

# SPA Exchange

Volume 2, Number 2

Fall, 1992

## ISSUES IN THE DEVELOPMENT AND USE OF THE MMPI-A

*Robert P. Archer, Ph.D.*

The Minnesota Multiphasic Personality Inventory - Adolescent (MMPI-A) was released in August, 1992. This instrument represents the first revision of the MMPI specifically designed for use with teenagers. Similar to the development of the MMPI-2, an attempt was made to build the MMPI-A on the most useful and productive aspects of the original test instrument, while also trying to improve on several aspects of the original test instrument. The Re-standardization Committee responsible for the development of the MMPI-2 was also involved in the initial development of the MMPI-A. Specifically, the Re-standardization Committee developed an experimental form of the MMPI (Form TX) that contained 704 items and supervised the initial collection of normative data with Form TX in several geographic settings. On July 1, 1989, the MMPI Adolescent Project Committee was appointed through the University of Minnesota Press and consisted of James Butcher, Auke Tellegen, Beverly Kaemmer, and Robert Archer. This committee made the final recommendation to proceed with the development and publication of an adolescent form of the MMPI and also provided recommendations concerning normative criteria, item and scale selection, and profile construction to be incorporated in the adolescent form.

Several observations and factors served to motivate and shape the development of the MMPI-A. Most of these factors were reflected in survey findings by Archer, Maruish, Imhof, and Piotrowski (1991) in their investigation of the relative popularity of 67 assessment instruments used among clinicians who routinely evaluate adolescent clients. Findings from this study indicated that the MMPI was the third most frequently cited assessment instrument in this age group and the sixth most frequently employed instrument when evaluated for frequency or intensity of use. Moreover, the MMPI was the most widely used objective personality assessment measure with teenagers and the only objective measure included in the top ten instruments found for survey results. Survey findings also indicated that the major advantages

associated by clinicians with the use of the MMPI with adolescents included its overall usefulness in treatment planning, the accuracy of interpretive statements generated from profile information, the comprehensive measurement of psychopathology offered by the MMPI, and the extensive research literature available to assist the clinician in the interpretation process. In contrast, the major disadvantages associated with the MMPI by survey respondents were the length of the item pool and the administration time required for the test, the outdated aspects of the available adolescent norms, the reading requirements of the instrument, and the inclusion of inappropriate or outdated items. The developers of the MMPI-A attempted to address most of these problem areas. The instrument length was reduced from 556 to 478 items and 70 items were revised or modified to simplify wording or improve relevancy to adolescent life experiences. Contemporary normative data was collected for the MMPI-A and, after the use of several exclusion criteria, were based on 815 girls and 805 boys from eight widely-dispersed geographic

*...see MMPI-A page 2*

## WHERE THE ACTION IS IN PERSONALITY ASSESSMENT

*Bill Kinder, Ph.D.*

During the past few years I have had a number of discussions with colleagues from around the country regarding the importance of personality assessment as viewed by academic departments responsible for training new graduate students in psychology. While it is certainly not the case in all institutions,

it is my impression from these discussions that assessment is not all that highly valued in many departments of psychology.

These impressions were further validated in a symposium on Training

*...see Action page 10*



# SPA Exchange

## MMPI-A

*continued from front page*

settings involving diverse ethnic groups. The decision was made to retain the standard or traditional clinical scales within the MMPI-A, while also electing to add several new scales specifically related to adolescent development and psychopathology. The comprehensive MMPI-A manual reports substantial reliability and validity information concerning the new test instrument including findings for the normative sample as well as data generated from clinical samples (Butcher, Williams, Graham, Archer, Tellegen, Ben-Porath, & Kaemmer, 1992). MMPI-A recommendations and suggestions are also provided in recent texts available to assist in MMPI-A interpretation. These combined sources provide extensive data concerning the test-retest reliability, internal consistency, and factor structure of the MMPI-A as well as external correlates of traditional and new MMPI-A scales.

Despite the substantial amount of attention, time, and resources that were invested in the development of the MMPI-A, this instrument (like any other complex psychometric measure) will require an extended period of investigation in order to fully understand the limitations and applications of this revised measure. The major purpose of the current article is to offer speculations concerning some specific areas which may prove productive in terms of systematic research attention. For the purposes of this discussion, five such areas are delineated. These topics include the issues of codetype congruence and codetype correlates; profile elevation; correlate meanings of new scales; optimal age ranges for MMPI-A use; and impact of the development of the MMPI-A on clinicians' test use patterns and future revision efforts.

The issue of codetype congruence has been centrally involved in discussions of the MMPI-2 because of the relevance of this issue to the generalizability of

the literature from the original form of the MMPI to the revised instrument. As reported in the MMPI-A manual, the two-point codetype congruence rates between the MMPI and MMPI-A for adolescents in the normative sample were 67.8% for males and 55.8% for females, and 69.5% for males and 67.2% for females in the clinical sample (Butcher et al., 1992). Restricting two-point codetype classification to only those MMPI profiles that show a minimum of five points definition between the second and third most elevated scales, the congruence rates increased to 95.2% for males and 81.8% for females in the normative sample, and roughly 95% for males and females in the clinical sample (Butcher et al., 1992). These data are quite similar to the two-point codetype congruence rates between the MMPI and the MMPI-2 which have been reported for normal and clinical samples of adults. These findings suggest that much of the debate that has centered on the congruence rates for the MMPI-2 may be eventually extended in discussions of the MMPI-A. Fortunately, much of what we learn concerning congruence and generalizability based on our experiences with the MMPI-2 are also likely to be generalizable to our developing understanding of the MMPI-A. More research studies are needed, however, on the correlate patterns of commonly occurring two- and three-point MMPI-A cotypes. To date, findings from studies in this area have not been consistent. A central question concerns the degree to which the correlate patterns found for cotypes are consistent across samples of adolescents and adults (i.e., MMPI-A and MMPI-2 comparisons) in a manner similar to the consistency found in the correlate meanings of single scale elevations across these age groups.

A second area of research interest related to the MMPI-A may well be associated with the relatively low magnitude of MMPI-A basic scale elevations that are likely to occur for this revised instrument. Relatively low-range mean profiles have long been

found for the original form of the MMPI when adolescent norms were applied in the assessment of adolescent clients (Archer, 1992). The MMPI-A will often produce lower T-score values for adolescents even in comparison with findings for the original test instrument. This observation led, at least in part, to the development of a shaded zone on the MMPI-A profile (encompassing T-score values between 60 and 65, inclusive) to delineate a transitional range between normal and clinically elevated scores on the revised test instrument. A central question requiring further research study relates to the sensitivity and specificity of the MMPI-A in identifying psychopathology in adolescents. Substantial research data would be useful in helping to determine whether the MMPI-A may be subject to increased problems in the accurate detection of psychopathology (i.e., sensitivity) because of the reduction of T-score values or whether the development of the shaded zone on the MMPI-A profile has adequately corrected for this "low T-score range" phenomenon. Would the development of a correction factor for selected MMPI-A basic scales be useful in increasing test sensitivity? Such a correction process might be similar to the K-correction procedure used with adults, but would certainly require unique clinical scale weightings derived specifically for adolescents.

As previously noted, the MMPI-A has retained the standard traditional clinical scales with extensive item deletions limited to scales Mf and Si and extensive item composition changes occurring only on scale F. It would appear very unlikely that the external correlates for the basic MMPI-A clinical scales have changed substantially as a product of the relatively minor revisions of the item pool of these measures. This observation may also be extended to three MMPI special scales that have been carried over to the MMPI-A including the MacAndrew scale, and Welsh's Anxiety and Repression scales. The MMPI-A also includes, however, 25 new scales including 15 content



scales, three supplementary scales, three Si subscales, and four new validity scales that do not have counterparts on the original form of the MMPI. These new measures, particularly those MMPI-A scales which do not have counterparts on either the MMPI or the MMPI-2, will require ongoing validity studies to establish the correlate meanings of these measures in a variety of clinical populations. As more clinical correlate data is firmly established, the interpretation of these scales should become less tentative and provisional and substantial research efforts should be targeted at this issue. The focus of correlate investigations of all MMPI-A scales should be expanded, however, to include attention to possible meanings of low T-score values as well as scale high-points. The controversy concerning whether low scale values have interpretive usefulness should be resolved by findings from systematic research investigations. Research findings thus far seem to suggest that low scale values may be as useful in the description of adolescents as elevated scores, at least for several basic and special scales.

The MMPI has always required a substantial amount of cognitive maturation and reading ability for successful administration and the revision of the test instrument did not substantially change these administration requirements. The issue of the most suitable age range for the MMPI-A was subject to lively debate in the MMPI Adolescent Project Committee with an eventual decision to recommend the use of the instrument with adolescents ages 14 through 18, but with the additional recognition that some adolescents younger than age 14 may be able to profitably undertake the MMPI-A (Butcher et al., 1992). Both the upper and lower age limits of the MMPI-A would benefit from further research attention. The age of 18 which marks the end of the MMPI-A also serves to delineate the beginning age group for administration of the MMPI-2 reflecting the fact that an 18-year-old respondent could potentially be evaluated with either

instrument. In this regard, the MMPI-A manual recommends that adolescents living in an independent environment be evaluated with the MMPI-2, while those 18-year-olds in a more traditional dependent environment (e.g., living at home and attending high school) be evaluated with the MMPI-A. It seems possible that some 18-year-old adolescents will be relatively difficult to place in terms of their suitability for MMPI-A versus MMPI-2 administration given these guidelines. Further, much research attention should be focused on the specific characteristics of those adolescents younger than age 14 who might be profitably evaluated with the MMPI-A. How are such younger adolescents to be identified, and is there an absolute lower limit (e.g., below age 12) to responsible test administration practices?

A final intriguing question involving the development of the MMPI-A concerns the effects of this project on the future use patterns of the revised instrument in adolescent samples and its potential broader impact on future developments across coming decades in other potential revisions of the MMPI. Will the development of the MMPI-A increase the utilization of this instrument with adolescent age groups because of the increased relevancy of this instrument to the assessment of teenagers? This particular issue is of relevance not only to the test publishers of the MMPI, but also the publishers of other instruments who may be weighing the pros and cons of similar revision efforts. In terms of the broader issue, the development of the MMPI-A may ultimately raise questions concerning the advisability of the development of other specialized forms of the MMPI for use with specific populations having specific characteristics. For example, given the extensive evidence that aged populations respond to the MMPI in a manner which is different from their younger counterparts, would an MMPI-G (Minnesota Multiphasic Personality Inventory - Geriatrics) be

...see MMPI-A page 12

## Marguerite R. Hertz (1897-1992)

Marguerite Hertz (née Rosenberg) was born in New York City on August 31, 1897. In her professional career as a psychologist she was internationally recognized and acclaimed as one of the distinguished small handful of pioneers in the development and advancement of the Rorschach test. Among her many accolades, she received (in 1970) the prestigious Great Man Award of the Society for Personality Assessment. She was the first woman to be accorded this honor. Other honors include the Distinguished Service Award of the Ohio Psychological Association (1979) and the Distinguished Citation of the International Rorschach Society (1981).

Marguerite had been in declining health for the past two years. She struggled valiantly to keep up her usual vigor and integrity in spite of a failing heart and a series of strokes. In fact, she had already suffered a mild stroke before she courageously gave her last address, which was in New York City in 1989, at the 50<sup>th</sup> Anniversary meeting of The Society for Personality Assessment. Having savored an active life committed to worthwhile causes, she resented the ravages of age. She maintained her interest in the world, strong opinions, and attentiveness to dress and grooming until the end of her life. She died at home in Cleveland, Ohio, on June 26, 1992.

Marguerite went to Hunter College in New York City, where she concentrated on philosophy and foreign languages, and received a BA in 1917. She also attended Columbia University; and she taught French in New York City schools for a year or two. She met her husband-to-be, David Ralph Hertz, who was from Cleveland, while he was studying for a law degree at Columbia. (Adlerians may be interested to know

...see Hertz page 4



# SPA Exchange

## Hertz

*continued from page 3*

that Marguerite was the youngest of seven children, whereas Ralph, as he was called, was the oldest of seven.) Marguerite moved to Cleveland upon their marriage, in 1922. They had two children: Willard, born in 1924, who just recently retired from a career as a director of charitable foundations; and Harlan, born in 1933, who is practicing law. Marguerite and Ralph depended on each other and cherished a strong, mutual devotion. They were gracious hosts in their home and derived much joy from their children and grandchildren. Ralph died in 1985. Marguerite used to laugh and say she took up the study of psychology because her young son had a tantrum. Willard recounts but doesn't recall (he was very young) that his mother spoke to him in French during his early development, thinking that he would thus learn French and pick up English anyway, on his own. However, when a visiting relative teased him about the French he threw a plate. Consequently, Marguerite decided to go back to school to study developmental psychology.

There are, of course, significant realities in this little "family joke." For Marguerite, family matters, especially the well-being and education of the children, had top priority. Additionally, she expected proper behavior and proper achievement--from herself as well as others; and she was willing to devote extraordinary time and effort to attain her objectives. Her sense of humor usually took the form of sardonic assessments of other people and of social or political issues. Sometimes, however, she would target herself and find humor in her own foibles.

When Marguerite returned to school she attended Western Reserve University (now Case Western Reserve University), earned her master's in psychology in 1928, and became a research associate at the Brush

Foundation for the Growth and Development of the Child (at the School of Medicine of WRU). During her several years with the Brush Foundation she tried various methods of investigating personality. She became dissatisfied with the usual tests of isolated traits, and worked on devising methods for getting at dynamic processes. Characteristically on the forefront, she experimented with scrambled, ambiguous pictures which she had made for her at the Museum of Art and with pictures from the Museum of Hieroglyphics. As she later recollected, using her characteristic military metaphors, she described herself as joining a "revolt" against rigid psychometric procedures, a "rebellion" against the piecemeal approach, a "struggle" to describe the whole person.

In 1930, she was introduced to the Rorschach inkblots by Samuel Beck (who had lived in Cleveland and was a close friend of Ralph's) and David Levy. Levy suggested to Marguerite that she try the Rorschach in her research. In order to study and use the Rorschach at the Brush Foundation, Marguerite had to convince her chief there, who was skeptical about the value of inkblots. Marguerite was persistent, however, and he finally relented. In 1932 she wrote her doctoral dissertation on the Rorschach and was awarded her PhD in psychology at Western Reserve. She was a faculty member in psychology there for forty years before becoming Emerita in 1970.

Her work was focused on the Rorschach. She was one of the small group of founders of the Rorschach Institute, the forerunner of today's Society for Personality Assessment, serving as President in 1940-41; and she participated in founding and editing The Rorschach Research Exchange, which was the forerunner of the Journal of Personality Assessment. She wrote approximately 60 publications, nearly all concerning the Rorschach. Almost every ten years Marguerite would critically evaluate developments and publish a review of the status of

the Rorschach. But she never published a book on her system. This was a source of disappointment to her as well as to her students.

In the late 1930's Marguerite had amassed normative data from Rorschachs given to thousands of children and adults and was writing a book based on these materials. However, someone at the medical school confused Marguerite's boxes of data with boxes earmarked for the furnace, and her materials were mistakenly incinerated. She has explained that her data were irreplaceable and that therefore she could not write the book. Still, it is puzzling that she did not ever write some other book on Rorschach, such as one describing her method. She has been recognized among her peers and her students as one of the greats in Rorschach; but because she did not publish a book on the Hertz system, her work is probably not as well-known as it might be otherwise.

Dr. Hertz used to offer three semesters of Rorschach courses in the Graduate Psychology Department at Case Western Reserve: Administration and Scoring, Interpretation, and Advanced Interpretation. She also gave summer workshops, which were very popular. They were attended by psychologists and student psychologists from all over the country and from abroad. The atmosphere in her classes was exciting, and, as was true in many classrooms in earlier days, very smoky. She was fascinated with her subject matter and her interest was contagious. Though she pushed herself and her students to perform, and was exacting and demanding, she was thoroughly prepared and her students benefited. She read and filed everything that was published on the Rorschach. In the 1940's and 1950's she or her teaching assistant would cut out every abstract in Psychological Abstracts that was relevant to Rorschach and paste it on a "3X5" card, which she filed in her numerous card catalogues. She never rested contentedly on her past

*...see Hertz page 6*



# A RESEARCH COURSE FOR OUR TIME

*Edwin E. Wagner, Ph.D.*

Most graduate students in clinical or counseling psychology contrive to pass their statistics/experimental design courses and some even manage to retain what they have learned. Yet, when confronted with the dissertation or the "opportunity" to engage in research, typical student reaction borders on panic complicated by retrograde amnesia. This article reviews several course components developed to allay student anxiety and further the course of science. I hope the institution of this approach in other schools may ease the passage from student to researcher.

## Philosophy of Science and Research in Psychology

Many articles published in the American Psychologist are related to the philosophy of science. I find it useful to trace the historical development of science in the western world with an emphasis on the different outlooks engendered by the empirical, rational and pragmatic approaches. This exercise helps the student understand and reconcile what otherwise may appear to be disconcerting dissimilarities in the research. Appropriate reading assignments in this respect would be articles such as Burisch's (1984) paper which discusses the different theoretical-philosophical perspectives underlying test construction.

Contrasting the mechanistic view of science with the concept of emergent phenomena makes the point that (behavior) can be studied at its own level without reducing it to smaller units of observation. Viewpoints inherent in concepts such as Tolman's cognitive maps can be introduced to

show that it is not necessary to deal with physiological processes or minute stimulus response connections in order to make psychology "scientific." The confusion which can ensue when conflating different levels of explanation can be demonstrated with readings such as Parisi's (1987) article which details how Freud, in developing psychoanalysis, eventually forsook his reductionist position.

The student should be apprised that psychology is not a thoroughly integrated science but, nonetheless, can achieve prediction within circumscribed areas of concern. Examples can be adduced from applied areas such as the composite of theory, aptitude tests, vocational inventories and moderate behavioral predictions which together constitute a logically interconnected set of observations, assumptions and predictions which resulted in a reasonable success story for psychology in the "science" of occupational advisement. The idea is to reassure the prospective researcher that a "bite size" piece of research can be pursued provided the level of observation and prediction is specified and a consistent explanatory model is explored.

It is instructive to discuss the elements of a successful scientific theory, including essential topics such as prediction, generalizability, precision, and heuristic value. An obvious follow up is to review various psychological theories in the light of scientific requisites. It helps, to recognize that, while psychoanalysis possesses great heuristic value, it falls short when it comes to precise predictions. This supplies the student with a context for evaluating theory and appraising research.

## Choosing A Topic

Many students have trouble going beyond what has been done to what might be done. As an impetus to formulating a viable research idea I make the following suggestions.

1. Pick a topic that is of interest, that "turns you on".

2. Make sure the topic is something you can get through in a finite amount of time and with reasonable effort.
3. Is the research worth doing, i.e., will it contribute to the field?
4. Find out what topics are of contemporary interest, by reading the journals. Newly emerging areas of concern are especially attractive. Review papers are a good source of ideas since they often acknowledge questions which need to be addressed in a given area of interest.
5. Check with your teachers. They usually have a good notion of what is "hot" and may have some research ideas of their own to share.
6. Do not engage in "fishing expeditions" in which groups and treatments are merely thrown together in the hope that something interesting emerges. Good research involves empirical data collection which investigates specific hypotheses resting upon some sort of theoretical base.

## The Literature Search

Many students do not know how to conduct an effective literature search. I begin with the basics, first reviewing in-print resources such as Psychological Abstracts and reference sections in text books and journal articles. I list various computer programs available for conducting a search, emphasizing those which are on hand in the department or school library. Librarians can be very helpful in this respect and are usually willing to serve as guest lecturers.

I use materials from a previous search as a "how to" illustration, taking care to preserve the serial order in which the data were acquired to demonstrate progression. The need to perform a complete search is emphasized and I

...see Research page 12



# SPA Exchange

## Hertz

*continued from page 4*

achievements and was continually evaluating her own system. She truly strived for intellectual honesty and for excellence. To her credit, she accepted--even welcomed--reasonable criticism from others and tried to respond in a positive, constructive way. When she thought that something was not right, she made an effort to do whatever she felt might be required to correct the situation. She would therefore make revisions in her system from time to time, resulting in a distribution of new sets of materials which, in those days, were copied with a mimeograph or hectograph machine.

Marguerite firmly believed in developing standard procedures for the administration and scoring of Rorschach and in application of scientific methods. She was the first to propose uniform procedures for aspects of the Rorschach she believed to be amenable to standardization. She also was the first to collect normative data on children and adolescents and was first to publish extensive Rorschach response frequency tables to be used for adolescents and adults. She stressed the need for improvements in research design and for validation studies on matters of interpretation. She devised a system for numbering all the areas in each inkblot. Her students memorized all the numbers and could notate each response accordingly without using illustrated location sheets. They were verboten anyway, since she thought that exposing them to subjects during the Inquiry would change their perceptions.

In her early years Marguerite advocated a psychometric, nomothetic approach to Rorschach; she taught interpretation with strong emphasis on the ratios, formulas, and percentages on the psychogram. Her students, however, suspected that her often brilliant deductions were based on clinical inferences and intuitions. And even in matters of scoring, her students had to reconcile her advocacy of objectivity in

scoring with her tendency to get into the inner world of the subject and score according to what she felt was meant. In actuality, Marguerite could never adhere strictly to an atomistic approach to personality assessment. She always instructed her students to think globally, view the person as a whole, and take into account not only the internal actions of psychological factors, but also the person's history and experiences, physical condition, and social-environmental circumstances. She looked at the dynamic interplay of an individual's strengths and weaknesses and did not stick rigidly to whatever was currently fashionable in psychiatric classification categories. In her later years she stressed the adoption of a more idiographic, insight-oriented approach, and called for the development of innovative research designs to accommodate the use of clinical methods.

She derived a deep feeling of satisfaction from the fact that she was an influential teacher of clinical psychology to thousands of students. Through her enthusiastic style, forceful language, missionary zeal, and her arsenal of information and experience, she had an effective impact on not only the thinking but also the professional values and conduct of her students. In her discussions of personality assessment she would sometimes express her opinions on related human, social, and political issues and thereby broaden the context to include values and standards. Her humanitarian interests and her sense of responsibility were obvious.

Marguerite's striving to do the right thing was evident not only in her professional career, but also in her community work. She was very much interested in social and political issues; and, moreover, she was willing to stand up for and act upon what she believed. She volunteered immense energy and time to causes she endorsed. In 1940 she campaigned for Roosevelt in the Roosevelt-Wilkie presidential election. In addition, when Mrs. Roosevelt got together a group of prominent women

to represent women's issues, she recruited Marguerite Hertz. Thus, in 1940, she served as an advisor in writing the first women's rights plank for the Democratic Party. During World War II, when the U.S. relocated Americans of Japanese descent to internment camps in California, Marguerite and Ralph were incensed, feeling that civil liberties had been abridged. Accordingly, they arranged for a Japanese-American boy to come live with them and attend high school in Cleveland. He was with them for two years; and when many older people in the camps had no place to go after the war, the Hertzes helped bring the boy's parents to Cleveland and assisted them in finding jobs. In the late 1940's, Marguerite served tirelessly as president of the Cleveland Section of the National Council of Jewish Women. She was especially interested in a program whereby young women students from war-torn countries were brought to the U.S. to receive education in social work.

With regard to social problems, Marguerite was particularly interested in juvenile delinquency. About 25 years ago, as a member of a national panel assigned to study delinquency and propose solutions, Marguerite was the only psychologist among representatives of various disciplines. She viewed the whole exercise as "a flop" because, in addition to the recognition of sociological and economic factors, she was not able to convince the other members to think about the *psychological* factors which affect behavior. As ever, she thought for herself and arrived at concepts that were ahead of her time. She was not derailed by the rank or celebrity of others, nor was she easily fooled by sophistry.

It is well-known that Marguerite held and expressed strong judgments and opinions. She had little tolerance for phoniness, low standards, or incompetence. She was professionally ambitious and she appreciated personal popularity, but she would not sacrifice

*...see Hertz page 11*



## WHERE ARE THE WOMEN IN SPA?

*Ann M. O'Roark, Ph.D.*

During the three years since the 50th Anniversary celebrations, SPA continues a steady growth pattern; currently SPA's male-female ratio is about 64-36%, male prevalence. Ironically, this ratio was 64-36% female prevalence fifty four years ago. SPA was incorporated, May 6, 1938 at which time 16 of 30 Charter Fellows were women and 20 of 36 Charter Members were women.

This report presents the first gender analysis of SPA membership (gender had never been recorded), and a review of contributions made by women to the organization and personality assessment.

As of January 1992, 857 of the current 2,348 members in the data base are women. The majority of these women (N=479) are in the member classification. The next largest classification is associate (N=144). The greatest discrepancy between men and women is found in the Fellow Classifications where 13% are women.

Women played key roles in the early years and formation of the organization. Dr. Marguerite Hertz and Dr. Samuel Beck published articles in the U.S.A. about the Rorschach before Bruno Klopfer studied the ink blots in Zurich in 1933. Bruno Klopfer was trained by Alice Garbaski at the Psychotechnic Institute in Zurich.

In 1934, after Klopfer arrived in New York, weekly seminars were conducted in Edna Mann's home. That year Helen Davidson became the first Secretary of the then informal group. In 1936 Gladys Tallman, who became the first Treasurer of the Institute, contacted 20 seminar participants about interest in

an informal exchange service and organized a series of conferences to plan what became the **Rorschach Exchange** with its first issue dated September 1936. That same year Pauline Vorhaus became Klopfer's first teaching assistant.

Legal incorporation of the Rorschach Research Institute occurred in 1938 and included Gladys Tallman who was Treasurer, while Bruno Klopfer remained "Director" and Morris Krugman became the first President.

Marguerite Hertz became the second President in 1940; Molly Harrower, in 1943, Pauline Vorhaus in 1962. Louise Bates Ames became President in 1969 after serving a year as President-Elect, a procedure initiated in the mid-fifties. It will have been a time lapse of 24 years before another woman becomes President. Mary S. Cerney will serve a two year term as President when she completes her two year term as President-Elect on August 31, 1993. Dr. Cerney was Treasurer 1980-85, a Representative 1985-90, and Secretary 1990-91.

Other SPA leadership roles held by women include Margaret Ives, Representative 1972-74; Sandra Russ, Treasurer, 1986-90; Marilyn Graves, Administrative Assistant and journal publisher, 1951-86; and Ann O'Roark, Administrative Officer, 1986-92. Joan Quinn Klopfer assisted her husband, Walter Klopfer, with the editing and production of the Journal, 1964-85.

### Leadership in Personality Assessment.

In 1970 Louise Bates Ames presented SPA's "Great Man" award to Marguerite Hertz, then a professor at Case Western Reserve University. Dr. Hertz' primary interests were identified as being in the field of developmental psychology, diagnostic and psychological aspects of abnormalities of behavior, and the theory and techniques of assessment with special emphasis on projective methods.

Two years later, September 3, 1972, in

Honolulu, Hawaii, Molly Harrower was presented the renamed Distinguished Contribution Award. A professor at the University of Florida, Dr. Harrower was born in South Africa and received her degree in psychology from London University in 1928. One hundred nine publications were cited with the publication of her Acceptance Address, "Projection, Play and Poetry." Her creative contributions, including development of the group Rorschach test, won her the APA Distinguished Clinical Psychologist Award, 1980. She is the only SPA member included on the daily calendar acknowledgments in the 1992 APA CENTENNIAL calendar book. Her 1987 book, The Inside Story, co-authored with Dawn Bowers, describes innovative teaching approaches and classical examples of basic Rorschach types.

Two women have received the Samuel J. and Anne G. Beck Award for early career research: Sheila M. Coonerty, 1986, and Patricia Thomas, 1988. The award has been given for nine years. Coonerty's focus was on borderline personality and Rorschach assessment; Thomas looked at assessment of children through fairy tale associations. Both were from Adelphi University.

The Walter Klopfer Award, given since 1986 for contributions to the literature in personality assessment, was awarded for an article co-authored by Pam Boyer and published in JPA in 1991. This article is about early memories as expressions of relationship paradigms. She is based at the Forest Institute of Professional Psychology, Kaneohe, Hawaii. Seven of 45 Associate and Consulting Editors for the Journal of Personality Assessment are women: Virginia Brabender, Phebe Cramer, Jane Duckworth, Deborah Greenwald, Linda Grossman, Jane Loevinger, Lillian Range, and Patricia Sutker.

The 1992 and 1991 Midwinter Meeting programs shows a very slight increase in women participating. In 1991 no women led workshops; in 1992 there were two women leading workshops:

...see Women page 11



# SPA Exchange

## EDITOR'S CORNER

Dear Editor:

I have recently noted clear evidence of broad economic restrictions being imposed on psychologists who are engaged in assessment. In a recent edition of *The Dallas Psychologist* there was a copy of a letter sent to all psychologists who are allied health staff at an area hospital. In this letter the hospital controller indicated that, "Due to increasing pressure from insurance companies and managed care organizations, psychological testing fees will be limited to \$350.00 for full battery testing on 100% reimbursement patients effective April 15, 1992. Payment will be reduced by 50%, as usual, in the case of discounted reimbursement. Other testing will be full rate reimbursement at \$60.00 per hour."

A number of issues come to mind when I read such directives. First, I wonder, who will be willing to do assessment work for such a meager financial return? I know few competent psychologists who would do so. Second, will such unchecked efforts not eventually lead to the demise of "the battery" and lead to a more "piece work" approach to assessment? Third, such efforts appear to me to be particularly threatening to the use of projective techniques in assessment, since these tools are not understood and, if understood, not valued by systems consumed by the sacred "bottom line."

I believe, that those who teach, train and do research in the field of assessment should be equally concerned, as the erosion of assessment in the world of practice will call into question the need for intensive training and expensive research efforts spent on assessment techniques which practicing psychologists can no longer employ.

As I listened to Bryant Welch at the midwinter meeting of SPA, I heard him painting a positive future for assessment. In theory, I agree that with restricted lengths of treatment good assessment becomes more important and should flourish. Unfortunately, I have observed that what makes good clinical sense does not necessarily dictate the action taken by those who are attempting to control the cost of mental health care.

I admit that I do not have a clear idea how these restrictions are affecting psychologists outside the state of Texas. I find it hard to believe, however, that if they are not confronting such matters now, that they will escape the struggle much longer. I would hope that SPA could examine this matter very closely, gain access to necessary information concerning the impact of managed care on assessment (perhaps by questionnaire of its membership), and advise SPA members as to steps they can take to stop the erosion of assessment by managed health care.

Rosemarie C. Rothmeier, Ph.D. ■

Editor's Response:

## PSYCHOLOGICAL ASSESSMENT IN THE MANAGED CARE ENVIRONMENT

*Marvin W. Acklin, Ph.D.  
Associate Editor*

By now the impact of managed care on the professional practice of psychology is being felt on all fronts. The impact has created alarm, confusion, consternation, and paranoia, given the excesses of certain managed care entities. News about responses from the American Psychological Association (APA), primarily through the Practice Directorate, and state associations is

beginning to appear. Typically, legislative initiatives, based on model legislation, have focused on regulating managed care entities with respect to procedures, confidentiality, publication of standards, etc. The place that psychological assessment will take in national health insurance, now predicted as an inevitability, is uncertain. It would appear that our dependence on the Practice Directorate is no where more apparent than now, given the need for coordinated leadership and response. Consideration of managed care on the part of the SPA Board, including developing a task force or committee to coordinate information, establish practice guidelines, to dialogue with the Practice Directorate, and to represent the interests of the Society is probably inevitable.

Reports of the negative impact of managed care on psychological testing are becoming more numerous. Outright denials for preauthorization of assessments or a reduction of reimbursement are undeniable threats to psychologists whose professional activities are focused in this area. The overall impact of managed care on the practice of psychodiagnostic assessment remains to be seen. Clearly, there will be changes and there may be opportunities as well for those who are innovative and forward-looking.

Psychological assessment may play a critical role in the establishment of "medical necessity," a shibboleth of managed care, as well as in evaluation of treatment outcomes. The development of focal assessment tools is likely to be stimulated. A prescient article by Sweeney, Clarkin, and Fitzgibbon (1987) may be indicative of emerging and future trends.

The *SPA Exchange*, as house organ for the Society, can play an important role in coordinating information and communicating with the membership of SPA on these critical developments. We invite you to submit letters documenting your experience with managed care. We will perhaps



undertake a more formal survey in the near future. In the meantime, please communicate with: Marvin W. Acklin, Ph.D., Associate Editor, SPA Exchange, 850 W. Hind Drive, Suite 209, Honolulu, Hawaii 96821. Please take the time out of your busy work and let us hear from you about the specific impact of managed care in your evaluation work. Please be specific and outline responses with are emerging from you own locality. Clearly, collective effort on our part will be a necessity.

#### Reference

Sweeney, J.A., Clarkin, J.F. & Fitzgibbon, M.L. (1987). Current practice of psychological assessment. Professional Psychology, 18, 4, pp. 377-380.

## A LETTER FROM LESLIE PHILLIPS, PH.D.

April 28, 1992

Dear Dr. Lovitt:

As you suggested, Dean Wagner did speak to me about the SPA Exchange. You had also asked if I might want to comment on my present interests in the Rorschach. I'm indeed pleased to be asked and so I've included a few paragraphs on where my work on the Rorschach has recently taken me.

I'm unhappy with the recent "Americanization" of the Rorschach test and its reconstruction as simply an objective, formal test of perceptual and personality functioning. Within this orientation no unitary theory of personality provides a coherent framework for the understanding of Rorschach performance. Rather a hodge-podge of formulations are drawn upon for test interpretation that range from the descriptive to the psychoanalytic.

Personally, I prefer to treat the Rorschach not so much as a test, but as a situation in which the client is actively and intensely involved. Indeed, the person is concurrently caught up in a number of divergent tasks for he implicitly "frames" the examiner-client situation as a multiple set of overlapping contexts. The contexts are:

1. The separate historical situations unique to the client and to the examiner, external to the Rorschach situation, that bring the client and examiner together. This context is inevitably of great significance for the client for its outcome has major implications for his future. Thus the examiner is symbolically endowed with the power to define that future.
2. This latent structure of the Rorschach situation provides the context for the moment-to-moment interplay of interactions between client and examiner. We find that interplay directly expressed in what I have called the "stylistic" features of the Rorschach. Since any psychotherapeutic situation is similarly inevitably structured in terms of a disparity in personal and social power between therapist and client (who pays whom for the sharing of time?) I believe that we can reasonably anticipate parallels between the style of interaction between client and Rorschach examiner and client and therapist.
3. Certain non-scorable aspects of Rorschach content (e.g., "hag" rather than "woman" as percept), verbal qualities (e.g., tearing something apart) and adjectival themes (e.g., gloomy, ice-bound) provide a window on what may be termed "life-themes", that is, the kind of symbolic world which the client inhabits and his strategies for survival or adaptation within that world.
4. The conventional scoring system (and its tabulation within the scoring summary) provides for an assessment of the client's resources or deficiencies for

coping with his own subjective world.

Exner and most writers on the Rorschach appear to prefer to start Rorschach interpretation with the scoring summary. I do not. I believe that personality is most directly expressed and is most directly observed, in the moment-to-moment behavioral manifestations of the client as he responds to the Rorschach blots.

He is likely to provide a running commentary on his own performance; he may ignore the examiner in his implicit definition of the situation or may attempt to engage him in further defining it. In any case the fluidity of interaction of the client -- concurrently with the examiner, with the cards as physical objects, and with the blot forms as a perceptual-cognitive challenge, together provide a powerful image of the personality.

\*\*\*\*\*

Dr. Leslie Phillips, Professor Emeritus, Vanderbilt University, and the author of the text Rorschach Interpretation: Advanced Technique, has joined Forest Institute - Huntsville as Adjunct Faculty. Dr. Phillips and the Forest staff will be processing data previously collected on a sample of 525 first time admissions from a state psychiatric hospital. This information was collected from 1960 to 1965 with the support of the National Institute of Mental Health but has not yet been tallied, analyzed and interpreted.

Information received includes a 200 item mental and physical symptom list, a 21 item social competence scale, and a precipitating circumstances index. In addition, fully scored Rorschach protocols are available for this population.

Initial examination of the symptoms from this data yielded interesting preliminary findings. For example, depression appears to consist of twelve statistically independent factors. Other high frequency symptoms will be

...see Letter page 18



# SPA Exchange

## Action

*continued from front page*

in Personality Assessment at our recent mid-winter meeting. Virginia Brabender reported on a recent survey of internship sites which found that the most important aspect for intern selection in the potential intern's graduate training was the ability to do competent psychological assessments. She then reported on her experiences in selecting interns in which she found a significant number of applicants to be poorly prepared in this area.

Both Virginia Brabender and Al Finch noted that APA guidelines for accreditation are broad and flexible with respect to training in assessment. While some departments continue to provide excellent training, some seem to give training in personality assessment only a secondary role at best.

Discussant Irv Weiner noted that academic departments of psychology are not "where the action is" with regard to psychodiagnostics. Rather, the action is in the "real world" and in the market place. Considerable data has accumulated that attest to the value placed on psychological assessment in the real world (Spielberger, 1992; Weiner, 1992); however, it is my growing impression that many academic departments of psychology are lagging far behind in their recognition of this resurgence of personality assessment.

As I continued to think about these issues, I wondered if there might be some way to assess "where the action is" currently with respect to assessment. I then conducted a simple (albeit boring) little survey. Turning to a recent edition of the APA Monitor, I read each and every advertisement in the "Position Openings" section. I broke down these ads into three arbitrary categories: (a) openings in academic departments of psychology offering Masters or Doctoral level training in one of the applied areas of psychology, i.e. clinical, counseling, etc.; (b) Non-academic departments such as

University Counseling Centers, appointments in medical schools, etc.; and (c) position openings in the "real world," for example, mental health centers, private practices, etc. (I excluded the advertisements that did not fit into one of these three categories, i.e., purely administrative positions, post-doctoral positions, experimental psychology, faculty positions, etc.). I then searched each advertisement for any mention that testing, assessment, or psychodiagnostics, might be of any importance to the position in question.

The results support Weiner's (1992) suggestions that the action in psychodiagnostics is in the real world. Of all the listings for positions in academic departments, not a single one made any mention whatsoever that the teaching of psychological assessment would be a component of the position. In the second group (medical schools, etc.), 30% of the advertisements listed psychological assessment in some form as an important component in the position. Finally, in those advertisements for positions in the "real world," 64% of the openings listed assessment as important in the requirements for the position.

Recognizing that these data might not be truly representative, I then turned to a more recent issue of the APA Monitor and repeated the process described earlier. Since these two issues of the Monitor appeared about six months apart, it is likely that there was little overlap in the advertisements that I evaluated; however, the results were remarkably consistent. In these advertisements appearing in the later issue, again not a single one announcing openings in academic departments made any mention of psychological assessment in any manner. For those in the second category, assessment was noted as an important component in 48% of the listings. And for the third category, those announcing jobs in the "real world," 63% listed assessment in some form as a component of the position opening.

The results support the assertions of Spielberger (1992) and Weiner (1992) that psychological assessment continues to be a highly valued component of a large proportion of service delivery jobs in the real world. Those of us in academia need to be more aware of these trends in the market place and adjust our curricula accordingly to meet these apparent demands for individuals who are well trained for the delivery of psychological assessment services.

## References

- Spielberger, C.D. (1992). New horizons for personality assessment. SPA Exchange, 2, 6-7.  
Weiner, I.B. (1992). Current developments in psychodiagnostics. The Independent Practitioner, 12, 114-119. ■

## INTERNATIONAL RORSCHACH SECTION

*John E. Exner, Jr, Ph.D.*

The membership in the International Rorschach Section of SPA has increased substantially during the past year. Currently, more than 600 SPA members also belong to the International Section. Presumably, they recently received copies of the 1992 Bulletin of the International Rorschach Society and an announcement concerning the next International Rorschach Congress which is scheduled to be held in Lisbon, July 19th through the 23rd, 1993. We hope to have a large American contingent at that Congress.

In early June, I had the opportunity to meet with the organizing committee for the 1993 Congress and review the facilities that will be used for the meeting. It is a new psychology building at the University of Lisbon and clearly is an excellent choice. They have built in facilities for simultaneous translation in two very large, very comfortable auditoriums, plus many other well



designed smaller rooms. It is, in many ways, an ideal teaching building that integrates the necessities for a good academic environment with many of the comforts that afford an ease of communication and fellowship.

I was especially impressed by the fact that, when lecturing there, I did not have to endure the long segments required for translation. Most Portuguese people speak English. It is a regular part of their high school curriculum. If you have never been to Lisbon, it is a beautiful, old, historic city, much of which has been modernized, but the central part of which remains as it was centuries ago. It is on the coast and there are extremely convenient means of transportation to reach some of the more beautiful areas of Portugal. The food is good, the service is excellent, and the people are especially friendly. They are, indeed, looking forward to hosting this Congress and have as their objective a larger number of participants than were in Paris (629) for the 1990 Congress.

The formal announcement for the Congress and the final call for papers will be released in the fall. I have been assured by the organizing committee that they will make every effort to accommodate all submissions.

At the last Board meeting of the International Rorschach Society, held in Paris in June, a proposal from the SPA to hold the 1996 Congress in the United States was tentatively accepted, pending receipt of the final proposal. An SPA committee has been appointed to generate that proposal and it is extremely likely that it will be accepted by the Assembly of Delegates at the 1993 Congress. Cities in which the Congress might be held that are currently under consideration include New York, Boston, and San Francisco with a July 1996 date yet to be determined.

Finally, the International Society will be releasing the first issue of the new Rorschachiana under the Editorship of

Irving Weiner at the end of 1992 or the beginning of 1993. A review of the Table of Contents for this issue indicates a very broad cross-cultural representation of papers written by distinguished people, mainly in the Rorschach field. The International Society looks forward to the annual publication of this journal with the anticipation that it will provide a major avenue for exchange throughout the world concerning research and applications of the test. ■

## Hertz

*continued from page 6*

her principles. In her Rorschach classes she taught about the other Rorschach leaders and their systems and compared them with her ideas. She would give credit to others but also openly took issue, often with severe comments, concerning points on which she disagreed. But Marguerite was paradoxical. Harsh words could coexist with sincere respect and affection. Not far beneath the usually self-assured and sometimes confrontational manner, there was caring and vulnerability. She enjoyed many friendships, and along with her directness and frank advice she offered deep loyalty, sympathetic understanding, and constructive support.

Marguerite was proud of her role in psychology. She was particularly influential in the founding, nurturing, and advancing of Rorschach. She lived through and participated in an exciting, adventurous journey, a "Rorschach Odyssey," as she termed it, during the first half-century of what she experienced as a stormy course full of perilous obstacles and upheavals; heroic battles; crises and attacks; but also survival and successes, triumphs, satisfactions, hopes, and bright horizons. She had a full, productive life, and her contributions will continue to enrich us all.

*Carmen Miller Michael, Ph.D. ■*

*continued from page 7*

Judith Armstrong and Rebecca Rieger. The only other workshops led by women during the past ten years was on a specially developed version of the TAT, conducted by two Canadian members, Antoinette Thomas and Stephanie Dudek in 1990.

At the SPA meeting in 1991, women presented or were co-authors of 20 paper or symposium presentations out of a total of 104 such sessions (19%); in 1992 the number increased to 34 of 116 (29%). Women chaired 7 of 32 sessions listed in 1991 (22%); this year 8 of 32 sessions were chaired by women (25%).

The most recent issue of the Journal of Personality Assessment, vol.58, 1, 1992, contains 18 articles, 8 of which have at least one woman author (44%). Of the 51 total authors, 12 are women (24%). One is written by women only: Janet T. Spence and Ann S. Robbins (workaholism), neither of whom are members of SPA.

SPA clearly benefits from the powerful thinking and organizational talents provided by women in the past and in the present. Influencing both form and content, women were more visible and prominent in early days than they have been during these latter 25 years. Perhaps the fascination with statistical manipulations and interpretations accounts for the greater influence of men since the mid 1950's. The poetic genius of Molly Harrower, the civic mindedness of Marguerite Hertz, and the organizational and interpersonal vision of Grace Tallman are not forgotten. Sandra Russ and Stephanie Dudek extend work in the realms of creativity, Dr. Russ with children and primary processes (Case Western Reserve University), and Dr. Dudek with adults, as she follows up on work by McKinnon with creative architects begun in the mid-twentieth century.

If we women want to increase our

*...see Women page 12*



# SPA Exchange

## MMPI-A

*continued from page 3*

an appropriate target for future development? Perhaps more equivocal and controversial, given the mixed findings concerning racial and ethnic differences on the MMPI, are there arguments to be made in favor of the development of specialized forms of the MMPI for specific minority groups? The contemplation of these more broad-reaching and potentially controversial questions is implicitly engendered by the development of the MMPI-A.

In conclusion, the MMPI-A represents a revised form of the MMPI which offers many potential areas of advantage in the assessment of adolescent clients. The MMPI-A represents a revision of a psychometric measure which is more widely researched and clinically applied than any other objective assessment instrument used with either teenagers or adults. The MMPI-A is compatible with many different theoretical and clinical perspectives and provides a rich array of clinically relevant information concerning the psychological functioning of the adolescent. Systematic and unbiased research efforts on the MMPI-A will certainly serve to assist clinicians in the optimal use of this important new instrument.

### References

- Archer, R. P. (1992). *MMPI-A: Assessing adolescent psychopathology*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Archer, R. P., Maruish, M., Imhof, E. A., & Piotrowski, C. (1991). *Psychological test usage with adolescent clients: 1990 survey findings*. *Professional Psychology: Research and Practice*, 22, 247-252.
- Butcher, J. N., Williams, C. L., Graham, J. R., Archer, R. P., Tellegen, A., Ben-Porath, Y. S., & Kaemmer, B. (1992). *MMPI-A (Minnesota Multiphasic Personality Inventory - Adolescent): Manual for administration, scoring, and interpretation*. Minneapolis: University

of Minnesota Press.

### Editors Note

A more thorough discussion of these issues may be found in Dr. Archer's new book, *MMPI-A: Assessing adolescent psychopathology*. ■

## Women

*continued from page 11*

visibility and influence in SPA, it is important to begin with self-awareness - who we are, where we are, what our talents are - and then to continue with a strategic realism. Women will need to "caucus" and form "coalitions," will need to nominate women for elected and appointed positions in the organization, and will need to collaborate on papers, articles and program series.

Although the feminization of psychology which is currently being studied and discussed in the broader community of psychologists is clearly not a trend in SPA, perhaps Mary Cerney's presidency can be a time of "re-awakening" and increased appreciation of our collective talents. ■

## Research

*continued from page 5*

explain the difference between "references" and "bibliography". I try to show how, as the research proceeds, more overlap occurs, accompanied by diminishing returns, until a point is reached where new studies no longer turn up and the search can be terminated. I also cover the rudiments of APA annotation and style.

### The Thesis/Dissertation

Most schools and departments distribute a thesis/dissertation handbook and students are directed to "read the manual". If the handbook is sufficiently detailed only nominal coverage of dissertation writing may be needed. While format and style differ

from one department to another the following guidelines are almost universal and are worth reviewing.

1. The title should be informative and explicit.
2. Chapter one, the introduction, lays the groundwork for everything which is to follow. It should include an introductory paragraph which piques the reader's interest, a justification for the research, critical studies, a brief exposition of how the study will be conducted, and a statement of the hypotheses to be investigated.
3. Chapter two, the literature review, must be thorough and organized. The concluding section typically presents the specific hypotheses and stipulates direction and levels of significance.
4. Chapter three, the procedural chapter, explicates the investigatory method and should contain sufficient detail to permit replication. Subjects, instrumentation, treatments and statistics should be fully described.
5. Chapter four, the results section, should flow directly from the hypotheses presented in chapter two and the statistics specified in chapter three. Properly labeled tables for summarizing data are useful here but should be carefully selected and masses of raw data should be consigned to the appendix.
6. Chapter five, the discussion, requires much forethought and organization. Each hypothesis should be reviewed in terms of whether or not it was confirmed and the practical and theoretical implications of the findings discussed. Results should be placed in the context of how they impact on previous research. Speculation is acceptable provided it is scholarly and diffident.

This may seem elementary to the

*...see Research page 17*



## President's Message

*Paul M. Lerner, Ed.D.*

As the first year of my presidency passes, I find myself both looking back at the events of the past year and looking forward with hopeful anticipation to the year that lies ahead.

The membership of the Society continues to grow at a steady pace. This year we will be welcoming our 2500th member. Such continuous growth speaks to our vibrancy and the increasing importance accorded personality assessment. However, with the growth, we have still been able to maintain the Society as an intimate group in which all members are encouraged to actively participate to their fullest.

Underlying this growth, in part, has been a streamlining of the application process. With the establishment of a central office, much of the tedious and time consuming administrative work that had been done by the membership chair has been shifted to our administrative staff. With the streamlining of the process, we are now able to give more thought to the important issue of recruitment. At the Board's next meeting in November, Carl Mullis, our operations manager, will be reporting on an innovative plan related to recruitment.

It is with pleasure the Board welcomes Virginia Brabender, Ph.D. and Bruce Smith, Ph.D. and congratulate each for their election to the positions of Secretary and Representative-at-Large respectively. If the Society is to be generative and democratic, then we need new faces and fresh ideas at each level of governance, and the election of Drs. Brabender and Smith is very much in this direction.

There are two major and ongoing developments I would like to report on.

The first relates to our relationship with the International Rorschach Society. Under the leadership of John Exner, Ph.D., and Mary Cerney, Ph.D., the relationship between our Society and the International has deepened and expanded. Our Society now has over 600 Society members who are also members of the International Society. Dr. Exner and Dr. Cerney were elected officers in the International, Irving Weiner, Ph.D., is editor of the International's journal, and Marlene Kocan, Ph.D., and myself are delegates to the International's governing body. Rebecca Rieger, Ph.D., and Odile Husain, Ph.D., are alternate delegates.

In 1993 the International's Congress will be held in Lisbon, Portugal from July 19th through July 22nd. At the last Board meeting a subcommittee, consisting of Dr. Cerney, Robert Lovitt, Ph.D., Barry Ritzler, P.D., and myself, was formed to explore the possibility of bringing the 1996 Congress to the United States. This past April I sent a letter to the International stating our intent to submit a formal proposal for hosting the meeting. Included in the letter were several possible dates and three potential sites - Boston, New York, and San Francisco. The International responded favorably to our letter of intent and indicated that they preferred a July date and Boston as the site. We are currently exploring several specific meeting sites in Boston. This spring we will be submitting a formal proposal to the International with the intent of our having the 1996 meeting here.

The second development relates to training and credentialing in assessment. At the Board's retreat meeting a year ago the Board established a society-wide task force to study these issues and Dr. Ritzler agreed to head the task force. A call went out to the membership for participation and this past August the group had its first meeting. Dr. Ritzler will be reporting to the Board of the task force's work and the directions they will be taking. Any member interested in participating is

encouraged to contact Dr. Ritzler. Given the current social, political, and economic climate in which we find ourselves, issues of training and credentialing have particular relevance at this time.

There is another issue that touches on credentialing, that is, the Society's relationship with other professional groups including the American Board of Professional Psychology. While we do have a liaison committee within the Society, the committee has not had purpose or direction. As credentialing and training become more important, there will be a greater need for cooperation between the Society and other groups with interests in these areas. Thus, at our next Board meeting we will be according attention to the Liaison Committee and roles that it might play.

Last year's mid-winter meeting in Washington, D.C., was outstanding, one of our best ever. The range and quality of presentations were A-one, the workshops were very informative, and overall, there was a sense of comraderie that is all too rare in professional groups. Wanting all of this to continue, I strongly urge each of you to attend and participate in our 1993 meeting in San Francisco. We will be meeting at the Hyatt Regency - Embarcadero from Thursday, March 18th through Sunday, March 21st. To participate, and everyone is welcome, submit your proposal for a paper, symposia, or round table to Dr. Cerney. One of the subthemes of this year's meeting will be training. ■

### SPA Exchange

#### Editor:

Robert Lovitt, Ph.D.  
University of Texas  
Southwestern Medical Center  
5323 Harry Hines Boulevard  
FS-400  
Dallas, TX 75235-9070

#### Associate Editors:

Marvin Acklin, Ph.D.  
Joan Weltzien, Ed.D.  
Virginia Brabender, Ph.D.



# SPA Exchange

## ASSESSMENT OF CULTURAL ORIENTATION

*Richard Dana, Ph.D.*

Dr. Stephens (1992) described several unstated realities to be considered when assessing ethnic minorities. I will amplify a clinical issue which she has articulated; this is the level of acculturation and its assessment. It is critical to distinguish between assimilated, traditional (those who retain original culture), bicultural (competent in original and adopted culture), and marginal orientations (don't fit into original or adopted culture).

Assessment must begin with a style of service-delivery that differs for each ethnic minority group. If the assessor can do this, then a task orientation can occur that is necessary for an evaluation of cultural orientation and selection of assessment procedures. Knowledge of cultural orientation prior to the assessment process is necessary in order to select instruments and to clarify interpretations. Since within-group differences are as great as between-group differences, no valid assumptions may be made concerning cultural orientation on the basis of physical appearance or surname.

Many tests can do disservice to persons with traditional cultural orientations by caricaturing, dehumanizing, or pathologizing them. Nonetheless, psychometric establishment representatives have repeatedly stated that norms based on matching of socio-demographic variables are sufficient to ensure fairness. This statement applies only to some of those persons who may be accurately described by these variables. Such matching often will be spurious since a relatively small number of ethnic minority persons are affluent, educated, and in professional/business occupations as, for example, the MMPI-2 standardization requires. There is never any matching for world view

dimensions of values. Matching for perceptions of health/illness, perceptions of relevant interventions, and for credible providers are very important. Current matching does ensure that the minority persons included in the standardization are assimilated in their cultural orientation. For these persons, existing standard tests are appropriate and useful. Roger Greene has discovered that almost all of the group comparison research has been plagued by statistical errors, disagreement on what constitutes ethnic group membership, and that there has been an absence of socioeconomic comparative criteria.

It is necessary for the assessor to decide whether to obtain acculturation information by direct questioning, use of an interview format, or an existing instrument. A checklist of acculturation information has been provided that begins with "willingness to acculturate". Group, sociocultural, and individual psychological components as well as acculturation phase or stage are included (Dana, 1992). This checklist is useful for assessment of refugees, immigrants, and sojourners whose first language is not English and for whom a bilingual, bicultural translator may be required.

For persons who have considerable first-hand living experience in the United States and are fluent English speakers, a direct measure of cultural orientation will be appropriate. These measures generally contain multidimensional information for factors of language proficiency/preference, culture-specific attitudes and value orientation, and socioeconomic status as described by Esteban Olmedo in 1979. The measures are either mono-level estimates of the extent to which an original or traditional culture has been retained or bi-level estimates of both original culture retention and acquisition of dominant society values and behaviors. The more recent measures are predominately bi-level. There are also several measures of world view components designed for use across all

ethnic minority groups. The remainder of this paper will suggest the status of cultural orientation measurement for four of the major ethnic minority groups in this country.

### African Americans

There are no reliable statistics on the relative number of African Americans who are assimilated or retain some of their African heritage. Retention of this heritage has provided a strong resource for coping with prejudice, discrimination, exploitation, and racism. Instruments to measure Nigrescence, the process of becoming aware of African-American identity, and Afrocentrism/Africentrism, or African self-consciousness, have been developed and have received some validation. Nigrescence measures have been used to demonstrate cultural variance in MMPI scale elevations of F, 6, 8, and 9. Professional opinion would probably be divided on the current usefulness of these instruments. Nonetheless, assessors in this generation are going to have to use the MMPI—for better or for worse—and a correction for culture, whenever necessary, is better than a culture-personality confound (although not much better). The Eurocentric test construction of the MMPI and similar diagnostic instruments, the Anglo American culture-specific focus of the DSM, and the Anglo American professional tendency to minimize cultural differences all contribute to a less than fair opportunity for MMPI assessment of African Americans. Therefore, these moderator test variables merit a continuing validation enterprise that includes norms for different populations of African Americans developed with attention to age, gender, urban-rural residence, and education/occupation. Only in this way can the constructs of Nigrescence and Afrocentrism be used responsibly as correction factors for standard psychological tests. In addition to these constructs, culture-specific personality theory is now a mandatory frame of reference for psychological test interpretation. Rorschach, TAT, and MMPI case studies of persons high and



low on Afrocentrism could provide an impetus to applications of African American personality theory developed by Joseph Baldwin, Adelbert Jenkins, and Shelby Steele, among others.

#### Asian Americans

The 1980 census reported 32 different Asian groups in this country. There is very little assessment-relevant literature for Asian Indians, Koreans, and Filipinos who will soon be the numerically dominant groups in this country. Fluency in English can mask cultural differences in perceptions/expectations for services. The existing moderator variables for particular Asian groups cannot be recommended for use at this time. However, one pan-Asian measure developed by Richard Suinn and Sandra Lew should be examined carefully by assessors. In addition, two non-group-specific measures of world view--Scale to assess World Views; (Multicultural Acculturation Scale)--and the Individualism-Collectivism Scale are available for use with Asian groups, although assessors should have an extensive knowledge of the specific Asian cultures of their clients in order to use these moderators appropriately.

#### Hispanic Americans

There are many moderators with good psychometric properties available for use with Hispanic Americans. These measures are both mono-level and bi-level and have been developed for Mexican American and Cuban-American adults, adolescents, and children. One of the earliest instruments, the mono-level Acculturation Rating Scale for Mexican Americans clearly indicated an MMPI culture-psychopathology confound for scales F, 7, 8, 9. The sophisticated measures developed by Richard Mendoza and Manuel Ramirez III are the most useful because they demand assessor knowledge of Mexican American culture, history, personality, and research literature. These measures provide more than classification of an assessee's cultural orientation.

Whenever classification per se is the only information required, the Hispanic Acculturation Scale, may be used.

#### Native American

Very few Native Americans in a college population are assimilated (e.g., <10%). A possible reason for this statistic is the extreme difference between Native American and Anglo American world views and the determination of many individuals to retain their culture as a bulwark against assimilation or genocide. Tribe-specific mono-level or bi-level acculturation indices are available for many tribes as a result of research on specific tribes by anthropologists. These measures vary in number of component variables, psychometric sophistication, and form of administration. The most sophisticated measures have been developed for reservation Sioux; tribe-specific measures are to be preferred for reservation residents. Pan-Indian measures are probably preferable for urban residents from all tribes. Since Native Americans, regardless of tribe or DSM psychopathology have obtained similar elevated MMPI profiles, responsible assessment should always include moderator information on cultural orientation. It should be noted that some authors have suggested an additional transitional cultural orientation for Native Americans.

Although there are many available measures in test format, assessors should consider the merits of collecting cultural orientation information in the context of an interview. This increases the likelihood of obtaining relevant data. An assessor, regardless of cultural competence, who is not known to the client prior to assessment and who, in addition, will not be present and available within the client's everyday social milieu, may be unable to develop sufficient rapport for any test administration or interpretation that is representative in spite of apparent cooperation and test responsiveness. The development of genuinely task-oriented assessment relationships with Native Americans is difficult to

accomplish for any Anglo American professional who is a stranger. The assessor will typically not realize that the test information obtained is not useable. As a result, information on family/self, spirituality/religion, social/recreation, and training/education preferences may be obtained more readily in an interview format as Sidney Brown has done as part of alcohol counseling.

#### Caveats

There is the danger that the above synopsis of cultural orientation assessment may sound glib and lead one to believe that assessor cultural competence is simply a matter of assessment technology. Cultural competence in assessment for an Anglo-American assessor necessitates modes of thinking and understanding that are counter to our training and socialization as professional psychologists. We are an elite profession with roots in practice with our own kind that involves ethical attitudes and a focus on financial remuneration that often runs counter to practices in other cultures with their indigenous practitioners. Cultural competence implies more than sensitivity to other cultures. There has to be an honoring of beliefs, perceptions, values, language and ethical systems that are alien to our own world view and an ability to step back from our own stereotypes and biases in order to see the person in the cultural context. These few paragraphs describe an emergent technology that should be applied with caution as part of a developing understanding of other cultures (Dana, 1992).

#### References

- Dana, R.H. (1992). Multicultural assessment perspectives for professional psychology. Boston, MA: Allyn & Bacon.  
 Stephens, J.D. (1992). Assessing ethnic minorities. SPA Exchange, 2(1), 4-5.



# SPA Exchange

## NEWS

Mary S. Cerney, Ph.D.  
President-Elect

Dear SPA Members:

It's that time of year again! The summer passed so quickly that all the "catch-up" dreams didn't get "caught up." Nevertheless, it is good to be back in a routine "catching up" on all that accumulates during your absence. I hope at the top of your list of "must do" "now" was your submission for the 1993 SPA Annual Meeting to be held in San Francisco at the Hyatt Embarcadero Center, March 18-21.

Since this article is being written in early September, I have not received any of the proposals as yet. However, I am certain, judging from the quality of proposals submitted for the 1992 annual meeting, that we will have a fine selection for the 1993 meeting. Those individuals whose proposals are accepted for presentation (and we hope your proposal will be among those accepted) need to be pre-registered. Additionally, this year, at the request of many of our members, we are asking for each participant to bring along sufficient copies of the abstract and bibliography of his/her presentation for distribution to the audience.

We were saddened during the past year by the death of one of our colleagues and who was also one of our very earliest members, Marguerite Hertz. Her pioneer efforts in regard to the Rorschach are legendary and her presence will be sorely missed. During the Annual Meeting we will have a special memorial service arranged by John E. Exner, Jr. in her honor.

Now for the fun part! San Francisco is a wonderful city not to be outdone in restaurants, sight seeing, and good times,--a pleasant environment to strengthen the friendships and to heighten the intellectual stimulation of SPA Members.

Meet you in San Francisco!

All presenters: please remember to bring along an abstract of your presentation and a bibliography for each member of your audience. Of course you can bring a copy of the entire paper if you wish.

## WORKSHOPS

### SPA Midwinter Meeting San Francisco, California

Scheduled as of October, 1992:

Integration of MMPI-A and the Rorschach in the clinical assessment of adolescents (half-day)

Irving Weiner and  
James N. Butcher

Clinical assessment using the MMPI-2 and the Rorschach (half-day)

John Exner and  
Yossef Ben-Porath

Assessing Couple's relationships: Planning and evaluating treatment with the Marital Satisfaction Inventory (half-day)

Douglas Snyder

The Apperceptive Personality Test: Administration and Interpretation (half-day)

David E. Silber, Stephen A. Karp and  
Robert W. Homstrom

Using psychological assessment as a therapeutic intervention (half-day)

Stephen E. Finn

Use of the Early Memory Procedure (full-day)

Arnold Bruhn

Rorschach Assessment of Primitive and Aggressive Personality

J. Reid Meloy and  
Carl Gacono

A Self Psychological Approach to Psychological Assessment (half-day)

Steven A. Sola and  
Jilisa Snyder

Object Representational and Relational Phenomena in Psychological Tests (half-day)

Rebecca E. Rieger ■

## MMPI-2 WORKSHOPS & SYMPOSIA

University of Minnesota

The following MMPI-2 & MMPI-A Workshops are sponsored by the University of Minnesota, Department of Psychology, MMPI-2 Workshops & Symposia, N385 Elliott Hall, 75 east River Parkway, Minneapolis, MN 55455. Phone (612) 625-2879; FAX (612) 626-0080. Faculty: James N. Butcher, John R. Graham and Yossef S. Ben-Porath.

### November 13 & 14, 1992

MMPI-2 & MMPI-A

Chicago, IL

MMPI-2 Workshops & Symposia (612) 625-2879, Lydia Ericson

### November 23-25, 1992

MMPI-2

Melbourne, Australia

Australian Psychological Association  
Dr. Ellen Barrach

### December 3, 1992

MMPI-2

Armidale, Australia

Richard Gates, FAX 61 66733461

### December 7, 1992

MMPI-2

Sydney, Australia

St. Vincent's Hospital, Judy O'Rourke,  
299 Forbes Street, Darlinghurst, NSW  
2010

### January 8 & 9, 1993

MMPI-2 & MMPI-A

Phoenix, AZ

MMPI-2 Workshops & Symposia

### March 25-28, 1993

28th Annual Meeting

St. Petersburg Beach, Florida

MMPI-2 Workshops & Symposia

### April 30 & May 1, 1993

San Juan, Puerto Rico



# SPA Exchange

Puerto Rican Psychological Association,  
Dr. Jose Cabiya

## May, 1993 (Dates TBA)

MMPI-2 & MMPI-A

Columbus, OH

MMPI-2 Workshops & Symposia

## June, 1993 (Dates TBA)

MMPI-2 & MMPI-A

Minneapolis, MN

MMPI-2 Workshops & Symposia ■

## Research

*continued from page 12*

professional who has directed many dissertations. But for some students the material may be brand new. Reviewing the format and content of a dissertation can be comforting and makes the upcoming task seem less fearsome and formidable. For those instructors who believe that writing the dissertation is an initiatory rite deliberately intended to produce pain and trepidation, this kind of review will have little appeal. A hands-on dry run can be performed by the student. I require that the fledgling dissertation writer turn in: (a) a title and the entire text for chapter one, (b) an outline of chapter two, (c) proposed statistics for chapter three, (d) imaginary tabled results for chapter four, and (e) an outline of chapter five. If the student already has in mind a thesis/dissertation idea this exercise can be of immediate value.

### The Journal Article

Many studies completed by students never see the light of day because they are not submitted for publication. It is my conviction that more research would be sent out for review if advisors devoted some effort to instructing students on how to prepare acceptable manuscripts. I begin by comparing and contrasting the dissertation and the journal article. I point out that the detail expected in a dissertation would be wasteful in a journal article. I mention that the orientation is collegial and that more can be taken for granted.

I explain that it would not be necessary to stipulate how the Rorschach was administered and scored when reporting on a study following the Comprehensive System; nor would an extensive literature review be expected in an empirical article focused on a specific question such as the effect of R on the split-half reliability of the Rorschach.

I go over a list of journals, indicating the type of article which would be appropriate for each, and then entertain suggestions for hypothetical research endeavors. I extract comments from actual journal reviews, with identities concealed, in order to convey the level and tenor of professional critiques, stressing that the review process, while not perfect, does work. Then I go over a variety of reviewer comments showing that they are, for the most part, relevant, well intended and helpful.

To illustrate the process I use an actual dissertation which was subsequently published, showing how the dissertation was reduced to make it suitable for journal publication. For an assignment, each student can be given a completed dissertation from the archives and asked to (a) reduce it to a journal article, (b) indicate which journal(s) would be most likely to accept the manuscript, and (c) discuss why (or why not) the work is worthy of journal publication.

### Statistics For The Pragmatist

The last and most difficult phase of the course, at least for some students, deals with what statistic/experimental design to apply to a given research problem. I use my own variation on the kind of table (see footnote 1) displayed in a number of textbooks which lists the level of measurement along the side, and the purpose of the statistic (i.e., what one wishes to accomplish with it) across the top, as a convenient paradigm for making sense out of the welter of available statistics.

I explain that for every "box" formed by the intersection of level of measurement and purpose one or more statistics are available. This gets the student used to the idea that, if he/she can frame the research question properly as to purpose and level of measurement, a statistic can be found which will fill the bill.

No attempt is made to explain the mathematics underlying a specific statistic but the assumptions required for its use are enumerated. If facilities are available a practice exercise is to ask each student to report on the computer operations involved in programming a particular statistic and to present an illustrative print out. Students can be requested to find a journal article utilizing a given statistic and indicate why it was legitimate. Occasionally a student will locate a piece of research in which a statistic appears to have been inappropriately applied and this can stimulate lively discussion.

### Conclusion

The objection can be raised that competent students can be expected to automatically pick up this information as they wend their way through graduate school. Well, as Albert Ellis might say, "it would be nice" if that were true. But it has been my experience that this frequently does not happen. If we are serious about getting our students to conduct and enjoy research I believe we should make a concerted effort to teach them how to do it.

### References

- Burisch, M. (1984). Approaches to personality inventory construction. *American Psychologist*, *39*, 214-227.
- Parisi, T. (1987). Why Freud failed. *American Psychologist*, *42*, 235-245.

<sup>1</sup>A copy of this table can be obtained by writing the author. ■



# SPA Exchange

## Cultural

*continued from page 16*

### Editor's Note

Dr. Dana is a past president of SPA. He has made distinguished contributions in many areas of psychology. We are grateful for his comments on assessment and cultural orientation. He took early retirement from the University of Arkansas in 1988 in order to devote full time to

multicultural issues. He has been Principal Investigator of a Multicultural Initiative Project within the Research and Training Center at the Regional Research Institute. He is now a Research Professor in the Regional Research Institute, Portland State University. His recent book Multicultural assessment perspective for professional psychology offers a comprehensive rationale for practice in this area. ■

## Letter

*continued from page 9*

examined in a similar manner in an effort to determine their factor structure. The second phase of the research will entail Rorschach scores and ratios. Anyone interested in obtaining access to these data for research purposes should write to Institute of Professional Psychology, 2611 Leeman Ferry Road, Huntsville, Alabama 35801. ■

## SPA MIDWINTER MEETING & SCIENTIFIC EXCHANGE MARCH 18-21, 1993

See You There!



The San Francisco skyline showing from left the Bay Bridge, the financial district, Nob Hill and Russian Hill with Alcatraz in the foreground. (Courtesy of the San Francisco Convention & Visitors Bureau, photo by Judith Calson)