Annotated Bibliography
From the SPA Exchange
Teaching and Supervision of Psychological Assessment
Virginia Brabender & Jed Yalof

Teaching


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


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.


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.


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.


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.

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.


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.


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.


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.


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.


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.

**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.


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


**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.


**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.


**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.

**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.


**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.


**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.


**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.


**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.


**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.

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


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*.


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


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.


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

**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.


**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.


**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.

**Updated:** 9/17/15