

SPA Exchange

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Training Competent Assessors: Administrative Issues

Virginia Brabender, Ph.D.

During the last annual SPA meeting, two symposia were held on the training of psychological assessors. There was a consensus among participants that major philosophical, ethical, and technical issues concerning assessment training have gone unaddressed. A consequence of the absence of a dialogue among trainers is that those responsible for the design of training programs are doomed to repeat others' mistakes and must invent solutions to common problems de novo.

The present article will continue the discussion begun in New Orleans and will focus on issues stimulated by my experiences developing and directing internship training programs. Since 1980, I have had the opportunity to be associated with several different programs -- each with its own unique structure. There is a set of challenges faced by all directors of programs regardless of the way the internship is structured. Yet another set of chal-

lenges is specifically linked to how the internship is organized and its relationship to an intern's academic program. Both sets of challenges, the general and the specific, encountered by those organizing internship programs will be described.

Common Challenges _____

The life of an internship director is filled with problems which fall into one of two categories. A vexing problem is maintaining a balance between the service needs of an organization and the training needs of students. In inpatient settings, the reduced length of patient hospitalization places demands upon assessment services to render reports within an extremely brief period. Shorter lengths of stay mean that institutions diagnose and treat a larger number of patients than they did in the past, generally without an increase in personnel. The volume of

testing done by the psychology staff increases commensurately. It is frequently the trainees rather than senior staff who pick up the slack.

Many settings find "shortcuts" which are intended to help interns fulfill the service needs of the setting. For example, some settings decide that it is unnecessary for students to write full reports and instead log several summary paragraphs in the patient's chart. Other sites provide computer interpretations before trainees are able to use them in an appropriate fashion. Another tact used is the diminution in the number of supervision sessions per report since supervision inevitably leads to new drafts requiring additional time to complete the report.

These "solutions" not only make for poor training; they are in conflict with certain state laws and with the Ethical Principles of Psychologists of the American Psychological Association. Because these solutions are predicated solely on the basis of the needs of the organization rather than the student, they run counter to the spirit of Principle 7, "Professional Relationships."

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From The President

Paul Lerner, Ed.D.....

It is with respect and appreciation that I begin serving as President of the Society for Personality Assessment. For the past several years, the society has been especially fortunate to have had exceptional leadership in the persons of Charlie Spielberger and Phil Erdberg. Under Charlie's leadership, the society grew enormously. The membership more than doubled, the journal increased in size and number of issues, and the society has become a national spokesperson for assessment.

Changes initiated by Charlie have been expanded and structuralized by Phil Erdberg. Recognizing the changing

needs of a growing organization, under Phil's leadership, the society has established a central office, staffed that office, expanded the size of the board, and provided opportunities for members to become more involved in governing the society through the mechanisms of the committee structure.

As I assume the presidency, there are several issues to confront which arise from the society's evolution. For example, with the hiring of Carl Mullis as full-time operations manager, many of the functions carried out by board members (i.e., budget, membership, etc.) will now be administered through the central office. This will allow the board to spend more time and energy in deciding policy matters and thoughtfully planning for the future. Then,

too, administrative activities the society previously contracted out (i.e., computer services, bookkeeping, etc.) will now be done in-house. The transition of these functions is an issue now facing us.

A second issue concerns continuing education. In the past, continuing education credits were provided under the auspices of John Exner's Rorschach Workshops. Several years ago, the board decided to explore the possibility of the society itself becoming an accredited continuing education provider. Under the leadership of Jim Butcher, the necessary background work is nearing completion and hopefully, this will soon become a reality. As noted, with the employment of Carl Mullis

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This principle requires that psychologists who "supervise other professionals or professionals in training accept the obligation to facilitate the further professional development of these individuals. They provide appropriate working conditions, timely evaluations, constructive consultation, and experience opportunities" (American Psychological Association, 1981, p. 36).

Despite the unacceptability of the aforementioned solutions to those training/service conflicts created by the shrinking health care dollar, the service demands remain. This problem should be given more formal consideration by professional organizations such as SPA and those training programs which have developed creative solutions should come forward.

Arranging to provide competent supervision is the second problem category. With the emphasis upon billable hours, many supervisors simply have less time to supervise. As most readers of this newsletter know well, in the last twenty years, the area of assessment has undergone an explosion with new developments occurring constantly. Directors of internship programs run into the embarrassing problem of dealing with supervisors who have not updated their knowledge bases since the revision of Rapaport, Gill, and Schafer. How disconcerting it can be when it is the intern who informs the supervisor that the workbook for the Comprehensive System has been revised.

There are also developmental concerns. Some supervisory styles are appropriate for students at an early stage of integrating assessment data; others are appropriate for students who have developed their own approaches to test data and styles of report writing. A common complaint I receive is the occurrence of a mismatch between what students need and what supervisors are interested in providing. For example, students who have not yet

learned how to develop an outline for a report experience frustration with supervisors who make only minor editorial comments.

Special Challenges

The structure of the internship is likely to pose a special set of problems to members of the training staff. An important organizational feature is the relationship between the internship program and the academic program in which the intern studied.

There are three types of relationships between academic and internship programs. In the captive internship, the academic program and field sites are housed within the same institution such as a medical school. The consortium internship, although administered by the academic program, involves a network of clinical sites lying outside the host institution. A common feature of both the captive and consortium internship is that a significant amount of academic work occurs concurrently with the internship. Both of these arrangements are to be distinguished from the independent internship which exists outside the academic programs in which the interns trained, but generally has no formal affiliation with these programs. It is not unusual for academic programs to have two types of the aforementioned relationships.

The captive and consortium internships provide interns with the greatest possibility for integrating all components of academic and field programs. Since the clinical staff can be highly informed about the specifics of the students' academic training, clinical supervisors are able to anticipate interns' training needs in program design. Moreover, the faculty associated with the academic program can design courses with relatively precise knowledge of what students need to function effectively. Any ethical issues interns are likely to encounter in the settings can be anticipated in course work. For example, in one captive internship program, interns were routinely mandated by psychiatry residents to "just give the MMPI." Interns were well-prepared through their course work to deal with such injunctions both in appreciating which Ethical Principles

of Psychologists (APA, 1981) their compliance might violate and in knowing how to respond in a way that would advance rather than undermine interdisciplinary relations.

The captive and consortium structures face several challenges in providing a training experience of high quality. Since both structures offer students a limited set of placements, a major challenge is to provide students with a set of experiences that will be adequately tailored to their particular interests. Another challenge emerges from the fact that students receive input from faculty and clinical staff simultaneously. Any major discrepancy between the points of view of faculty and clinical staff (e.g., one group emphasizes the importance of scoring Rorschach protocols and the other devalues this effort) can lead to unproductive confusions particularly when students are in the early stages of skill mastery.

Finally, a challenge that the director of the consortium internship uniquely faces is that of monitoring adequately the nature of training at the sites within the consortium. Of course, to the extent that the placements are geographically remote from one another, the problem increases. Although regular site visits are essential, this monitoring process can also be aided by the director's regular collection and examination of test reports written by interns.

The independent internship provides students with the greatest selection of opportunities to develop skills. Since prospective interns choose their internships from a large number of offerings, they have freedom to find settings which enable them to elaborate upon areas of interest or compensate for areas in which their academic training has been weak.

A problem at the beginning of the year is to individualize learning experiences for a group of interns with variable degrees of competence. For example, when I give workshops on the Comprehensive System for trainees in an independent internship, I typically find some will be able to score and interpret with great accuracy; others will know fundamentals of scoring and interpretation; and some will have had no expo-

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Teaching Personality Assessment

Roger L. Greene, Ph.D.

Personality assessment usually is described as one of the primary activities that distinguishes psychologists from other clinical disciplines, and personality assessment is traditionally one of the core courses in any graduate program in psychology. Despite the importance of personality assessment, however, the course(s) may be relegated to junior faculty who have little choice in what courses to teach or to faculty members who are fundamentally opposed to personality assessment. For personality assessment to be a viable part of a graduate program, the course should be taught by an individual who is steeped in and committed to personality assessment.

It is important for the program to allocate adequate course time for students to gain basic mastery of the material. A program that dedicates three weeks of class time to the MMPI-2 in a course that covers both objective instruments and projective techniques is unlikely to provide students with an in-depth understanding of these instruments. Consequently, a program must decide whether it prefers for its students to have basic familiarity with a wide variety of instruments or an in-depth understanding of a single or few instruments. My preference is for students to become very familiar with a single instrument such as the MMPI-2, Rorschach, MCMI-II, or 16PF, in a course that is a minimum of one semester and preferably covers two semesters. The skills learned with a specific instrument or technique can be generalized to other instruments as the student chooses or the circumstances dictate. Our clinical training program at Texas Tech devotes one semester to intellectual assessment, one semester each to objective and projective techniques, and a final semester to integrated personality assessment. In addition, I have taught a seminar on Advanced Interpretation of the MMPI-2.

The first assignment for students in my MMPI-2 course is to take the MMPI-2 themselves, and then to select a spe-

cific diagnostic category from the DSM-III-R and complete the MMPI-2 like a patient with that diagnosis. The students are required to handscore and profile all of the MMPI-2 scales for both administrations, but only the simulated MMPI-2 is turned in. The simulated profile will be used later in the course when validity issues are discussed. I use computer scoring for all other MMPI-2s, specifically the NCS Extended Score Report since it scores all scales on the MMPI-2. I believe that it is inefficient for clinicians to devote their time (or anyone else's) to handscoring and profiling the MMPI-2. Handscoring and profiling is prone to introduce errors unless the clinician is extremely careful, and it encourages clinicians to score only the basic scales rather than using all of the information that is readily available in the MMPI-2. I also am adamantly opposed to administering only the first 370 items because of the loss of information noted above; it should be a rare circumstance in which a patient can complete the first 370 items, but not the entire test.

My *MMPI-2/MMPI Manual* (Greene, 1991) provides the general framework for teaching interpretation of the MMPI-2. I spend six to eight weeks covering the first five chapters of my *Manual*. I discuss each scale individually and what specific elevations on each scale might mean for a specific patient. I spend considerable time discussing how to assess the validity of the MMPI-2, and the effects that test-taking attitudes will have on various scales. I like to spend time in each class period discussing what scores would be expected on one scale given the score on a second scale and what type(s) of patient might produce such a pattern of scores on these two scales. Using Scales 9 (*Ma*) and 0 (*Si*) as examples, if the patient has a T score of 75 on Scale 9, what score would the patient be expected to have on Scale 0? And, if the patient has a T score of 75 on both Scales 9 and 0, what types of psychopathology would be expected compared to a patient that has a T score of 75 on Scale 9 and a T score of 30 on Scale 0?

Profile or codetype interpretation is first covered as a general process, and then specific case examples are used to illustrate common codetypes that are seen in most clinical settings, i.e., 1-3/3-1, 2-4/4-2, 2-7/7-2, 4-9/9-4, 6-8/8-6, and 6-9/9-6 codetypes. The students then are allowed to divide into small groups (2-4 students) and given about two weeks to develop a "blind" interpretation for an MMPI-2 Extended Score Report. The first two interpretations are evaluated by me, but not graded. The students then complete two or three blind interpretations that are graded. They are encouraged to argue and debate over potential interpretations to insure that significant data are not being overlooked.

Blind interpretations are emphasized for initial interpretations so that the students are required to use the data provided by the MMPI-2 and to learn what additional questions or history would be invaluable in understanding why a specific scale is or is not elevated. The students are required to divide their interpretation into specific sections -- test-taking (validity), distress, cognitive, mood/affect, interpersonal, treatment, and DSM-III-R diagnoses (Axes I and II) -- and to indicate parenthetically the source for each statement that they make. Chapter 7 of my *MMPI-2/MMPI Manual* provides two examples of this procedure.

Each student also is required to evaluate one or two patients with a clinical interview and the MMPI-2 so that they learn how to integrate the specific case material into an interpretation. By the end of the semester each student has interpreted from five to seven MMPI-2s. The midterm and final examinations consist essentially of the students interpreting specific aspects of several MMPI-2 Extended Score Reports. They are allowed to use their notes, books, and so on for these examinations.

There are a number of caveats that are repeated continually throughout the course:

1. Elevations on a specific scale indicate that the patient responds on the scale like a member of the criterion group, not that the patient is a member of the criterion group. This point also emphasizes the use of scale numbers

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rather than scale names to avoid such potential errors in interpretation.

2. Scores in the normal range on most scales from patients in a clinical setting are not normal; rather they are likely to be indicative of serious psychopathology. For example, it would be rather unusual for a patient requesting psychotherapy to have T scores of 50 on Scales 2 (D) and 7 (Pt). In fact, these two scales should rarely be low-points (T scores of 50 or lower) in any clinical patient. I currently have an MMPI-2 that was completed by a patient at the local state hospital who believed that he was "God." I ask the students to distinguish between the patient's MMPI-2 which has virtually all clinical, supplementary, and content scales well within the normal range, and the MMPI-2 of an age- and gender-matched normal adult. The two tests are virtually indistinguishable! The patient's Rorschach is clearly psychotic which provides the students with additional information on the different ways patients may describe themselves on these two instruments. Examples of such clear false negatives on the MMPI-2 are readily available in any clinical setting.

3. The patient's scores on the MMPI-2 should be matched to the prototype or expected scores for the specific codetype. Significant deviations (+/- 10 T points) from the prototype need to be incorporated into the profile interpretation since they potentially represent important ways that the patient is different from the typical patient with this codetype. For example, a patient with a 4-9/9-4 codetype, who has a T score of 65 on Scale 0, which is 20 T points higher than would be expected, probably differs in some significant ways from the typical patient with this codetype. Appendix G of my MMPI-2/MMPI Manual provides the prototypic scores for all spike and high-point pair cotypes on the MMPI-2 and the MMPI.

4. Students are encouraged to obtain a computer interpretation of all MMPI-2s so that they have the base rate or prototypic interpretation which can then be adapted to fit the specific patient's scores and history. I use my MMPI-2 Adult Interpretive System as the source of the computer interpreta-

tions since it is readily available to me and it provides an index of how well the patient's scores match the prototype.

There are also a number of routine exercises that are first covered in class with my modeling the response and then practiced by the students in small groups:

1. A brief case history is provided for the patient and then the patient's test-taking (validity) scales, codetype, low-point clinical scales, supplementary scales (A, R, and MAC-R only), and content scales are predicted. After consensus is reached or clear points of divergence are identified, the patient's actual scores on the MMPI-2 are reviewed. Students are encouraged to get into the habit of predicting the MMPI-2 scores for each new patient they encounter so they can identify areas that differ from how the patient describes him/herself on the MMPI-2.

2. A patient's MMPI-2 is provided and then, based on the scores, the patient's reasons for seeking treatment and primary problem areas are identified. These conjectures are then verified against the patient's actual case history.

3. I invite other MMPI-2 experts to come to my class and demonstrate how they approach interpretation and use of the MMPI-2. This helps students understand and appreciate that there are different ways of using the data. Jim Clopton and Dave Nichols have been kind enough to serve such a role for a number of years.

4. The students are provided with a computer interpretation of the MMPI-2 and asked to deduce the scores that served as the basis for each statement generated in the report. (The Minnesota Report authored by Jim Butcher and the Caldwell Report authored by Alex Caldwell are particularly good for this task.) I generally use this task as part of the final exam in the course.

The semester is completed by spending about one week introducing the students to a number of other objective personality tests: Millon Clinical Multiaxial Inventory - II; 16 PF; Personality Research Form; Personality Inventory

for Children; Edwards Personal Preference Schedule; and California Psychological Inventory.

Reference

Greene, R.L. (1991). *The MMPI-2/MMPI: An interpretive manual*. Boston: Allyn and Bacon. ▸

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sure to the system whatsoever. With this range of knowledge, planning case conferences and seminars becomes difficult. The quality of training programs would be improved immeasurably if there were a set of competencies consensually established within the field which interns would be able to demonstrate prior to entering the internship. The existence of such standards might also lessen the training/service conflicts described earlier since the new interns would be more uniformly prepared for their internship activities and the need for supervisors to provide basic didactic training would diminish. SPA could certainly contribute to the development of a set of standards to be met by internship applicants.

Interns in an independent internship may also experience a clash between classroom learning and input from supervisors. When trainees encounter serious discrepancies between the academic program and the internship, they often lack the opportunity to engage the faculty in discussion about the new perspectives. One obvious survival tactic, the abandonment of the principles from earlier training, promotes a pseudo-acceptance of what is being learned. Such an outcome can be avoided if training staff members are sensitive to ways in which present supervisors' input may contradict interns' prior understanding. This sensitivity will aid interns in effecting a higher-order integration between past and present didactic and supervisory input. It may also be useful for academic faculty to take a more active advising role in helping prospective interns find

sites which will have compatibility with their program's orientation or to develop strategies for dealing constructively with likely paradigm clashes.

Conclusion

Difficult problems are encountered by the directors of internships. Among these problems are maintaining an optimal service-to-training balance, and establishing an appropriate match between different supervisory styles and the developmental needs of the intern. We need to create continuity and consistency between the academic and clinical components of the students' training. I have attempted to specify general solutions to these problems. Greater communication between the academic and clinical programs and greater standardization in the training a student receives before beginning the internship year would enhance training. However, the purpose of this article was not so much to solve the problems but to begin their delineation. I invite others to join me in this task since indeed most of the problems we face are not unique but shared.

Reference

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"Me? Take a Rorschach? Are You Kidding?"

Barry Ritzler, Ph.D.

I have been teaching personality assessment for nearly 20 years. You'd think all naive've regarding the subject would be behind me, but I swear it was with total innocence that I made the following comment to a class in advanced Rorschach interpretation (Well, maybe 90% innocence): "It might help lower the divorce rate in this country if people were required to take the Rorschach in order to obtain a marriage license; a psychologist could present

the results to the couple to assist them in making the decision to get married." The comment was not in my lecture notes, it just came out of some misty corner of my mind -- a fantasy unattached to the idea of the Ritzler Rorschach Institute for Marriage Decision Counseling which only occurred to me later.

The impact of the class's reaction drove me back several feet. I was accused of proposing an intrusion into human affairs that bordered on the unethical; of having no sensitivity to the romance of the marriage decision; and of suggesting we risk harming people by giving them potentially inaccurate information from results of questionable validity. All this from a class which minutes before had been asking me how to use the Rorschach in treatment planning with depressed patients.

I beat a hasty retreat by telling them it was an idea I had not had until that moment and that I agreed it had practical and ethical problems which would be difficult (I did not say impossible) to resolve. I did not have the courage to tell them that for a number of years I have thought it might be a good idea to use the Rorschach in selecting among applicants for graduate training programs in psychology.

For most psychologists who use personality assessment, the referral questions typically ask for an assessment of psychopathology. Information about strengths and non-pathological personality characteristics usually are welcome and important for an adequate assessment, but the predominant concern is with where the problems lie and what might be the best interventions. However, as personality assessment continues to become more effective and popular, psychologists are finding themselves responding to referral questions which do not focus on psychopathology. For instance, personality assessment with standard techniques such as the Rorschach and MMPI are being used to evaluate corporate managers for promotion, to select the most promising individuals from a pool of police officer candidates, and to assist a professional hockey team in their player personnel selections (the surprisingly successful Minnesota North Stars -- the Stanley Cup runners-up).

Judging from my class's reaction, an insidious problem may exist, however, in regard to the assessment of non-pathological personality characteristics; namely, the stigma of psychological assessment that is an unwelcome by-product of the exclusively "clinical" use of assessment techniques. Generally, personality assessment is viewed as an intrusive, if not invasive, procedure to be used only when more "benign" methods such as the therapy interview and behavioral observation do not give enough information. This opinion is bolstered by the attitude that the less-than-perfect validity of assessment techniques makes them dangerous to the welfare of the client. While there is some wisdom in this notion, it pales when the validity of impressionistic, unstandardized, interview and observational methods is considered.

Also, we know by now that certain information easily obtainable from standardized assessment procedures is not consistently obtained by the more open-ended interview and observational methods. Nevertheless, a prevailing attitude is that assessment techniques essentially belong in the clinic and should not be used to interfere with the lives of "normal" individuals.

Not long ago, my junk mail included a flyer from a weekly neighborhood newspaper giving me the opportunity to advertise in a special issue on physical fitness. Since the paper had a fairly wide distribution in the communities near my private practice office, I decided to try an idea spawned by the same mind that hatched Rorschach marital counseling. I advertised a "mental health check-up" which consisted of a test battery including the Rorschach, TAT, and MMPI-2 (WAIS-R optional) administered for the purpose of assessing such factors as an individual's current levels of subjective stress, stress tolerance, overall personality assets and liabilities, need for professional intervention, etc. I also offered the service as a source for a "second opinion" or as a means of assisting in short-term counseling for the purpose of discussing the subject's current life situation, the adjustment he/she was making, and any plans which might enhance future adjustment (i.e., a briefly extended consulta-

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tion possibly leading to a referral for more long-term treatment). The ad ran for the special issue and resulted in three clients, all adolescents who were "persuaded" to take the tests by their parents who were concerned about their offsprings' school performance and social adjustment. Each case was appropriate for assessment and the findings have resulted in referrals for individual therapy (I am continuing to see one of them), but I received no contacts from my intended audience -- the overstressed, but basically non-pathological, health-minded individuals interested in knowing themselves better in order to develop more effective stress management. In the same issue of the neighborhood paper, a "sports physician" offered a specialized physical examination for individuals considering increased exercise programs. I recently spoke with the physician who told me he knows at least 50 clients who responded to his ad. I never expected 50, but the realization of essentially being shut out 50-0 left me with an unsettling concern that I had naively misperceived the public's interests in knowing about themselves through the techniques of personality assessment.

Unfortunately, I probably was that naive -- not so much because I believed personality assessment can benefit the average person, but because I thought the public knew enough about personality assessment to think that it would provide a relatively painless means of developing effective stress management. Apparently, we still have to lead our potential clients to water and make them drink. This happened for me when I recently tested several middle level executives as part of a consultation program with mandatory employee participation. The subjects were enthusiastic about the information I gave them and found it useful in adjusting to the stress of their work situation.

In essence, I found nearly every executive to have above average personality resources and even higher levels of psychological stress exacerbated by a strong need to please and impress their superiors. In a group wrap-up session, I told the subjects of this general result. They appeared relieved to learn that the stress they experienced was not unusual and was a product of good in-

tentions and a "company spirit" rather than a sign of incompetence or inferiority. They debated over whether it was necessary to push themselves as hard as they did, thereby maintaining the stress. Some interpreted the test findings to indicate that they would be just as successful (and less anxious) if they cut back on the intensity of their efforts. Others thought that the effort and the accompanying anxiety were unavoidable because of the demands of the workload and the company's orientation of rewarding hard work and intensity of effort. I told them that it probably would take a research study to settle the debate, but that for now, the important thing might be to know the source and impact for the stress in order to think about possible adjustments which might be made to reduce some of the pressure while continuing to meet the company's expectations. After the meeting, several of the participants told me that the test results enabled them to support each other and to confront the stress issue as a group. One employee referred to it as "brainstorming."

I am left with the opinion that while personality assessment can be taken effectively into many areas of human experience outside the "clinic", we are not likely to be successful until we do a better job of preparing the public for what we have to offer. My students' reactions also convinced me that we must prepare ourselves more effectively for taking our techniques out of the clinic. To be sure, more research is needed with all of our techniques to help us know when and where we can make valid and effective assessments. In addition, however, we should not be so hesitant and timid that we continue to reinforce the stigma associated with personality assessment.

It seems to me that something of a Dark Ages mentality continues to exist if we believe that exposing healthy people to self knowledge obtained through personality assessment will somehow spoil or interfere with their health. I like to think that personality assessment can in some way help individuals to become more rational, effective, and comfortable when their problems do not warrant a clinical diagnosis. ▀

Charlie Spielberger -- A Man With Many Missions

Sandra Russ, Ph.D.

Charles D. Spielberger is a man who seems to be everywhere, doing everything. He has had, and is having, a tremendous influence on the field of psychology. A natural question to ask is: "How did he get here?"

Charlie began his academic life at Georgia Tech as a chemical engineering major, who switched to psychology when he realized that he wanted to work more directly with people. As a graduate student at the University of Iowa, he became interested in the phenomena of anxiety. His theoretical approach, which was greatly influenced by Kenneth Spence, was very much in the Iowa tradition of Hullian learning theory. Anxiety was considered a measure of drive and its effects on learning were investigated within that conceptual model.

From Iowa, Charlie went to Worcester State Hospital in Massachusetts for his internship. It was psychoanalytically oriented with a strong emphasis on the Rorschach as taught by Leslie Phillips, then Director of the Psychology Department there. He initially thought it was 'a strange world, with undefined concepts.' Nevertheless, he was greatly impressed with Phillips and his supervisors from The Boston Psychoanalytic Institute who were surprisingly adept at predicting behavior.

In his first faculty appointment at Duke in 1955, he spent two-thirds of his time in the medical school as Chief Psychologist in the Psychological Outpatient Clinic where he supervised psychology interns and practicum students and psychiatric residents. In this research oriented environment with stimulating colleagues, he continued his studies of anxiety as a personality construct rather than as a measure of drive, developing the Duke Checklist as an early measure of symptoms of

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anxiety. While at Duke, he also engaged in extensive research on verbal conditioning, and worked with clients at the University Counseling Center, focusing on problems of anxiety and academic achievement with support provided by NIMH grants. His interest in community psychology also began during these years, as he developed a mental health consultation program in Wilmington and New Hanover County, North Carolina. He became convinced that if you catch kids early, and work with the caregivers, you can have a tremendous impact on individual lives.

In January 1963, Charlie went to Vanderbilt as a full professor where he felt the pull of exciting colleagues and a charismatic department chair, Jim Nunnally. At Vanderbilt, he was influenced by Cattell's conceptual distinction between state and trait anxiety. He applied this conceptualization in collaboration with Richard Gorsuch who had just completed his Ph.D. with Cattell, in developing the foundation for the State-Trait Anxiety Inventory (STAI). The first version of the scale was in 1965-66. Taking leave from Vanderbilt, Charlie spent 18 months at NIMH where he was responsible for evaluating a variety of training programs. During this time, he helped to develop the first internship program in school psychology and the first training grant in community mental health. He especially enjoyed the stimulation of working with a variety of psychologists around the country.

Returning to academia in 1967, Charlie went to Florida State University as Professor and Director of Clinical Training. The clinical program was on probation and he enjoyed the challenge of proceeding to turn it around. While at Florida State, Charlie became very active in the APA. He was elected to the Committee on Accreditation, and helped initiate the Visiting Psychologists Program -- a method of cross-fertilization between clinical and academic settings. As Chair of the Accreditation Committee in 1970, he established three Blue Ribbon committees to review and revise the standards for accrediting doctoral programs in clinical, counseling, and school psychology. When called on to serve as Acting Director of the FSU Counseling Center, he became interested in test anxiety and developed the Test Anxiety Inventory. What is especially impressive is the constant example in his work of a true integration of clinical practice and research. Ideas in one realm led to work in the other.

In 1972 Charlie was appointed Director of Clinical Training at the University of South Florida, where he is now Distinguished Research Professor of Psychology and Director of the Center for Research in Behavioral Medicine and Health Psychology. The challenge in a relatively new institution was to develop and obtain accreditation of the clinical psychology program, which was achieved in near-record time. His program was also recognized by the State of Florida as a "Program of Distinction" in Community Psychology. At this time, Charlie was beginning to become very active in the international world of psychology, which helped to satisfy his long-standing curiosity about seeing many parts of the world. In collaboration with Irwin Sarason, he organized the original conference on stress and anxiety that was held in Bavaria in 1973. The first volume in the Series on Stress and Anxiety came out in 1975; Volume 14 is now complete and scheduled for publication later this year. There have been 8 international conferences, now called Stress and Emotion, variously sponsored by NATO, the Netherlands Institute for Advanced Study, the University of Warsaw, and the Hungarian Academy of Sciences.

Of all his accomplishments, Charlie is most proud of his contribution to theory and research on anxiety and anger. His State-Trait Anxiety Inventory, now in 43 languages and dialogues, has been used in more than 5,000 studies, and has been the standard measure of anxiety. He thinks that the study of anxiety in so many different cultures demonstrates the universality of the concept. What we have learned from this large volume of studies with Spielberger's measures has altered the theoretical framework and clarified the concept of anxiety.

His current research interests expand on his work with anxiety and anger and focus on the role of emotion in disease. He has utilized what he learned from his psychoanalytic teachers at Worcester. For example, life styles that emphasize sacrificing one's own needs to have harmonious relations with loved ones often reflect defense mechanisms for repression and denying anger.

Charlie sees his election as the 100th president of APA as an opportunity to work with distinguished colleagues and, consistent with his community mental health perspective, to make the world a better place. Building on his past interests, values and experiences, he feels this gives him a "unique opportunity to make a difference." For example, in a collaborative relationship between APA and the American Chemical Society, he is working with several national teachers organizations in planning a national conference on improving math and science education. Psychology can contribute to, and learn from, other disciplines in tackling common problems that are of critical importance to American society.

Charlie himself is an outstanding problem solver and meets difficult challenges with energy, purpose, and tact. He generates confidence and goodwill from others while solving problems. For example, when he became APA treasurer, the Association was experiencing the largest deficit in its history. He tackled that problem successfully and APA is now on sound financial footing. As president of SPA, he brought a renewed vitality to the organization. SPA and its membership have benefit-

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ted immeasurably from this leadership. He describes himself as having a 'confer and compromise' approach, but with an overall direction in mind. He makes ethical choices and gets things done. To lead an organization, he believes that 'one needs a full understanding of all the issues, in order not to miss critical contingencies.' Certainly, the diverse and in-depth aspects of his experiences give him the full understanding necessary to be APA President. He hopes to enlarge APA's role in American society, especially in education. He continues his mentoring and leadership roles in SPA.

What emerged during my interview with Charlie was his love of challenging situations and his pleasure in initiating programs and influencing policy. He retains a pride and investment in his students and colleagues and has total dedication to the field of psychology. He seems to use everything that ever happened to him in tackling problems. When asked if he regrets the time that his administrative responsibilities take from his research, his very genuine response was that "it doesn't really take away, it enriches my thinking and research." How fortunate we are to have him in leadership roles at this crucial time in psychology. ▀

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*Newsletter of the Society
for Personality Assessment*

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NEWS.....

Beck Award.....

For the eighth consecutive year, SPA and the University of Chicago Department of Behavioral Sciences will sponsor competition for the Samuel J. and Anne G. Beck Award. The winner will be announced and presented with the award at the 1992 Midwinter Meeting in Washington.

The idea for the award originated at the University of Chicago in 1980. Shortly thereafter, on invitation from the University, the SPA Board of Trustees became involved in developing and administering the award which was established to commemorate the pioneering contributions to personality assessment of Professor Samuel J. Beck. In 1991, Ms. Beck's name was added to the award to honor the contributions she made to personality assessment and to her husband's career. The Beck children have been active supporters and monetary contributors to the award since its inception.

The award's stated purpose is to recognize and encourage early career research on the Rorschach and other personality assessment techniques. Graduate students in psychology or related fields, and psychologists who have completed their graduate studies within the past seven years (after January 1 of the relevant calendar year) are eligible to submit manuscripts for the competition.

Papers submitted should be based on scholarly research and must be primarily the work of the person who submits the paper. "Research" is broadly defined to include all forms of scholarly endeavor, such as experiments, correlational and evaluation studies, and case histories. The papers initially are evaluated by a distinguished panel of judges who are experts in the field of personality assessment. The final decision is made by the Board of Trustees of SPA and representatives of the University of Chicago Department of Behavioral Sciences.

The winner receives a cash award of \$800 and a certificate of recognition.

This award is presented along with a plaque at the annual scientific meeting of the Society. The recipient is one of the guests of honor at the President's Reception following the reading of a summary of the research.

Papers submitted for the 1992 Beck Award must meet the following requirements:

1. The candidate must be the sole or senior author of the paper which must be based primarily on the candidate's own work.
2. The paper must not be previously published or currently under editorial review, but may be based on the applicant's unpublished thesis or dissertation research.
3. All data identifying the author or the institution at which the research was carried out must be removed.
4. Length of the paper is limited to a maximum of 20 typed, double-spaced pages including abstract, references, figures, and tables.
5. Four copies of the manuscript should be submitted accompanied by a cover sheet which includes title of the paper, author's name, institutional affiliation, mailing address, and telephone.
6. A statement must be included certifying that the material presented is original and primarily the candidate's own work, has not been previously published, and is not currently being considered for publication.

If the paper is judged to be the winner of the competition, the candidate must agree to present it at the 1992 Midwinter Meeting of the Society in Washington, D.C.

Manuscripts should be mailed to Dr. Barry Ritzler, Psychology Department, Long Island University, Brooklyn Campus, Brooklyn, NY 11201. They must be postmarked no later than November 15, 1991. ▀

Silvan Samuel Tomkins.....

Silvan Samuel Tomkins, one of the major theoreticians of twentieth century psychology, died June 10, 1991, just a few days after his 80th birthday. He had been undergoing treatment for lymphoma. Born in Philadelphia in 1911, he earned all his academic degrees at the University of Pennsylvania. After majoring in playwriting for his B.A., he added an M.A. in Psychology and a Ph.D. in Philosophy. Tomkins returned to psychology while working at the Harvard Psychological Clinic under Henry Murray and Robert W. White. He held important teaching and research appointments at Harvard and Princeton Universities, the Graduate Center of the City University of New York, Livingston College of Rutgers University, and the University of Pennsylvania.

His contributions have been central to a number of fields. In the area of psychological testing, Tomkins developed the famed Tomkins-Horn Picture Arrangement Test and wrote (with his former wife, Elizabeth J. Tomkins) what has become the standard manual for the Thematic Apperception Test (TAT).

Among his numerous honors, he especially treasured the Bruno Klopfer Distinguished Contribution Award of the Society for Personality Assessment, and the Distinguished Contribution Award of the Clinical Psychology Division of the American Psychological Association. He was scheduled to accept the Henry Murray Award from the Division of Personality and Social Psychology of the American Psychological Association in August. Tomkins was one of only 21 scientists ever to receive a Career Investigator Award from the National Institutes of Health.

He is survived by a son, Mark Tomkins of Boston, two grandchildren, and an immense legion of scholars in many fields. A public memorial service was held at the Institute of Pennsylvania Hospital in Philadelphia on September 15, 1991. ▀

Rorschachiana.....

At the International Rorschach Congress in Paris in July of 1990, Irving Weiner, editor of *The Journal of Personality Assessment*, was appointed editor of *Rorschachiana*. Irv was invited to prepare proposals concerning how this monograph, which previously had published Congressional abstracts, could be changed into a regular journal. Such proposals were presented to the Executive Board of the International Rorschach Society at its meeting in Bern in April of 1991. The plans that were made for this new journal at that time should be of interest to SPA members.

Rorschachiana will be published once each year beginning in 1992, possibly in the fall of the year, as a journal of approximately 150 pages in length. *Rorschachiana* will be a joint venture of the International Rorschach Society, which through the editor will determine its content, and of Huber-Hogrefe Publishers, which will produce and distribute it. The journal will be distributed free of charge to all dues-paying members of the International Rorschach Society.

Rorschachiana will publish original articles intended to provide opportunities for clinicians and scholars from various countries to share their views and findings with an international audience. Ordinarily, reports of a single case study or piece will not be published, and the journal will not issue a general call for papers. Instead, submissions will be invited from Rorschachers around the world who can draw on their own previous work and the work of their colleagues, previously published in their own country or language, to prepare overview articles to be read in all countries. In this way, *Rorschachiana* will fulfill the stated purpose of the International Rorschach Society to foster communication about the Rorschach, and it will also become a distinctive journal that will bring its readers valuable information that would otherwise not become available to them. In keeping with international practices strongly recommended by the publisher, the articles in *Rorschachiana* will be written in English with substantial

summaries in French and Spanish. The editor will be assisted by an international editorial board whose members will propose topics for journal articles, participate in inviting potential authors to submit articles, and assist authors in the preparation of their papers. Two members of SPA have accepted appointment to the editorial board of *Rorschachiana*: Marvin Acklin and A.J. Finch, Jr. ▀

The International Rorschach Society.....

Since 1988, SPA, through its International Rorschach Section, has been a member of the International Rorschach Society. The International Society, founded shortly after World War II, has consistently been the melting pot for ideas and findings concerning the Rorschach. Its principle objectives are three fold:

1. to conduct an International Rorschach Congress every three years,
 2. to publish the journal *Rorschachiana*,
- and
3. to distribute an annual bulletin to the membership throughout the world.

The International Society consists mainly of national or regional member societies, although those who do not belong to member societies can join as individual members. Currently the member societies represent Argentina, Brazil, England, France, Holland, Italy, Portugal, Spain, Switzerland, and the United States. Nearly 100 individual members come from many other countries such as Canada, Finland, India, Japan, Nigeria, Sweden, Venezuela, and many more. The total membership of the International Society is nearly 2000 and continues to grow each year. It is anticipated that organizations in Japan, Norway, and Sweden will be applying for membership during the coming year.

Until recently, *Rorschachiana* has been published once every three years, as the proceedings of each International

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Congress. Beginning in 1992, it will be published annually with the objective of presenting truly significant papers from the Rorschach community.

The 13th International Rorschach Congress was held in Paris in July of 1990 and was an overwhelming success. More than 600 people from 29 countries attended and the five days were well filled with symposia, papers, invited addresses, and a few fascinating disputes. The 14th International Congress will be held in Lisbon during July, 1993. The Portuguese organizing committee recently presented a preliminary report concerning their plans for the congress to the Executive Board of the International Society. The prospects seem very bright for another fine congress.

Although the International Society has an Executive Board consisting of a president, two vice Presidents, a secretary, and four members at large, the majority of important decisions are made by the Assembly of Delegates which meets at each congress. Each member society has at least one delegate and if the number of members in a member organization exceeds 100, a second delegate is also authorized. At the last congress, SPA was represented by Philip Erdberg and Mary Cerney.

When the International Rorschach Section of SPA was created in 1988, more than 600 of our members joined, but subsequently the number renewing their membership declined so that at the most recent count, we have fewer than 300 members. If you are into Rorschach, please give the International Section some careful thought the next time you pay your dues. It is an exciting group that continually strives to be in the forefront of exchanging ideas and findings and is becoming much more involved in collaborative cross-cultural studies. ▶

Administrative and Archival Center.....

SPA's "Fiftieth Anniversary Collection" of the *Journal of Personality Assessment* (1936-1988) is the premier foundation of an Archival Center for historical

documents, records and publications germane to the development of the organization, and members' contributions to development of the discipline. The "Fiftieth Anniversary Collection" is a distinctive feature in SPA's recently opened Administration and Archival Center. These black-and-gold bound volumes are in a growing library of books authored by SPA members and published by Lawrence Erlbaum, Inc.

Members are invited to contribute, in addition to books, papers presented at Midwinter meetings. Some Midwinter presenters provided copies of materials at the 1990 and 1991 conferences. Most presentations are represented only by title in the program.

Audio tapes of 1988-1991 Midwinter sessions, prepared by Dr. Gene Nebel, are included in the archives. Copies of these can be obtained at cost. Write Dr. Gene Nebel, 285 McFarlane Road, Apt. 173, Colonia, NJ 07067.

Pictures of officers, award recipients, and members are welcomed. A small collection of photographs dates back to 1988. Please prepare photos for archiving by placing them in clear plastic sleeves and attaching a typed caption sheet reporting date, place, and full names of individuals (left to right).

Video tapes from the 1991 New Orleans meeting cover portions of the Exner-Lerner Workshop and the Sunny-Side Symposium. Zillmer is contributing his video taped interview with Molly Harrower. Completing the Midwinter collection are posters of cities where Midwinter Meetings have been held and were contributed to the center by Rhodes Travel Agency, the group that is arranging travel for the 1992 Washington, D.C. conference.

Does anyone have information, including printed programs, from meetings prior to 1978? The original incorporation papers are also missing. Should SPA "treasures" show-up when moving or clearing out old records, please send them to the center: 7901 Fourth Street North, Suite 210, St. Petersburg, FL 233702-4300. You will be warmly thanked, and reimbursed for expenses if you enclose a statement of costs.

Student Recruitment Efforts....

Interest in personality assessment has increased dramatically and the growth of the SPA has been unprecedented in recent years.

To permit students and interns to learn about SPA and to make it easier for them to contribute to the exciting growth of the field, the SPA Board has created several initiatives. To facilitate better access to SPA, the board recently created a "student affiliate" membership status with a reduced membership fee. Membership includes a subscription to the JPA. A Graduate Student Recruitment Committee was also formed, chaired by Marvin W. Acklin, Ph.D. A related development is the creation of a committee to address and network assessment instructors and supervisors around the country. This network of instructors and supervisors has the unique opportunity to better address issues of teaching and training and to facilitate personality assessment research.

In the meantime, SPA members and fellows who teach and train graduate students, please be aware of and support our efforts. Encourage your students and trainees to take advantage of student affiliate membership in SPA. A fall mailing announcing SPA recruitment efforts will be sent to training directors in graduate schools and internship programs. You may request membership forms from the Membership Committee, care of the SPA Administrative office. ▶

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

Thank you for your confidence in voting for me to be the next president-elect. I count on your support and cooperation to fulfill my commitment to SPA.

Now for some membership business. In the past few years, we have been examining the membership records and have noticed that some members are not taking advantage of opportunities and rights that belong to them. I have written to those that I thought might be eligible for certain changes of status,

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but I can't always tell from the material we have who is ready for what stage. If you are eligible for any of the following changes in membership status, please do not hesitate to let us know and we will send you the forms required.

Life Membership

Some members are eligible for Life Membership. If you fulfill the following requirements, please let us know.

Any member who has reached the age of sixty-five and has been a member in good standing of the Society for at least twenty years shall retain the rights and privileges of membership but shall be exempt from further payment of dues. Life members can subscribe to the *Journal of Personality Assessment* for \$15.

Fellows

Some members are eligible for fellow status. Do not wait for someone to nominate you. If you qualify, please submit your name and a curriculum vita and we will send you a form to begin the process.

Criteria for Fellow Status

1. Doctoral degree with special training in methods of personality assessment and a minimum of five years of acceptable postdoctoral experience.

and

2. Have demonstrated special competence in methods of personality assessment in at least two of the following ways:

a. A history of successful teaching in the area of personality assessment and achievement of the rank of associate professor or higher (applicable only for full time faculty)

b. Theoretical or research contributions of high quality in the area of personality assessment as demonstrated by multiple scholarly publications

c. Professional leadership through supervision, administration or consultation in the use of methods of personality assessment within an institution or agency

d. Other high attainments such as the acquisition of the ABPP Diploma.

3. Each applicant for Fellow shall be endorsed as to competence, personal soundness and integrity by at least two members of the Society, one of whom must be a Fellow.

Associates

Individuals who have been associate members for at least five years can apply to the Membership Committee for full membership upon demonstration of contribution in teaching, clinical practice, and/or research in personality assessment and/or contribution to the Society.

Don't hesitate to take advantage of the status that is rightfully yours to have. We're looking forward to hearing from you.

Regarding the International Rorschach Society

We had a very busy and full agenda during our board meeting in Bern, Switzerland. Contact me if you have information you would like to have printed in the International Society's Newsletter. ▶

BRIEF NOTES....

Position Available: Assistant/Associate Professor

...in the Department of Psychology at the University of Wyoming in APA-approved clinical Ph.D. program. Teaching responsibilities in areas of assessment and psychotherapy supervision. Undergraduate teaching and research area open; research productivity expected.

Send vita, three letters of recommendation and copies of two recent evaluations to: Clinical Search Committee, Department of Psychology, Box 3415, University Station, Laramie, Wyoming 82071. Telephone inquiries to Max Rardin at 307/766-6382. ▶

Missing.....

Dr. Marguerite Hertz is seeking to locate a reprint of one of her papers--entitled "Triennial." She presented the paper at a society meeting in 1965. Please contact: Mrs. Willard Hertz, 3766 River Birch Drive, Flint, Michigan 48532. ▶

Two Forthcoming Meetings on the MMPI-2 and MMPI-A

The 27th Annual Symposium on Research Developments in the Use of the MMPI (MMPI-2) will be held in Minneapolis, Minnesota, May 7-10, 1992. To submit a paper for presentation, send your abstract to James N. Butcher, Department of Psychology, University of Minnesota, Minneapolis, Minnesota, 55455 (or FAX 612/626-0080) by December 30, 1991.

An international workshop on the MMPI-2 and MMPI-A will be held in Bruges, Belgium on July 16-17, 1992. This workshop is co-sponsored by the Free University of Brussels and the Department of Psychology of the University of Brussels and the Department of Psychology of the University of Minnesota. For information, write to James Butcher at the Department of Psychology, University of Minnesota, Minneapolis, Minnesota 55455, or Hedwig Sloore, Department of Psychology, Free University of Brussels, Pleinlaan 2, B 1050 Brussels, Belgium. ▶

Midwinter Meeting of SPA.....

This important meeting will be held in Washington, D.C., March 12-15, 1992. Plan to participate--attend workshops and timely symposia. ▶

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From The President

Paul Lerner, Ed.D.....

...continued from page 1

and the transition of administrative matters to the central office, the board will be better able to consider more substantive issues in assessment.

One such issue, raised by John Exner, is the question of accreditation -- certification in assessment. The question is whether the society should get into the business of accrediting competence in personality assessment. John has correctly noted that this issue will become more "knotty" as time goes by, and that the society needs to have, at the very least, a position and voice in this matter.

Of related importance is the question of the society's role in assessment train-

ing. At our last Midwinter Meeting in New Orleans, two symposia were devoted to the topic. That the society is a forum for discussion of training issues is obvious. The question is: Are there other roles that the society might play with respect to assessment training?

A third substantive issue involves the relationship between SPA and the International Rorschach Society. In a comparatively short period of time, SPA members, as a group, have become part of the International. Two of our members are on the governing board of the International Society. Irv Weiner, editor of *JPA*, has been named editor of *Rorschachiana*, the International Society's journal, and several SPA members have been invited to serve as consulting editors.

There are other issues, too. Overall, the society continued to grow and develop

in a variety of ways and these are exceedingly exciting times for all of us in assessment.

Speaking of excitement, even though it is still several months away, I would like to invite you to attend and partake in our Midwinter Meetings. They will take place March 12 through 15 in Washington, D.C. at the Georgetown Conference Center. As conference chair last year, I was particularly impressed with the number and quality of submissions. That trend, I have little doubt, will continue. Mary Cerney, our new president-elect, is program chair this year, so direct all program submissions to her. Even though attendance increases yearly, the meeting continues to be an intimate gathering in which true fellowship holds sway. ▀

Society for Personality Assessment

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