges to new understanding: MMPI-2 Restructured Clinical Scales and Personality psychopathology Five (PSY-5) Scales. *SPA Exchange, 17 (2),* 3-5.

Comment: Abraham takes us into her classroom as she shares the history of the MMPI and her students' perspicacious responses to the lesson.

Abraham, P. (Winter, 2005). A picture is worth a thousand words*. SPA Exchange, 17(1), 5-6.*

Comment: Abraham describes the utility of having her students reflect upon the thematic content of the Picture Arrangement subtest of the Weschler. Students analyze card content for irony, male and female stereotypes, and shaming and ridiculing experiences. She offers some attention to the parallel process aspects of clients being assessed and students being evaluated. Finally, she provides an incisive literature review of some of the research on the correlates of Picture Arrangement performance.

Kurtz, J. (Summer, 2006). Getting students interested in personality assessment: Strategies for early intervention. *SPA Exchange, 18 (2),* 2-3.

Comment: "So, why are many of the brightest students of psychology so uninspired by the enterprise that excites us so much?" Kurtz poses and helpfully answers this question. He also gives some attention to psychological assessment in undergraduate education.

Abraham, P. P. (Summer, 2006). Incorporating spirituality as a dimension of personality assessment: Intersecting pathways. *SPA Exchange, 18 (2),* 7, 10-11.

Comment: In this *Teachers Block* column, Abraham discusses how religion/spirituality is relevant to personality assessment, and how it can be integrated with a positive psychology perspective on human functioning. Abraham also provides an interesting discussion of the links between the Five Factor Model and religion/spirituality.

Abraham, P. P. (Summer, 2007). Incorporating dimensionality of classification of personality: Functioning in assessment training. *SPA Exchange, 19 (2),* 6, 14.

Comment: This Teachers Block column provides a discussion of how the incorporation of the Psychodynamic Diagnostic Manual into an assessment curriculum enables students to capture personality in its fullness, including healthy aspects.

Abraham, P. P. (Winter, 2007). Incorporating diversity into assessment courses, *SPA Exchange, 19 (1),* 6-7.

Comment: Abraham provides a number of concrete suggestions for injecting the exploration of diversity into course content. She also provides an excellent list of references of articles and books that focus on the intersection of diversity and assessment.

Abraham, P. P. (2008). Teaching assessment case conceptualization: Misattribution bias and clinical judgment. *SPA Exchange, 20 (2),* 6,3.

Comment: In this Teachers' Block column, Abraham explores the kinds of biases and errors that prevent assessors, including student assessors, from making sound clinical judgments.

Lehmer, M. (Summer, 2010). Teaching assessment for child custody evaluations to psychology students. *SPA Exchange, 11 (2),* 5, 13-14.

Comment: This article describes an elective advanced course on Child Custody Evaluations. Students learn about the fundamental assessment principles, organizational guidelines, and specific assessment instruments. Students learn about the important contribution personality assessment can make in this practice area.

Yalof, J. (Winter, 2012). Teaching activities to enliven the personality assessment class. *SPA Exchange, 24 (1),* p. 6.

Comment: Yalof provides a treasure trove of techniques to engage students in personality assessment learning such as having students pair off and serve as each other's supervisor.

Yalof, J. (2014). Bad endings: Teaching students about another side of assessment. *SPA Exchange, 26 (1),* p. 5, 13.

Comment: This article helps trainers to recognize that students' reflecting on those occasions when a client responds negatively to an assessment experience can have much value in their training. He provides a number of different scenarios that could usefully be discussed in an assessment seminar.

Fischer, C. (2014). Obviating "bad endings." *SPA Exchange, 26 (2),* p. 7.

Comment: In her response to Yalof's column in the last issue, Fischer provides valuable guidelines and tips to ensure that the client will find the assessment process including the feedback to be positive. For example, she talks about the helpfulness of the client's identifying circumstances when he or she does and does not exhibit some difficulty revealed in the assessment.

Supervision

Yalof, J. (Winter, 1999). Psychological assessment supervision of psychology interns and postdoctoral fellows: An interview with James H. Kleiger. *SPA Exchange, 8 (2),* p. 11, 17.

Comment: Dr. Kleiger distinguishes the different needs of the intern and postdoctoral fellow with respect to assessment supervision and provides valuable tips as to how the assessment supervisor can meet those needs.

Yalof, J. (Fall/Winter, 2000). The role of the academic training programs in teaching supervision and consultation skills. *SPA Exchange,* 11.

Schwartz, A. (Summer, 2004). Challenges of assessment supervision in a hospital setting, *16 (2),* 6.

Comment: Schwartz outlines the panoply of special issues that the inpatient supervisor must address in supervision such as the necessity for very rapid turnaround in report writing.

General Topics on Training

Brabender, V. (Winter, 2005). Training guidelines and credentialing. *SPA Exchange, 17 (1),* p. 7, 11.

Comment: This piece describes a set of training guidelines established by a task force of the same name. The guidelines set out a developmental trajectory whereby trainees can gain the formative experiences to become competent assessors.

Huprich, S. (Summer, 2002). Why instructors and supervisors must advocate for the Rorschach. *SPA Exchange, 14 (1),* pp. 4-6.

Comment: Huprich talks about some of the major challenges in providing adequate training in personality assessment, especially with the Rorschach, and offers six strategies to meet these challenges.

Ethics related to Teaching and Supervision

Knauss, L. (Summer, 2013). Ethics, remediation, and competence in assessment. *SPA Exchange, 26 (1),* p. 4, 12-13.

Comment: Knauss presents a scenario in which a student is failing to meet benchmarks on a range of assessment tasks and the important steps assessment supervisors must take in order to remediate the student's problems. She identifies the relevant areas of the ethics code that would aid supervisors in taking appropriate actions. She describes the critical elements of a remediation plan. She also talks about some of the role conflicts that can interfere with the supervisor's efforts to successfully remediate a student.

Knauss, L. (Summer, 2014). Ethical issues in assessment supervision. *SPA Exchange, 26 (2),* p. 4, 11-12.

Comment: This column provides a very thorough exposition of the crucial points any assessment supervisor should keep in mind in conducting ethical assessment supervision. Dr. Knauss reviews the relevant section of the ethical code. She draws the reader's attention to informed consent issues and the maintenance of confidentiality (for example, she draws our attention to the careful use and disposal of electronic products such as videotapes or DVDs). She also raises the interesting issue of the use of contracts in supervision, written agreements in which the goals and processes are specified.

Yalof, J. A., & Bram, A. D. (Summer, 2015). Listen to the music. *SOA Exchange, 27 (2),* p. 7, 18-19.

Comment: Yalof and Bram describe a Rorschach coding teaching tool wherein students are given the opportunity to score such favorite songs as "Black is Black," "Human Fly," and "Dirty Water." They encourage adaptation of the "instrument" to other personality tests.

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