

## President's Message No Time for Complacency

Virginia Brabender, PhD  
Widener University

This March, the Society for Personality Assessment will celebrate its 70th anniversary of our annual meeting. 'Twas 1938 when it all began. It was the year in which MGM announced that Judy Garland would be cast in the role of "Dorothy" in the upcoming *Wizard of Oz*. It was the year of the mass-hysteria-inducing "War of the Worlds" broadcast. It was the year in which Franklin Delano Roosevelt established the March of Dimes. But most importantly, it was the year in which a group of psychologists recognized that forming an organization would be beneficial to the advancement of personality assessment. Our enthusiasm for our work and play in the Society was expressed in the fact that our 2007 meeting was the best attended in the history of the organization.



Inherent in the celebratory spirit with which we greet this banner year is an aspect of reflection. From where have we come and where are we going? In addressing these questions, I find that the Society and the annual meeting have a certain indivisibility. The annual meeting is a kind of condensation of all of the issues, advancement, and tensions affecting the Society and the landscape of personality assessment. What we know about the Society is that we enjoy a theoretical and methodological pluralism, a diversity that is represented by the great variety of offerings we see at every annual meeting.

Undoubtedly, at times we become lopsided in one direction or another but our group has that feature characteristic of all healthy systems: We are self-correcting in the service of the Society's growth. The Society ably serves the goal, core to its mission, of advancing knowledge of personality assessment. Not only does it provide a forum for top scholars to exchange ideas through the meeting and the journal, but it also commissions research by such exceptional investigators as Len Handler, Greg Meyer, and Mark Blais that addresses critical questions about personality assessment. The Society serves the goal of educating

assessors by creating a range of venues for assessors to continue their training.

Yet, for us to complacently conclude that what exists is sufficient, that the Society has fulfilled its potential in serving its mission, is to ignore immense opportunities in front of us. The pluralism of which I speak is partial. Yes, we have pluralistic views and interests but the membership of the Society woefully lacks in diversity. As much as we know that ours is a multicultural world and that the clients we are likely to assess vary on so many identity dimensions such as race, ethnicity, sexual orientation, country of origin, ableness, and so on, we have yet to create this microcosm within our Society. Achieving diversity can be seen as a value in its own right. However, diversity enables good science. By achieving a membership of individuals who represent different subcultures, we are creating an environment favorable to the inclusion of identity variables in our designs, in our thinking about the people whom we assess. Over my tenure as President, the Board will actively consider how to increase the diversity of our membership; we welcome your suggestions.

Even though research in personality assessment is exploding, a phenomenon due in part to the efforts of the Society and its journal, certainly more can be done to advance the science of personality assessment. The Society might facilitate the conduct of multi-site studies not only in the United States but also across national borders to enable us to create more powerful designs that permit the uncovering of contextual effects. Perhaps our web page could be used as a means by which researchers seeking collaborators could communicate with one another.

Despite the constant efforts of the Society to further the competence of personality assessors, we hear examples every day of bad practice in assessment. How is the public to distinguish between those assessors who have kept their craft alive through constant

engagement with a community of personality assessors and continuing education, and those whose knowledge bases and skills have atrophied? The Society is positioned to make a contribution of enormous proportions in addressing this need. The Board has voted unanimously to direct its efforts to the establishment of personality assessment as a proficiency recognized by the American Psychological Association and its Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP). According to the Joint Interim Committee for the Identification and Recognition of Specialties and Proficiencies, "A proficiency is a circumscribed activity in the general practice of professional psychology or one or more of its specialties" (1995, p.1). The committee also indicated that a proficiency demands specific training focused on particular content. In order to establish personality assessment as a recognized proficiency, we need to show that such a recognition is in the public interest. The vehicle by which we do so is a petition that must be submitted to CRSPPP. Since the fall board meeting, work groups with broad-based representation from the membership have formed. These work groups, under the leadership of Ginger Calloway, will be responsible for writing the petition that will be submitted to CRSPPP in January 2009.

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## Special Topics in Assessment

### The Adult Attachment Projective

Alan L. Schwartz, PsyD  
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While it has become a more apt description to describe our work as *assessment* (reflecting a holistic, interpersonal, information-gathering process) rather than the more constricted term *testing*, we are still highly reliant upon our tests. I described in the last issue of the Exchange how our emotional connections to our testing instruments at times may preclude us from seeing a clearer, broader picture of a test's assets and liabilities. As such, while there is a myriad of psychological tests inhabiting our testing closets—with new measures being published as we speak—we often return to our cadre of reliables. The guild of tried-and-true measures with which

we have become comfortable is a difficult one in which to gain membership. The effort involved in learning the vicissitudes of a new test, its elements of construction, requisite statistical properties and applications with patients all make acceptance of a new test difficult.

These thoughts briefly occupied my mind last year at the SPA Midwinter Meeting in Washington when I attended Carol George's symposium on the Adult Attachment Projective (AAP). Yet, instead of considering the AAP as an interloper to an established testing society, its impressive construction

(drawing on historical and contemporary narrative ideas), empirical weight and clinical usefulness make it a highly attractive measure for assessing attachment style, interpersonal defense, and even trauma. For this section of Special Topics in Assessment, Carol George provides a concise overview of her Adult Attachment Projective, its theoretical rationale which is grounded in Bowlby's attachment work, and its applications in the assessment of individuals. With all of its strengths, the AAP seems to have potential for playing a key role in contemporary personality assessment.

## The Adult Attachment Projective: Overview of a New Instrument

Carol George, PhD  
Mills College

Attachment theory, originally in the domain of developmentalists interested in children, has become a major framework for adult research and psychotherapy. This direction is consonant with John Bowlby's original goals for attachment theory to provide a lifespan approach to personality and psychopathology. The attachment system ensures that humans universally seek fundamental protection in intimate caring relationships. Human biology is so powerful that we cling physically and psychologically to these relationships, despite potential harm and destruction. Empathy, core features of personality and functioning, and the desire and capacity to care for others are all grounded in the attachment patterns established during childhood. These patterns have been shown to predict essential elements of personality and functioning in adolescence and adulthood, including psychopathological symptomology and inter-relationship and intergenerational transmission of patterns of care, above and beyond the influences of experiences in non-attachment relationships, temperament, or genetic diathesis.

Recent trends to bring attachment to life for practicing clinicians more often than not begin with intuitive assessments of a client's attachment "appearance" (e.g., Brisch, 1999; Sable, 2004). These inferences may serve as the platform for generating ideas about how attachment can inform the clinical process, but they are sorely limited by the fact that clinical inference or intuition can lead to misassumptions in the therapeutic enterprise.

I describe here the Adult Attachment Projective (AAP), a relatively new assessment of adult attachment. My colleagues Malcolm West and Odette Pettem and I developed the AAP following the Bowlby-Ainsworth tradition. Strictly speaking, an attachment assessment must activate the system in order to "see" the variations in its behavioral and representational manifestations; that is, attachment is best viewed in relation to events that threaten or compromise physical or psychological safety. The adult classification groups (secure-autonomous, dismissing, preoccupied-enmeshed, unresolved) were conceived as designations of patterns of mental representational attachment strategies, termed *states of mind*, observed in adults' descriptions of their memories of attachment experiences during the structured Adult Attachment Interview (AAI). The AAP assesses these states of mind using a projective format to elicit story responses to a standardized set of drawings that represent theoretically derived major attachment events, including illness, solitude, separation, death, and abuse. The AAP opens up and renders amenable to interpretation those personal elements of attachment that individuals may exclude from conscious awareness. Individuals make sense of the various depicted attachment scenes by using their perceptual and affective responses to impart meaning to the picture stimuli. The external stimulus (the attachment "pull" of the pictures) initiates an internal search for applicable mental concepts. These

representational states of mind, therefore, are dynamic, associative, affective categories that have the potential to be refound or rediscovered in new situations, such as in response to describing what is happening in each AAP picture.

The AAP consists of a set of eight black and white line drawing stimuli, one neutral non-attachment stimulus, and seven attachment scenes. The scenes contain only sufficient detail to identify events of individuals alone or in possible attachment relationships. The battery includes pictures of a neutral stimulus (children play with a ball), four alone scenes (e.g., *Child at Window*—a child looks out a window; *Cemetery*—a man stands by a gravesite head stone) and three dyadic scenes (e.g., *Departure*—an adult man and woman stand facing each other with suitcases positioned nearby; *Ambulance*—a woman and a child watch ambulance workers load a stretcher into an ambulance).

The AAP is administered in a private setting and takes approximately 30 minutes to complete. Administration combines elements of projective and semi-structured interview techniques to elicit a story that describes the scene's events. Administration does not require background in attachment theory, assessment, or the AAP coding system. Stories are audiotaped for transcription and verbatim analysis. Training for analysis is required. Trained judges are available for

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## What is Objective about “Objective” Tests? Where is the Projection in “Projective” Tests?

Wendy C. Eichler and John E. Kurtz, PhD



Associate Editor's Note: *My co-author on this column is Wendy Eichler, an exceptionally talented student in the Master's program in Psychology at Villanova University. Wendy is planning to attend her second SPA meeting in New Orleans this March. She also plans to pursue doctoral studies in clinical psychology.*

The common use of the labels “objective” and “projective” for categorizing personality tests is highly familiar to any psychologist or student of psychology. From coverage in introductory and advanced psychology textbooks to the titles of graduate training courses, the use of these labels is ubiquitous in all treatments of the topic of personality assessment. A recent editorial in the *Journal of Personality Assessment* (Meyer & Kurtz, 2006) calls for an end to this practice due to the imprecise denotations and connotations of the terms “projective” and “objective” with respect to personality assessment methods. The editorial calls for a new and more thoughtful system of classifying the numerous types of methods in use to assess personality. Before presenting these arguments and some proposals that have come forth as a result, we look at some of the lesser-known history of this well-known terminology.

According to our search of PsycINFO, the first use of the term “objective tests” to describe personality questionnaires can be found in a study by Yoakum and Manson (1926). Although it was not the first use of the word “projective” in reference to certain personality tests, an article by Lawrence Frank (1939) is frequently cited as the authoritative treatment of this concept. Frank remarked that the value of “objective” tests lies in their ability to yield a normed, quantitative score. He noted that “it is interesting to see how the students of personality have attempted to meet the problem of individuality with methods and procedures designed for study of uniformities and norms that ignore or subordinate individuality, treating it as a troublesome deviation which derogates from the real, the superior, and only important central tendency, mode, average, etc.” (pp. 392–393). In contrast, the “projective” test, as Frank described it, has a uniquely compelling ability to extract a projection of one's

“private world” onto an ambiguous field, such as a Rorschach inkblot. Fifty years later, John Exner (1989) argued against the idea that projection is integral to the Rorschach. “Unfortunately,” he wrote, “the Rorschach has been erroneously mislabeled as a projective test for far too long, and that label has often encouraged interpreters to attempt to derive some meaning from the content of every answer” (italics in the original; p. 527). Long before Exner reconsidered the appropriateness of this terminology for the Rorschach specifically, Donald Campbell (1957) observed the excess simplicity of the distinction between “projective” or “objective” tests and offered an alternative classification based on three categories: voluntary versus objective, indirect versus direct, and free response versus structured. He proposed that an “objective” test is one in which the examinee understands that there is a correct answer, and the response is scored for correctness. Such a test is more common in cognitive performance assessment than in personality, except for some recent measures of emotional intelligence (e.g., Mayer, Salovey, & Caruso, 2002). Campbell's concept of a “structured” test is more aligned with what has been traditionally called an “objective” test, yet he also suggested that structured tests can be used to elicit projection.

The editorial by Meyer and Kurtz (2006) offers several reasons why the two familiar labels are inaccurate and misleading for characterizing the techniques used in personality assessment. For example, objectivity in tests is important for all test consumers, researchers, and clinicians; however, the practice of bestowing certain tests with the “objective” label based on their highly structured response format implies that other tests are not objective. The lay observer might wonder why psychologists would want to use any test that was not called objective. In fact, the word “objective” can be applied to all projective tests, because any personality test that yields scores can be evaluated for the objectivity of its data. Objectivity of a test can be inferred when different examiners of the same examinee converge on the same score; thus, labeling certain tests as “objective” based on

their response format is simply inaccurate. Moreover, the presumed objectivity in “objective” questionnaires arises from the fact that the scoring of individual responses requires no judgment or interpretation from the examiner. However, the burden of interpretation and subjective judgment is merely shifted from examiner to examinee. Concern about the lack of objectivity in questionnaire responses is almost as old as the term “objective tests” (Meehl, 1945). The objective-projective dichotomy also fails to recognize the great diversity of techniques available in modern personality assessment. The old dichotomy assigns one very specific type of assessment method (i.e., questionnaires) into one group and all of the others into the second category. The result is a collection of assessment methods that are really more different from one another than their shared category membership implies.

“Projective” and “objective” tests are typically seen as providing different types of data about the examinee. Frank (1939) suggested that “projective” tests are the only source of rich, qualitative data that can be used in an idiographic manner. However, when these so-called “projective” methods employ formal scoring systems, then they can also provide quantitative scores that can be used in a nomothetic manner. Likewise, rich qualitative data can sometimes be gathered from an “objective” assessment method. When a patient requires twice the usual time to complete a questionnaire, or leaves an excess of blank items, or asks for a great deal of assistance in interpreting the questions, the examiner will probably be unable to resist the pull to make qualitative interpretations from this “objective” process. Although there is, of course, more opportunity for qualitative data in “projective” methods, the attentive clinician has access to idiographic data throughout the assessment process.

The hope in retiring this practice, according to the editorial, is to stimulate new thinking about our methods, their strengths and weaknesses, and what types of information they bring to bear in the assessment process. A more accurate and comprehensive system

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## The Ethics of Self-Care

Linda K. Knauss, PhD, ABPP

Widener University



We are assessment psychologists and we work hard, very hard. An often neglected question is: "Are we taking care of ourselves, and maybe even having fun?" Self-care is necessary to practice competently and thus ethically. This issue is so important that it is included in the APA Ethics Code. The last sentence of the principle of beneficence and nonmaleficence states: "Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work" (APA, 2002, p.1062). In addition, enforceable ethical standard 2.06 addresses refraining from practice and seeking assistance when impaired. Thus there is recognition of the close relationship between impairment and ethical misconduct. Unfortunately, there is not as much written about self-care as there is about impairment. By including awareness of the effect of physical and mental health on professional performance as an aspirational principle, the APA Ethics Code goes beyond what psychologists can do to avoid being impaired and encourages us to maximize our professional effectiveness. Knapp and VandeCreek (2003) state: "No enforceable standard could dictate rules of self-care such as ensuring that psychologists get enough sleep, watch their diet, exercise, seek out appropriate health care, and so forth. However, it is a goal to which psychologists can aspire. The Ethics Code does a valuable service to the public and the profession by including this one sentence" (p.31).

Professional functioning, like many other things, exists along a continuum. At one end is the flourishing psychologist and at the other end is the impaired psychologist. In between is the "just getting by" stressed psychologist followed by the distressed psychologist. Positive personal functioning is related to competence, while poor personal functioning is related to diminished competence or impairment. In a survey by Pope, Tabachnick, and Keith-Spiegel (1987), 56% of mental health professionals reported working under distress that would affect the therapeutic relationship at some time in their career. In another survey, Thoreson, Miller, and Krauskopf (1989) found 10% of psychologists reported experiencing either depression, serious physical illness, or substance abuse. In addition to personally

stressful life events such as divorce or the illness of a loved one, psychologists experience many professional stressors. For example, Kleespies and Dettmer (2000) found that sometime during their careers, one in four psychologists is likely to have a patient commit suicide. Other professional stressors include working with difficult patients, having too much paperwork, having inadequate time for obligations, and dealing with managed care companies (Sherman & Thelen, 1998).

Psychologists and other mental health professionals need to be especially aware of compassion fatigue, vicarious traumatization, and burnout. Compassion fatigue occurs when caring for others takes precedence over caring for oneself. We are only able to help others when we are functioning well. Sometimes psychologists take on too many patients or take on clients with special needs who tax their resources (Knapp & VandeCreek, 2006). Newer psychologists may feel overcommitted to clients, or may not have internalized the therapeutic detachment needed for effectiveness as a therapist. Vicarious traumatization results from working with traumatized clients, being exposed to accounts of traumatic events or stressful client behaviors. The risks are especially high for therapists who have a personal history of trauma (Knapp & VandeCreek, 2006). Chronic work stressors lead to burnout. This has been described as emotional exhaustion resulting from excessive demands on energy, strength, and personal resources in a work setting (Freudenberger, 1975). Burnout may lead to feelings of helplessness, guilt because a client is not progressing satisfactorily, or even aversion to one or more clients. Some potential warning signs of burnout include uncharacteristic angry outbursts, apathy, chronic frustration, emotional and physical exhaustion, and reduced productivity (Koocher & Keith-Spiegel, 1998).

Our goal should not just be to avoid impairment but to maximize our physical and emotional health. This is the process of self-care. The first step in effective self-care is anticipating work and life demands. If you can anticipate personal and professional life demands you will be better at dealing with them. Professional strategies for promoting

self-care include fostering self-awareness. In a survey of well-functioning psychologists, Coster and Schwebel (1997) found that well-being was associated with high levels of self-awareness, self-monitoring, strong social relationships (from peers, spouses, friends, and others), and a balanced life. Mentoring, supervision, or personal therapy, in addition to self-reflection can stimulate self-awareness. Bennett et al. (2006) suggested keeping a diary of important clinical experiences, group consultation, or Balint groups. Fidelity and one's responsibility to self is also an element of self-care. For example, consider terminating a client who is threatening you or your office staff.

It is important to encourage professional collaboration rather than isolation. Feedback is a form of self-care. This includes consultation, study groups, peer supervision, informal conversations with colleagues, and continuing education (CE) programs. Professional development also enhances well-being. In addition to CE programs this may be accomplished through personal readings, acquisition of a specialty credential, or development of a new program (Knapp, 2004). In general, social support is especially important when working in the field of mental health. It can provide emotional support for upsetting patient behavior, or involve others in critical decision making. According to Knapp and VandeCreek (2006), the opportunity to express one's dismay can reduce stress and improve functioning. Costner and Schwebel (1997) also found that social support was a key component of success for well-functioning psychologists. Knapp and VandeCreek (2006) conclude that psychologists who participate in regular consultation benefit from shared clinical expertise and deliver high quality care.

It can be difficult to recognize when personal distress is impairing one's judgment. This is another benefit of professional support networks. When psychologists are unable to meet the minimum standards of their profession as a result of physical or mental disabilities, they may receive help from colleague-assistance programs. These programs are often developed by licensing boards or state psychological associations. The programs vary from state to state,

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## Advocacy Corner

**Bruce L. Smith, PhD**  
*SPA Advocacy Coordinator*



As usual, there were many irons in the fire this past 6 months. The following report summarizes our main advocacy efforts on behalf of the practice of assessment.

- **CPT**—The ongoing CPT (Current Procedural Terminology—the coding book for billing Medicare and insurers) issue continues to take up considerable time. Radhika Krishnamurthy and I have continued to meet bi-weekly by conference call with the Task Force (representatives from SPA, Division 40, National Academy of Neuropsychology (NAN), and the APA Practice Directorate). The main issue that remains somewhat unresolved is the billing for technician- or computer-administered testing when the psychologist does the interpretation/reporting. Basically, the code for technician or computer testing is supposed to include interpretation, but we have gotten the Center for Medicaid and Medicare Services to agree that this would *only* include those instances in which the test (e.g., MMPI-2) is interpreted in isolation. Psychologists would still be able to bill under the professional code for integration of

data from multiple sources (i.e., what we typically do in assessment). Clearly this is an issue that bears more on our neuropsychology colleagues but may be relevant to some personality assessors as well.

- **Non-Professionals and Assessment**—This has been a very active area the past 6 months. We have been active in beating back attempts to have assessment included under generic mental health licenses (without proof of education/training) in several states. Our “Standards” document has been instrumental in these efforts. In California, we were active in defeating (at least for now) a bill that would have allowed for a very broad “counselor” license that had been written in such a way that it would have allowed college admissions counselors or financial counselors to do psychological assessment! The “Standards” were sent to all relevant legislators as well as the the California Psychological Association (CPA) lobbyists. On the other side of the

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## Notes From the Foundation

**Bruce L. Smith, PhD**  
*SPAF President*

The Society for Personality Assessment Foundation is the fundraising affiliate of SPA. We continue to raise money for projects that are vital to the future of assessment. These include those that benefit students (dissertation grants, travel grants) and those that support research (the Utility of Assessment Project). This report will update you on our current projects.

The Utility of Assessment Project is currently underway at Massachusetts General Hospital under the direction of Matt Blagys, PhD. At present, we have raised most of the money we need for this project (see accompanying article), thanks in part to a generous gift from PAR as well as the contributions of many SPA members.

Finally, we are pleased to announce the First Annual John E. Exner Scholar Award. This award was made possible by a generous gift from the Exner family and honors the late John Exner, who was so involved with SPA for so many years. It is our desire to grow the fund that supports this award so that the financial amount of the award can be increased. Please consider contributing to this fund with your dues.

As they used to say about voting in Chicago: Give early and often.

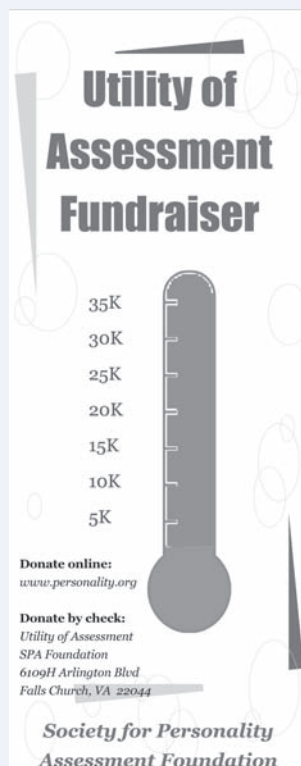
## Utility of Assessment Research Project Update

**Steve Finn, Bruce Smith, Greg Meyer, Radhika Krishnamurthy**

*Great news!* The fundraising for the Utility of Assessment Research project sponsored by the SPA Foundation has been very successful—we have currently raised \$37,435 and are within reach of our goal of \$40,000. The research study headed by principal investigator Mark Blais and co-investigator Caleb Siefert is underway and data collection has begun.

We would like to acknowledge the contributions of our SPA members and other donors (most recently, a generous gift from PAR) and convey our heartfelt thanks; you have made this possible. Being as close as we are to the end line, we ask for your continued generosity so that we can raise the additional \$2,565.00 needed. Every contribution, small or large, helps.

To make a contribution, please visit our link on the SPA website: <http://www.personality.org/utility-fundraising.htm>



## International Notes

**Bruce L. Smith, PhD**  
*Vice President, International Society for Rorschach*  
**Jane Sachs**  
*Private Practice*

There are a number of important news items on the international front. Most importantly, the XIX International Congress of Rorschach and Projective Methods will be held in Leuven, Belgium, July 21–26, 2008. The Congress is one of the most exciting professional events of the year, bringing together psychologists from more than 50 countries. It provides an opportunity to share information and perspectives with colleagues from all over the world. Those who have attended in the past have inevitably made lifelong friends from countries as varied as Japan and Poland, Portugal and Israel. Leuven is less than 30 minutes from Brussels, the crossroads of Europe, and is an ideal jumping-off point for a summer vacation.

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## A Winter Update from SPAGS

Martin Sellbom, PhD  
SPAGS President



Dear Fellow SPAGS Members,

It is with mixed feelings of excitement and melancholy that I write to you as the first elected President of SPAGS. There were some unfortunate circumstances that led me to take office earlier than my initial inauguration date of March 2008. On October 9, 2007, Gale Utzinger (formerly Petrowski) informed the SPA and SPAGS Boards that she was resigning from her position as President. This resignation was a result of her leaving the doctoral program at Adler School of Professional Psychology, and thus, no longer being a student and member of SPAGS. The SPAGS Board wishes to thank Gale for the enthusiasm, drive, and commitment she has displayed in her service as President, and we wish her nothing but the best in her future endeavors.

Gale's resignation forced us to immediately restructure the SPAGS Board. On October 15, 2007, I was sworn into office as President, leaving my position as President-Elect vacant. We therefore turned to the winner of this past election, Christopher Hopwood, and he agreed to start his term as President-Elect five months early. Chris was at that time serving a one-year term as Representative-At-Large, and thus, his move left this position vacant. To fill this position, we asked whether the person who received the highest number of Representative-At-Large votes from this past election would start her term early. Elise Simonds graciously accepted our invitation. Finally, the SPAGS Board voted unanimously to extend Robert Janner's term as Past President by one year (i.e., through the end of my term).<sup>1</sup> Current SPAGS Board and their terms in office are Martin Sellbom, President (10/07-3/09), Christopher Hopwood, President Elect (10/07-3/09), Robert Janner, Past-President (3/07-3/09), Mark Peacock, Secretary (3/07-3/09), and Representatives-At-Large Dustin Wygant (3/07-3/08), Kathleen Tillman (3/07-3/08), and Elise Simonds (10/07-3/09).

Before I turn to SPAGS matters, I will briefly introduce myself. I was born and raised in Sweden and moved to the United States when I was 20 years old. I received a Bachelor's degree, majoring in Psychology and Criminal Justice, from Tri-State University. I

subsequently enrolled at Ball State University where I completed a Master's degree in Clinical Psychology. I graduated from Kent State University with a doctoral degree in Clinical Psychology, and completed my APA internship at the Centre for Addiction and Mental Health in Toronto, Ontario. I am currently serving as a Post-Doctoral Research Associate at Kent State University. At Kent State, I have been fortunate to be mentored by Dr. Yossef Ben-Porath, and I have also had the opportunity to work closely with Dr. Jack Graham. My research has focused primarily on the assessment of personological factors that contribute to psychopathology, including psychopathy, depression, and anxiety. More specifically, my research has focused heavily on the MMPI-2 Restructured Clinical (RC) scales and, more recently, on the new Restructured Form of the MMPI-2 (the MMPI-2-RF), which will be released in early 2008. I am generally interested in the utility of personality measures in forensic assessment, and particularly in their use for identifying malingering and other forms of response bias. My clinical interests include both forensic and neuropsychological assessment. Outside of psychology, I enjoy spending time with my wife, Jessica, traveling, watching football and movies, golfing, skiing, reading, and participating in (nowadays) recreational sports.

There are three major topics that I will discuss in this column: election results, retention/recruitment, and committees. First, in September, we were pleased to have our second annual election for positions on the SPAGS board, which was masterfully organized by Rob Janner, our Past President. I am proud to announce the results for this election. As mentioned earlier, Christopher Hopwood was elected President. Chris is a doctoral student at Texas A&M University and is currently completing his APA internship at the Massachusetts General Hospital in Boston. Elise Simonds was elected as one of three Representatives-at-Large and she is currently a doctoral student in the Virginia Consortium Program in Clinical Psychology. Elise has already started her term as discussed above. The two other elected Representatives-at-Large are Elizabeth Koonce, a doctoral student at the University of Toledo; and Joyce Williams, a

doctoral student at Fielding Graduate School. They will start their terms in March 2008.

Second, one of the major agendas for the SPAGS Board has concerned the recruitment of SPAGS members and retaining these once they graduate with their terminal degrees. A major concern has been that many students become members of SPA, but then leave the Society once they graduate. Therefore, the Board has discussed various reasons for attrition and possible solutions for retention. To investigate this empirically, Chris Hopwood designed a preliminary survey in which he asked clinical psychology graduate students at Texas A&M University various questions, including (1) What conferences do you go to?, (2) How likely will you continue to attend each following your PhD?, (3) What are your job aspirations?, (4) Have you heard of SPA? If so, what have you heard?, (5) Would you consider attending SPA?, and (6) What would make it more/less likely that you would attend SPA? Fourteen of 25 students responded to this survey. All 14 currently attend conferences, and all but one plan on continuing such attendance subsequent to graduation. Only one student (Chris himself) had previously attended SPA. Eight of 14 students reported that they were unlikely to ever attend SPA. Of these eight students, none had heard of SPA, six stated that their main reason was because personality assessment was not consistent with their interests; the other two students cited cost as the main barrier. In addition, six of these eight students said they have purely clinical career aspirations. Furthermore, of the six students who reported that they would consider attending SPA in the future, three had never heard of SPA, five said that consistency with research interests would be the main barrier, and one student cited cost as a main barrier for attendance. Five of these six students indicated that they have research aspirations. Finally, there was no association between year in program or number of conferences attended and likelihood of going to SPA.

The Board's preliminary conclusions based on these data indicate that our focus should be on retention rather than recruitment. Although recruitment is valued, this is likely dependent on the type of research lab

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1. The Board left open the possibility that Gale Utzinger could replace Robert Janner on the SPAGS Board as Past President should she matriculate in a doctoral program at some point between March 2008 and March 2009.



## Annual Meeting Workshops, New Orleans 2008

Anita L. Boss, PsyD, ABPP (Forensic)

*Continuing Education Committee Chair*

For the Annual Meeting in March 2008, the Continuing Education Committee is pleased to announce another slate of workshops with a broad range of appeal.

Once again, we are featuring several new workshops at the Annual Meeting. Ginger Calloway and Robert Marvin have developed a workshop that applies research and theory in attachment and child development to varied settings of forensic practice involving children. This exciting new workshop will include taped vignettes that demonstrate children's attachment patterns, with ample time for discussion.

Joni Mihura will review the recent literature regarding specific Rorschach Comprehensive System (CS) variables, rather than the global evaluations typically found in meta-analytic research. This workshop will benefit all of our members who use the Rorschach: practitioners, researchers, and teachers. Nancy Kaser-Boyd will present a timely workshop on risk assessment of children, specifically those who commit murder. This workshop will be rich with case material.

It's been a long time since we've had a workshop specifically focused on interpersonal assessment. Stephen Strack, Aaron Pincus, Debbie Moskowitz, and David Zuroff will present "Measuring Interpersonal Behavior: From Timothy Leary to the 21st Century." They will include the contributions of Sullivan, Leary, Wiggins, Horowitz, Benjamin, and Kiesler, from a brief historical overview to the main focus on current assessment methods and recent advances in the field.

While we have an ethics workshop each year, we've been working on keeping the presentations varied and relevant to the latest developments in personality assessment. This year, we are fortunate to have Mary Connell, who will focus specifically on the complex issues faced by both clinical and forensic practitioners, with ample time allotted for in-depth discussion of dilemmas.

Other new workshops include Sharon Rae Jenkins and Antoinette Thomas, with "A Role-Based Approach to Thematic Apperceptive Techniques: Research and Practice," which will cover new research in three different scoring systems for the TAT, along with practical applications. David Ranks will present a new workshop on the use of personality and neuropsychological assessment for the evaluation of Somatoform

Disorders. He will provide an integrative model that examines how the overlap of measures develops a deeper understanding of the person with somatoform disorder, high medical services utilization, and/or Cluster B personality characteristics.

We also have several veteran presenters with new workshops: Ronald Ganellan has planned a workshop on the comprehensive assessment of adults with ADHD. This will include significant focus on differential diagnosis, which can be subtler with adult clients. Alex Caldwell will be discussing his etiologic hypotheses regarding the origins and developmental patterns of the MMPI-2 codetypes, including distinctions of the behavioral and emotional features represented by particular codetypes.

Finally, we have a new workshop geared to help our practitioners get up-to-date with the current statistics that are being used in personality assessment research. There have been many developments since some of us were in graduate school, and it's time to catch up. David Streiner will present changes in the concepts of reliability and validity, the use of confirmatory factor analysis in hypothesis testing, exploratory factor analysis in scale construction, and an update of diagnostic decision-making statistics.

While the above workshops may be considered "new," it would be a mistake to think of the rest of the lineup as "old." They are current, updated, and relevant to many aspects of personality assessment. Each year, we have an array of workshops that have been highly rated in the past and/or have presenters and topics often requested by members. (This is one of the reasons we ask you to fill out those conference evaluation forms—we really do pay attention to what you say.)

For those of you who struggle with the vexing problem of Rorschach intercoder agreement, either when reviewing literature or doing the research yourself, Harald Janson has developed some solutions. He is returning with an updated workshop to clarify this issue, which can foster stronger research with the Rorschach CS.

Alternatively, you may be using the Rorschach in a forensic context. Barton Evans and Bruce Smith will present a model for using the Rorschach in forensic consultation, with cases that illustrate diverse psycho-legal referral questions. Reid Meloy will also return with

a forensic workshop. He is presenting Part Two of his well-attended 2006 workshop on Polymorphous Perversion and Psychopathy, with material from cases of extreme sexual aggression—an intriguing topic for our Wednesday evening presentation.

Robert Archer will be returning with a workshop on the forensic use of the MMPI-A, incorporating research and clinical work on the assessment of adolescents. Tests that are complimentary to this instrument in the forensic assessment of juveniles will be included, as well as a discussion of malingering and deception. James Choca and Edward Rossini will present a workshop on the MCMI, including the use of this instrument in multi-method assessment and treatment planning. John Kurtz will also return with an introductory workshop on the Personality Assessment Inventory, which fills a distinct need in training that is frequently noted by conference attendees.

Often requested by our members, Stephen Finn will present "Introduction to Therapeutic Assessment: Using Psychological Testing as Brief Therapy." He will provide the conceptualization for how Therapeutic Assessment works and will include extensive use of video vignettes that illustrate the model in varied contexts with different assessment techniques.

Note that several of our workshop presenters have recently published books. Some authors may be available at our book signing session at the Thursday evening reception.

That's the lineup. We have such a wealth of excellent instructors, and, once again, we have more choices than we have days to present them. This is a great problem to have. See you in New Orleans!

## SPA Annual Meeting

March 26–30, 2008

Marriott New Orleans

at the Convention Center New Orleans, LA

### Registration

- **Participant conference registration** includes all conference materials; refreshment breaks; the President's Welcoming Reception on Thursday evening, a reception on Friday evening, as well as the Closing Reception on Saturday evening; entry to the scientific sessions, the master lectures, poster sessions, and the award presentations; and a collegial atmosphere to meet and interact with colleagues from around the world who are interested in personality assessment research and practice.
- **Conference registration** can be completed with the registration form found in the promotional brochure mailed to the membership the first week of December 2007 or by accessing an **online registration form** through our webpage ([www.personality.org](http://www.personality.org)) after the first week of December. To ensure your participation, please register early and take advantage of the advance registration fee.
- **Cancellations** will be accepted for the **Annual Meeting and/or a Workshop**, less a **\$75 administrative fee**, until Wednesday, February 26, 2008. *After that date no refunds will be granted.*
- All participants are asked to complete the **conference registration form** and the **workshop registration form** and return it to the SPA office with the appropriate fees. (*All presenters, workshop leaders, and award winners are asked to complete the conference registration form and return it to the SPA office.*) In order to take advantage of the Advanced Registration Fee, your completed forms must be postmarked no later than February 27, 2007. Any forms postmarked after February 27, will be processed at the On-Site Registration Fee.
- A *draft* Program Book, with more complete details of the conference, will be available on our webpage at [www.personality.org](http://www.personality.org) the first week of January 2008. If you do not have access to the draft version on our webpage, please contact the central office and a draft can be mailed to you. Changes for the Program book can be emailed to [manager@spaonline.org](mailto:manager@spaonline.org) until Monday,

### Fees

	Pre-Registration by 2/27/08	Postmarked after 2/27/08
Member/Fellow/Associate	\$205	\$255
Non-Member	\$275	\$325
Student	\$75	\$90
Member/One-Day Fee	\$130	\$130
Non-Member/One-Day Fee	\$155	\$155
Student/One-Day Fee	\$45	\$45
Student Volunteer	\$45	\$45

February 25, 2008. Changes, updates, and locations of workshops and scientific sessions will be in the final version of the Program Book, which registrants will receive in their registration packets.

- Non-members are encouraged to join the Society for Personality Assessment and take advantage of the Advanced Registration Fee for Members.

### Workshops

Workshops will be held on Wednesday, March 26; Thursday, March 27; and Sunday, March 30, 2008. No workshops are held on Friday, March 28, or Saturday, March 29, 2008. Enrollment in the workshops will be filled on the basis of completed workshop registration forms and fees received. Continuing Education credits will be awarded to all in attendance for the entire workshop.

- Using the MMPI–A in Forensic Evaluations, *Robert Archer, PhD*
- Toward an Etiologic and Attachment-Related Understanding of the Origins of the MMPI/MMPI–2 Codetypes, *Alex B. Caldwell, PhD*
- Attachment and Child Custody: A Sensible Marriage, *Ginger C. Calloway, PhD, and Robert Marvin, PhD*
- Interpreting the Millon Clinical Multiaxial Inventory, *James P. Choca, PhD, and Edward Rossini, PhD*
- Ethics in Psychological Assessment, *Mary Connell, PhD*
- Forensic Consultation with the Rorschach, *F. Barton Evans, PhD and Bruce L. Smith, PhD*

- Introduction to Therapeutic Assessment: Using Psychological Testing as Brief Therapy, *Stephen E. Finn, PhD*
- Comprehensive Assessment of Adult ADHD, *Ronald J. Ganellen, PhD*
- Violence Risk Assessment, Part I: Kids Who Kill, *Nancy Kaser-Boyd, PhD*
- Introduction to the Personality Assessment Inventory (PAI), *John E. Kurtz, PhD*
- Polymorphous Perversion and Psychopathy 2, *J. Reid Meloy, PhD*
- A Review of the Validity Research on the Rorschach Comprehensive System Variables, *Joni L. Mihura, PhD*
- Assessing Somatoform Disorders, *David M. Ranks, PhD*
- Measuring Interpersonal Behavior: From Timothy Leary to the 21st Century, *Stephen Strack, PhD; Aaron Pincus, PhD; Debbie Moskowitz, PhD; David Zuroff, PhD*
- Developments in Statistics for Personality Assessment, *David L. Streiner, PhD*
- A Role-Based Approach to Thematic Apperceptive Techniques: Research and Practice, *Sharon Rae Jenkins, PhD and Antoinette Thomas, PhD*
- Calculating and Reporting Rorschach Intercoder Agreement, *Harald Janson, PhD*

### Continuing Education Credit

As part of its SPA Annual Meeting program, the Society for Personality Assessment will present full-day and half-day workshops. The Society

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## Second Announcement XIXth International Congress of Rorschach and Projective Methods

Tuesday, July 22–Friday, July 25, 2008

Pre-congress meetings on Monday, July 21, and post-congress meetings on Saturday, July 26

Catholic University of Leuven, Belgium

### Up-to-Date Information

This second announcement contains congress information current as of October 2007. Interested persons should consult the congress website [www.rorschach2008.org](http://www.rorschach2008.org) for up-to-date information.

### Themes

Two topics will receive special attention in the congress. Sessions on Wednesday will be devoted to issues relating to *validity*. Sessions on Friday will be devoted to *treatment outcome*. Both days start off with a plenary session in which ideas and research in these areas will be introduced.

### Call for Papers

*Invitation for presentations.* The congress organizers welcome the submission of program proposals. Individuals or groups of presenters are encouraged to submit proposals for posters, papers and symposia. In particular proposals relating to the two principle topics of the congress: Validity and treatment outcome are appreciated. Proposals should be submitted via the website.

*Program submission deadlines.* Proposals for congress presentations (symposia, papers and posters), must be received by February 1, 2008. Notifications of acceptance will be sent by the congress organizers before March 15, 2008.

### Congress Venue

The Catholic University of Leuven offers a beautiful location for a congress and has the required facilities for holding meetings. The university is one of the oldest in Europe (and it is the oldest Catholic university in the world) and has a fine atmosphere for convening and for working.

Leuven is a small city very near Brussels, the capital of Belgium and the capital of the European Community.

### Correspondence

Mail can be sent electronically to [info@rorschach2008.org](mailto:info@rorschach2008.org). Posted mail can be sent to Professor Laurence Claes, XIXth International Congress of Rorschach and Projective Methods, Department of Psychology, University of Leuven, Tiensestraat 102, B-3000 Leuven, Belgium.

### Websites

Congress	<a href="http://www.rorschach2008.org">www.rorschach2008.org</a>	[e-mail: <a href="mailto:info@rorschach2008.org">info@rorschach2008.org</a> ]
International Rorschach Society	<a href="http://www.rorschach.com">www.rorschach.com</a>	
Dutch Rorschach Society	<a href="http://www.rorschachvereniging.nl">www.rorschachvereniging.nl</a>	
Catholic University of Leuven	<a href="http://www.kuleuven.be">www.kuleuven.be</a>	
Leuven, Belgium	<a href="http://www.leuven.be">www.leuven.be</a>	

## SPA Annual Meeting

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is approved by the American Psychological Association to sponsor continuing education for psychologists, and SPA maintains responsibility for the program and its content. The full-day workshops will offer 7 CE credits and the half-day workshops will offer 3.5 credits. CE credits will also be available, at no extra charge, for the two Master Lectures and for approximately 14–16 symposia sessions. A listing will appear in the Program Book.

### Hotel Reservations

Hotel reservations must be made directly with the hotel. To get the special conference rate, please inform the hotel that you are with the Society for Personality Assessment (SPA).

### Marriott New Orleans at the Convention Center

859 Convention Center Boulevard  
New Orleans, LA 70130

Tel: 504-613-2888

Fax: 504-613-2890

**Online Reservations:** <http://marriott.com/property/propertypage/MSYMC?groupCode=PERPERA&app=resvlink>

**Reservation deadline to receive the conference rate:** March 1, 2008

**Accommodations:** \$158 single/double; \$20 for an additional person; \$750 for suites

SPA realizes that you have a number of options when securing your accommodations for the SPA Annual Meeting. We would like you to know that, in order to secure the block of rooms at a reasonable room rate, SPA has made a financial commitment to the Marriott New Orleans at the Convention Center. If the block is not filled, there are financial implications for SPA, and it will affect our ability to negotiate room rates for future meetings. Also, to keep our financial liability minimal, we do not reserve an unusually

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Fees		
Member or Conference Registrant	Full-Day \$175	Half-Day \$105
Non-Member or Non-Conf Registrant	Full-Day \$225	Half-Day \$140
Student	Full-Day \$90	Half-Day \$50

## President's Message

...continued from page 1

Even the process of applying to CRSPPP to have personality assessment recognized as a proficiency has huge ramifications for the Society. If personality assessment is a proficiency, how can a given practitioner demonstrate that he or she possesses it? One of the criteria of the petition demands that the applying group develop mechanisms for making this evaluation. Further, if personality assessment is a proficiency, then how does the Society facilitate individuals in acquiring it? Although the Society has provided the education of assessors for many years, a systematic curriculum has yet to be created. Although undoubtedly many components of any good curriculum will be satisfied by graduate training, we know that graduate training in personality assessment is variable. We will be looking at what the Society can do to assist those with different levels of assessment saturation in their graduate curricula. In fact, we made a beginning with the provision of more systematic training by offering meta-skill training workshops specifically for graduate students at the annual meeting. Last year Len Handler gave an extremely well-received workshop on report writing, and this year (2008) Don Viglione will offer a workshop on the integration of assessment data. A future workshop will be devoted to assessment feedback. These are skills areas that are often neglected in graduate training.

As you can see, it is a dynamic time in the life of the Society. Although you already have many reasons to join us in New Orleans in March, you now have one more: Where better to hear about all of the exciting happenings as this Society embraces the opportunities of this still-new millennium?

### Reference

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## The Adult Attachment Projective

...continued from page 2

AAP users who prefer to have their cases coded by others. Coding and classification by a trained reliable judge typically takes between 1/2 to 2 hours.

The AAP has established concurrent, discriminant, and predictive validity and provides an economic assessment procedure to determine attachment group classification status (secure, dismissing, preoccupied, unresolved) and identify several unique representational attachment dimensions. Classification emphasizes evaluations of story content and defensive processes. Story content is evaluated for presence and responsiveness of attachment figures and other individuals defined by relationships. *Agency* (alone pictures) evaluates content that describes attachment figures as available, sensitive, and effective (including internalized attachment figures), forgiveness and repair, and the capacity for agentic, constructive activity. *Connectedness* (alone pictures) evaluates story content for evidence of the importance of relationships, including friendships or romantic relationships. *Synchrony* (dyadic pictures) evaluates content for balanced, mutually satisfying attachment-caregiving relationships. Defensive processes are derived from the storytelling processes and images, defined by our operationalization of Bowlby's approach to defense. Differences in the defensive patterning elucidate how individuals use defense to help maintain security, attachment organization, or unresolved breakdown and dysregulation. Expanded coding has been developed to identify evidence of trauma.

The AAP has been used in basic and clinical research and hypothesis testing, including studies of mothers' attachment in relation to their children's adjustment and risk, correlates of immigration, correlates of unresolved attachment in abused adolescents, depression, and emotional development in psychiatric patients. Recent innovative research has used the AAP to study the neurological (fMRI) and biochemical substrates of attachment in community and psychiatric samples. The neurological patterns of unresolved participants from a community sample, as compared with resolved participants, demonstrated increasing activation of the medial temporal brain regions, in particular areas associated

with autobiographical memory and emotion (e.g., amygdala, hippocampus) during the AAP task. AAP story trauma indicators produced in response to the alone stimuli were associated with neurological patterns of emotional involvement that lacked cognitive control in borderline inpatients (right amygdala without prefrontal cortex activation), as compared with response inhibition and monitoring patterns (left medial prefrontal cortex) observed in community controls. More information about the AAP including complete descriptions of research discussed above, classification prototypes and measurement validation data are described in our publications and online at [www.attachmentprojective.com](http://www.attachmentprojective.com).

The AAP is being used in individual and couples psychotherapy. Psychotherapeutic strengths of the AAP include the ability to use the assessment at different points over the course of psychotherapy for the purpose of evaluating therapeutic progress and outcomes and as the basis for client discussion and interpretation. The AAP can be combined with other assessments (e.g., Rorschach, TAT, MMPI-2) and integrated into family-based interventions. Steve Finn and I chaired a symposium at the last SPA Annual Meeting on the Clinical Applications of the AAP that addressed its applications to different clinical situations. Joubert (in press) has a chapter that also addresses the AAP in a forthcoming book on thematic apperceptive techniques.

### References

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## "Objective" and "Projective" Tests

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for classifying personality tests may also reveal methodologies that have been unexplored or underutilized. Accordingly, two responses to this call were published in a recent issue of *Journal of Personality Assessment*. Schultheiss (2007) proposes a

classification based on the memory system—declarative or non-declarative—utilized by the examinee when responding to certain test situations. Since the declarative memory system is comprised of memory for specific facts and events, we can consider “declarative measures” as those which require examinees to verbally report on their memory of themselves and their behavior in everyday life, as in questionnaire or interview measures. In contrast, memories generated by the non-declarative system manifest in a variety of skill-based and conditioned-learning responses that may operate outside of conscious awareness. In this case, memory of personality is represented by performance, and non-declarative measures may tap into the aspects of personality that are not easily stated explicitly, as in the Rorschach or the Implicit Associations Test.

Bornstein (2007) proposes an approach for classification based on the process of attribution involved in responding to a test stimulus. He proposes two types of personality assessments: self-attribution and stimulus-attribution tests. Self-attribution tests are those in which the examinee provides relative degrees of endorsement to a series of characteristics offered in questionnaires or structured interviews, whereas stimulus-attribution tests employ stimuli to which examinees attribute meaning through interpretation. In addition, Bornstein proposes four other categories to encompass other personality assessment methods: performance-based, constructive, observational, and informant-report tests.

Together, the frameworks offered by Schultheiss and Bornstein recognize the important distinction between the different stimuli used across methods of personality assessment and the different opportunities for the examinee to respond. Although the possibilities for constructive revisions seem fruitful, we must also consider the possible objections to replacing the terms “objective” and “projective.” Without a consensual alternative terminology, the field may be understandably disinclined to retire the obsolete but familiar dichotomy. Indeed, changing the terms may have widespread implications for professional issues, demonstrating competencies, and presenting ourselves to the public and to other psychologists. Given the motive for change and dialogue to facilitate it, we expect that SPA members will continue to raise further questions and provide useful answers to such developing issues.

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## The Ethics of Self-Care

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but usually provide a means for impaired psychologists to receive treatment or supervision so that they can continue or return to professional practice.

Personal self-care includes both routine care of basic physical needs such as diet, rest, exercise, and medical care, as well as concern for mental health needs such as enjoying your friends and family members. A satisfying personal life can counterbalance professional demands. Self-care habits of psychologists also include hobbies, participating in sports, reading for pleasure, travel, taking vacations, attending movies, artistic events or museums, or physical exercise (Mahoney, 1997). It seems that people who are most able to distance themselves from work and enjoy friends, family, and recreation are most able to return to work with enthusiasm (Knapp, 2004).

In conclusion, we need to follow the advice we give to our clients regarding self-care. Although it is never too late to develop

self-care strategies, they are best begun in graduate school. This is an opportunity to openly discuss stressors and teach students coping and prevention strategies. Graduate students and interns will benefit from mature professionals who can acknowledge that they have problems, occasionally doubt their own abilities, and sometimes take their problems home with them. The goal is not to be free of stress or negative life events, but to handle them effectively (Knapp & VandeCreek, 2006).

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## Advocacy Corner

...continued from page 5

same coin, we have been asked by NAN to support their efforts to allow technicians to continue to function in New York. It seems that a group in New York wants to eliminate any assessment activities (even under supervision) for all non-PhD level practitioners. Their argument has been that allowing technicians to work under the supervision of psychologists could serve as a "foot in the door" for Masters-level (or worse) practitioners to practice independently. While it makes sense for us to support NAN in this endeavor (APA also does), we need to be clear that we don't support independent practice of assessment by anyone who does not possess the requisite training. It is clear that the effort of "counselors" to expand the scope of their licenses is likely to continue, especially as assessment is seen by some as a potentially lucrative area of practice given the difficulties in getting 3rd-party reimbursement for psychotherapy.

- Assessment in Custody Evaluations—This was a sudden issue that came up in California, where an arm of the National Organization for Women in the state got a freshman assemblyman to sponsor a bill that would have eliminated psychological assessment in most custody cases. Judges' orders would be required on a test-by-test basis for custody cases. It would also have stated that those with law-enforcement training would be preferred over mental health practitioners as custody evaluators. As I understood the case, it was a dispute between the "all men are sexual abusers" and the "all women try to alienate their children from their fathers" camps. We worked with the CPA on this one, including a letter on the crucial role of assessment in custody. Major props to Bob Erard, who contributed to the letter in a very timely fashion. The history of this bill was interesting: CPA got the offending language changed so that the only thing that was enjoined was using testing *primarily* to establish a diagnosis. Then the more restrictive language was re-inserted (although the original sponsor indicated he would go back to the CPA version). In the end, *all* of the offending language was stricken from the bill, which did not make it all the way through during the legislative session.
- Attacks Within the Profession—As we all know, there continue to be the usual attacks

## SPA Foundation Utility of Assessment Research Project

### Donor Information (please print)

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on assessment (primarily the Rorschach) by the same old minority, although it seems that the cast of characters has changed somewhat. Wood and Nezworski seem to have dropped out. The prime attacker these days is Lilienfeld, but he has become so widespread with his critiques (Rorschach, psychotherapy, etc., etc.) that his credibility (or support for it) appears to be waning within clinical psychology. We will continue to challenge vigorously any biased or inaccurate statements about psychological assessment that appear in the press or the professional literature.

It is our intention not to limit our efforts to reacting to challenges, but to be more proactive in our advocacy for assessment. One of the areas we are targeting is that of standards for graduate education in assessment. We feel we need to push for adequate training in assessment in order to ensure that the profession remains vibrant as the next generation of psychologists takes over. Secondly, we are exploring the possibility of providing continuing education in assessment psychology for lawyers and judges so that they can better understand and appreciate psychological assessment testimony.

As always, the participation of all SPA members in the effort to advocate for assessment is appreciated. Please contact the Central Office with your suggestions, concerns, or with any issues that you believe merit our attention.

## International Notes

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If you even think you might attend, I urge you to join the International Section of SPA (the official American member society of the International Society for Rorschach [ISR]), to take advantage of the member rate for registration. A complete announcement can be found elsewhere in *The Exchange*.

Changes are also underway at *Rorschachiana*, the flagship journal of the ISR. Beginning in 2008, the journal will publish two issues per year, with one issue being devoted to a special topic and the other consisting of general contributions. In addition, the journal will soon be available online to members of the International Section. Contributions from SPA members are encouraged. For further information contact the Editor, Sadegh Nashat, at SNashat@tavi-port.nhs.uk.

The International Committee is pleased to report that it is launching a number of new initiatives to promote more exchange with our members from countries outside the United States. We invite our international members to join us at a meeting at the 2008 Annual Meeting on March 29, from 12:15 pm to 1:30 pm. Lunch will be available for purchase. At this meeting, we hope to hear your comments about the ideas we have developed so far and to draw upon your expertise, interests, and perspectives on personality assessment

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## A Winter Update

...continued from page 6

with which graduate students are involved. Students who do not conduct personality assessment research or identify such clinical activity as a primary interest are unlikely to ever join SPA. This may be particularly central to clinical-scientist and scientist-practitioner programs, and more survey data is needed before similar conclusions can be drawn regarding practitioner-scholar (and other similar) programs. The SPAGS Board

have a scheduled meeting at the annual SPA conference where the SPAGS Board welcomes questions and feedback from the general membership. Please check the SPA conference schedule!

In closing, I want to reiterate my excitement at serving you as SPAGS President over the next 17 months. We have broken tremendous ground and I see only room for continued growth over time. It will be our pleasure to lead SPAGS through these developments. However, we need your help! Please continue to contact the Board with any questions, concerns, and other

## SPA Annual Meeting

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large block of rooms. Consequently, the rooms in the block may be taken early. If so, the hotel has no obligation to honor the low room rate for additional rooms, although they will try to accommodate your needs.

### Hotel Accommodations

Discover a New Orleans hotel that delivers a legendary experience with historic elements at the Marriott New Orleans Convention Center Hotel. Located in the Warehouse/Arts District, the hotel is across the street from the Convention Center and Port of New Orleans, as well as within walking distance to the French Quarter, Harrah's Casino, and the city's finest shopping and dining establishments. Housed in a former cotton mill from the mid-1800s, this riverfront hotel in New Orleans expertly combines classic antiques and modern amenities and trendy décor. For details on the hotel, see <http://www.marriott.com/hotels/travel/msymc-new-orleans-marriott-at-the-convention-center/>

### Dining

Wolfe's in the Warehouse (onsite) serves three meals each day. Restaurants close by include: Tommy's Cuisine, Emerils, Mulate's Cajun Restaurant, Mortons Steakhouse, LaCote Brasserie, and Roch-n-Sake.

### Parking

On-site parking, fee: \$28 daily; valet parking fee: \$28 daily; 0-6 hours, \$12; 6-12 hours, \$16

### Transportation

Driving directions from the airport: take I-10 East to Downtown, exit Poydras St. Follow Poydras St. Go straight for 1 mile. Turn right on to Convention Center Boulevard. Hotel on right. The hotel is 14 miles SE of the airport, and the estimated taxi fare is \$28 (one way).

### Interest Groups

SPA members have expressed an interest in having an opportunity to interact with other members who are engaged in personality assessment in similar venues. Last year, we had a wonderful presentation on school psychologist applications of personality assessment and the attendees indicated that they would like more opportunity to engage with other assessors who provide services in school.

To accommodate this member request, the annual meeting will see the launching of

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<u>Committee</u>	<u>Function</u>
<b>Programming Committee</b>	Orchestrate student functions that build community among SPAGS members.
<b>Social Responsibility Committee</b>	Coordinate volunteer/community service projects and partnerships.
<b>Elections Committee</b>	Oversee annual elections and any special elections as needed during the term and, as a neutral party, ensure that all elections are conducted fairly. This committee will always be chaired by the Past President per SPAGS By-Laws.
<b>Research Enhancement Committee</b>	Further enhancing research opportunities to SPAGS members. Coordinate with SPA to seek further funding for research grants, etc.
<b>Education Committee</b>	Further enhance information to SPAGS members about educational opportunities in assessment, such as generation of lists of internships and post-docs that have strong assessment components. Also, announcements about other educational opportunities in personality assessment, such as workshops, summer practica, etc.

is currently planning further data collection to determine whether these findings can be generalized to other types of programs as well as to identify potential barriers for students continuing their SPA memberships subsequent to graduation.

The third and final topic I will discuss in this column concerns the development of various SPAGS committees to further our work in several areas identified as important by the SPA Board, SPAGS Board, and very importantly, the SPAGS membership. It is the Board's intention that these committees consist of SPAGS members and such members will also have the opportunity to serve as chair. In the above Table, I provide a listing of preliminary committees for which we will shortly issue a call for service.

As started by Gale in the *SPA Exchange* 2007 Summer issue, the SPAGS President will continuously provide communication from the SPAGS Board to the SPAGS membership through each subsequent issue. We will also

feedback you might have (*contact: msellbom@kent.edu*). We look forward to serving you.

## International Notes

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to develop others. Among the ideas suggested so far is a survey of research interests to facilitate integration of your research into symposia and other presentations. Also under consideration is a solicitation for articles for the Exchange newsletter concerning cross-cultural issues, the manner in which assessment is performed in your countries, assessment instruments peculiar to your countries, and other topics of interest. Another suggestion concerns how to facilitate your bringing your students to SPA meetings and workshops. We would also like to recruit your assistance in preparing a symposium on torture victims around the world. Please do join us on the 29th!

## SPA Annual Meeting

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interest groups. On Saturday, March 20, 12:15–1:30 pm, individuals who are involved in school, forensic, health, collaborative, and neuropsychological areas will each have their own table for lunching and conversing (box lunches will be made available for purchase). During that session, participants can consider whether an interest group should be established in that area and what the needs and contributions of the group might be. For example, assessors working in health psychology setting might consider whether a greater array of health psychology/personality assessment topics should be featured during the annual meeting and whether the interest group might make a contribution to this need by submitting proposals in this area. From this lunch session, the SPA Board hopes to obtain information and recommendations that will inform planning for future SPA activities. The participants will have the opportunity to exchange e-mail addresses from which list-serves may be created and enable conversation throughout the year.

### International Members

The International Committee is pleased to report that it is launching a number of new initiatives to promote more exchange with our members from countries outside the US. We invite our international members to join us at a meeting at the 2008 Annual Meeting on March 29, 12:15–1:30 pm. At this meeting, we hope to hear your comments about the ideas we have developed so far and to draw upon your expertise, interests, and perspectives on personality assessment to develop others. Among the ideas suggested so far is a survey of research interests to facilitate integration of your research into symposia and other presentations. Also under consideration is a solicitation for articles for the *Exchange* newsletter concerning cross-cultural issues, the manner in which assessment is performed in your countries, assessment instruments peculiar to your countries, and other topics of interest. Another suggestion concerns how to facilitate your bringing your students to SPA meetings and workshops. We would also like to recruit your assistance in preparing a symposium on torture victims around the world. Please do join us on the 29th!

### Student Travel Grants

In an effort to encourage training of students and promote research and writing on personality assessment, the Society for Personality Assessment gives grants to

students who are first authors on papers or posters being presented at the Annual Meeting. Awards are available for amounts up to \$200 to help defray costs of *travel to and from* the Annual Meeting. Due to limited funds, not all applicants receive a travel grant. Also, many of the grants are small, so students should not expect full reimbursement for their travel.

- **Eligibility:** Students applying for grants must be the first author on a paper or poster already accepted for presentation at the SPA Annual Meeting. Priority will be given to students for whom other travel funding (e.g. from their academic department) is not available.
- **Application Process:** Applications will be sent to those students whose papers are being presented at the 2007 SPA Annual Meeting. Students should complete the application and return it to the SPA office no later than February 1, 2007. *A faculty member at the student's institution and a Member / Fellow of SPA must sponsor all applications.*
- **Award Process:** Students will be notified as soon as possible after the application deadline whether they will receive a travel grant and in what amount. *Checks will be distributed at the Annual Meeting; please check in at the conference registration desk.*

### Student Lunch

The SPA Board of Trustees will provide lunch (gratis) for students to have an opportunity to interact with some luminaries in personality assessment. Sign up on the registration form for the conference. *Saturday, March 29, 12:15–1:30 pm*

### Student/Post-Doc Workshop

Donald J. Viglione will present a special training workshop for students and post doctoral graduates. *Friday, March 28, 7:00 pm*

### Volunteers

As has been the tradition, SPA solicits the help of student volunteers to monitor the continuing education sessions (workshops, scientific sessions, and master lectures) throughout the Annual Meeting. This task is integral to the continuing education portion of the conference, and we need two volunteers per CE session. This year SPA is sponsoring 17 workshops, approximately 23 symposia/case discussions, and two Master Lectures for which continuing education will be granted, so **a total of at least 75 volunteers is vital**. Student volunteers may attend the workshop they are monitoring at no cost; and those students who volunteer to monitor a CE scientific session or a Master Lecture held during the conference can register

for the conference at a reduced rate of \$45. Please contact Paula J. Garber at [manager@spaonline.org](mailto:manager@spaonline.org) for further information.

### Book Signing

A Book Signing will be held again this year during the Thursday evening reception. All SPA members attending the conference who have had a book published since 2000 are invited to participate. This is an opportunity for our SPA community to become more familiar with your work. Please have copies of your book on hand for purchase and signing. You are asked to sit at a table with your books and be available for conversation. You will be responsible for the financial transactions. All authors showcasing their work at the signing are expected to donate one book to the silent auction. Please contact Paula Garber at [manager@spaonline.org](mailto:manager@spaonline.org) if you are interested in participating in the book signing. Without prior notification, we may not be able to accommodate you, as arrangements with the hotel need to be made well in advance. *Thursday, March 27, 6:45 pm*

### Silent Auction

This year, as part of the celebration, we would like to “up the stakes” somewhat in the Silent Auction. We are asking members to donate “large ticket” items this year; i.e., a week and/or weekend at your vacation home; a gourmet dinner for four prepared by a member; season passes to a family theme park; theater or movie passes; artwork; photography; electronics; gift certificates for hotels, stores, restaurants; jewelry, etc. **Be creative, think BIG, and give generously!** Contact SPA at if you have items or services you wish to donate to the Silent Auction, which benefits the Student Travel Grants. Winners will be announced during the reception on Friday evening. *Friday, March 28, 6:00 pm*

### Open Consultation Sessions

Meet with nationally and internationally recognized personality assessment experts in an informal context to “pick their brains.” David S. Nichols and Marshall L. Silverstein. *Thursday, March 27, 1:00–2:00 pm*

### JPA Author Consultation

Have a fascinating case you've often thought about writing up and publishing? An innovative approach to assessment training? A thorny ethical problem with a creative solution? A new way of understanding an old personality construct? *JPA* isn't just for experimenters who like to integrate ROC curves and run confirmatory factor analyses with oblique rotations. It's also for people

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## New SPA Fellows

Congratulations to new SPA Fellows, Dr. Ruth Sitton and Dr. Benjamin M. Schutz.



Ruth Sitton, PhD

**Dr. Benjamin M. Schutz** has written two books on child custody evaluations, *Solomon's Sword* (1989, with Dixon, Lindenberger, and Ruther) and *Honing the Edge: An Evidence-Based Model for Child Custody Evaluations* (in progress), and co-authored a chapter (with Evans) in the *Handbook of Forensic Psychological Assessment* (2007). All of these works emphasize the importance of personality assessment as an integral part of a complex family forensic evaluation. In *Honing the Edge*, he presents a model for the integration of traditional personality assessment with Grisso's (2003) criterion-based functional assessment model to respond to critics' assertion that personality measures do not directly measure parenting and therefore have little or no use in child custody evaluations. In addition, the book presents a detailed and current model for evaluating the psychometric characteristics of personality measures for forensic use.

## SPA Members Honored

The following SPA members received awards at the American Psychological Association Convention in August 2007:

- Aaron L. Pincus, PhD, Pennsylvania State University, Div. 12 (Society of Clinical Psychology), APF Theodore Millon Mid-Career Award in Personality Psychology.
- Richard Rogers, PhD, University of North Texas, Div 12 (Society of Clinical Psychology), Florence Halpern Award for Distinguished Professional Contributions to Clinical Psychology.



**Dr. Rogers** being presented with his award by **Dr. Marsha Linehan**. Photo courtesy of Dr. Steve Strack.

- Martin Sellbom, Kent State University, Div. 12 (Society of Clinical Psychology), Distinguished Student Research Award.
- Steven Smith, PhD, University of California, Santa Barbara, Div. 53 (Society of Clinical Child and Adolescent Psychology), Junior Faculty Mentoring Award.

## SPA Local Honors

Congratulations to Nicole Perez of the University of Tennessee, who received the 2007 *Paul Lerner Award for Excellence in Psychological Assessment*. The award is given by the Southern Appalachian Personality Assessment Society SAPAS, a Local Chapter of the Society for Personality Assessment. The award, accompanied by a certificate and honorarium, is competitive, with several doctoral clinical and counseling psychology programs throughout the southeastern United States invited to participate.

## SPA Personals

**Jean Jadot, PhD**, wrote an article "Taxonomie et troubles anxio-depressifs; anxie'te', de'pression, de'moralisation" (Taxonomy and anxiety-depression disorders: anxiety, depression and demoralization) in volume 83, number 6, Juin-Juillet 2007 of *L'Information Psychiatrique* (French journal). In this article the concepts of depression, anxiety, and demoralisation are analyzed as an illustration of the multiple taxonomic approach.

**Andrew Kane, PhD**, has co-edited one recent book and co-authored a second:

- Young, G., Kane, A.W., & Nicholson, K. (Eds.) (2006). *Psychological knowledge in court: PTSD, Pain and TBI*. New York: Springer.
- Young, G., Kane, A. W., & Nicholson, K. (2007). *Causality of psychological injury: Presenting evidence in court*. New York: Springer.

The 2006 volume is an edited book, with chapters by many of the top experts on PTSD, pain, and traumatic brain injury. The 2007 book is an authored volume.

**Stephen G. White, PhD, and J. Reid Meloy, PhD**, published *The WAVR-21: A Structured Professional Guide for the Workplace Assessment of Violent Risk*. The WAVR-21 manual describes in detail the author's current understanding of workplace violence risk factors. The WAVR tool kit is designed to assist those who face critical decisions in keeping workplaces safe and productive: professional evaluators, human resource and security managers, legal professionals, protection specialists, and law enforcement. The WAVR is offered through Specialized Training Services, a highly regarded publisher of contemporary topics on violence risk assessment, threat management, and related advanced topics. To learn more about the WAVR-21 and how to purchase it, please go to [wavr21.com](http://wavr21.com).

## SPA Annual Meeting

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like you! Come and find out how to turn your professional experience into an effective journal article. Gregory J. Meyer (Editor, *JPA*); Robert E. Erard (CCA Section Co-editor); Leonard Handler (CCA Section Co-editor); and Jed A. Yalof (CCA Contributing Author) *Thursday, March 8, 1:00-2:00 pm*

### Meet with a Researcher

Meet and interact with Mark A. Blais for an update on the Utility of Assessment Research project. *Thursday, March 27, 1:00-2:00 pm*

## From the Editor...

Jed A. Yalof, PsyD, ABPP, ABSNP

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This issue of the *Exchange* anticipates the 70th anniversary of the Society's Annual Meeting. This year's venue is New Orleans. Virginia Brabender's President's Message places the meeting in historical context. Information about the conference is plentiful, including an overview of the Annual Meeting Workshops by Anita Boss, CE Committee Chair. In addition to conference information, this issue includes articles by John Kurtz and Wendy Eichler on the search for objectivity in objective tests and for projection in projective tests, Linda Knauss on the ethics of self-care, Carol George on The Adult Attachment Projective as a new instrument, and Martin Sellbom, new SPAGS President, on SPAGS. Additionally, Bruce Smith provides an update on advocacy issues and the SPAF, and Bruce and Jane Sachs offer important notes and news on the international scene. There are other announcements and information for our readership, so enjoy this issue—and see you in New Orleans. Until next time...

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