

SPA Exchange

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The MMPI-A: The Adolescent Version of the MMPI Comes to Life

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James N. Butcher, Ph.D.*

When Hathaway and McKinley first developed the MMPI, they intended it for use with adults, in the assessment of adult forms of psychopathology. Items dealing with the experiences of adolescence and childhood (e.g., at school) were worded in the past tense, and no effort was made to incorporate any item content related to uniquely adolescent experiences and phenomena. In addition, no attempts were made to examine the adequacy of the adult norms for use with adolescents, nor to collect adolescent-specific norms.

All of these, along with statements made by Hathaway early on in the history of the MMPI, indicate that the test clearly was not intended for use, particularly not clinical application, with adolescents. Yet, despite these factors that would tend to work against the use of the MMPI with adolescents, it has become the most widely used personality scale in use with this population today.

The reasons why clinicians came to adopt the MMPI for use with adolescents despite its lack of design for use with adolescents are varied. It is clear, however, that over the years clinicians concluded that any limitations on the MMPI for use with adolescents are outweighed by the gains it provides in its contributions to the assessment process. To date, the only attempts to introduce any modification in the use of the MMPI with adolescents have been the publication of various adolescent-specific norms by Marks and his colleagues in the 1970s, Gottesman and colleagues in the 1980s, and Colligan and colleagues in the 1980s.

In the early 1980s the University of Minnesota Press, owner and publisher of the MMPI, decided to embark upon a project to restandardize and revise the MMPI. At that time, two experimental forms were developed: One for use with adults and one for use with adolescents. Initial

attention focused on the development of the adult version that was published in 1989, the MMPI-2. Following publication of the MMPI-2, the restandardization committee shifted its attention to answering the following questions:

A. Are new norms necessary for adolescents or are those published in the 1970s sufficient for this population?

B. Is it necessary to edit the item content of the MMPI to make it more suitable for use with adolescents?

C. Is it possible to incorporate the adolescent-specific item content included in the experimental adolescent booklet to make the adolescent version of the MMPI more modern and up-to-date in its assessment of adolescent-relevant topics?

D. Is it possible, while expanding the item content of the MMPI to also shorten the length of the booklet to make it more manageable for adolescents?

Normative and clinical data, collected with the experimental adolescent form throughout the 1980s, were used to answer these questions. With respect to the first question, it became clear that neither the original adult nor the subsequent adolescent-based norms represented ade-

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Journal of Personality Assessment

Irving B. Weiner, Ph.D.

1991 was another busy year for the Journal. A total of 350 manuscripts were submitted for publication and evaluated by members of the Editorial Board and approximately 120 Society members who served as ad hoc reviewers. The diligence of these reviewers allowed us to maintain a turnaround time -- that is, the time between a manuscript being received and an editorial decision being sent to the authors -- averaging just 41 days. We were also able to keep our publication lag under control during the year. The

median lag time for articles published in Volume 56, which comprised the first three issues of 1991, was 12 months, and for Volume 57, comprising the last three issues of the year, the average lag was 11 months. Our publication lag will grow even shorter this year following agreement by our publisher, Lawrence Erlbaum, to increase the size of the Journal from its 1,116 pages in 1991 to 1,308 pages in 1992. The articles that have been scheduled to appear in the June and August issues this year will have an average lag of just 10 months.

Last September John Exner completed his term of service as an Associate Editor of the Journal and left the Editorial Board.

His knowledge of clinical research methodology as well as of the Rorschach have been enormously valuable to the Journal, and he will continue to advise on selected manuscripts. I am pleased to report that Joseph Masling, who has served with distinction on the Editorial Board for many years, accepted appointment as Associate Editor on September 1.

As will be announced formally in the June issue, the Journal is adding two new feature sections. The first of these new sections, called "Classical Contributions," will reprint significant articles from the past that have exerted lasting influence on conceptual formulations and lines of research in personality assessment. The

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The MMPI-A

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quately the response patterns of a modern normative sample. It also was determined that the MMPI-2 norms would not function adequately with adolescents. Thus, a decision was made to develop updated, adolescent-specific norms for the revised inventory.

The new adolescent normative sample used to develop these norms is composed of 815 girls and 805 boys between the ages 14 and 18. The floor for use of the adolescent MMPI was set at 14 following analyses that indicated that younger teenagers provided less valid data with the experimental adolescent form of the inventory than did adolescents 14 years of age or older. A detailed description of the demographic characteristics of the normative sample can be found in the MMPI-A manual (Butcher, Williams, Graham, Archer, Tellegen, Ben-Porath, & Kaemmer, 1992).

Experiences with adolescents in the past, and with subjects in the present, are strong indicators of the inadequacy of some MMPI items for use with adolescents. Thus, a number of objectionable items, dealing with religious belief and practice, bowel and bladder movements, sexual preferences, and sexual conduct (but not attitudes) were deleted from the final adolescent version of the test. General editing was done to improve the quality and clarity of some of the MMPI items. In addition, items dealing with adolescent-relevant experiences, but worded in the past tense were modified to the present tense. Research reported in the MMPI-A manual indicated that these editorial changes improved the face validity and acceptability of the test when used with adolescents while at the same time not altering the psychometric functioning of items that were reworded.

The possibility of adding adolescent-specific content to the inventory was explored with the addition of some 50 adolescent-specific items to the experimental version of the inventory. Many of these items have been incorporated in the MMPI-A Content Scales (Williams, Butcher, Ben-Porath, & Graham, 1992) that represent, at the present time, the only effort to develop a new set of adolescent-relevant scales on a major personal-inventory.

Finally, trimming down was accomplished by deleting many of the non-working items that appeared toward the end of the booklet and some items from scales 5 and 0, both of which are very long measures of their respective constructs. This yielded a total of 478 items in contrast to the 550 of the original and 567 of the MMPI-2. The booklet is structured so that one may obtain the basic profile by administering only the first 350 items.

Other innovations in the MMPI-A involve the assessment of adolescent profile validity. A long-standing problem in the use of the MMPI with adolescents has been their tendency to produce highly elevated scores on the F validity scale. Analyses conducted as part of the Re-standardization Project indicated that this stemmed primarily from the inappropriateness of many of the original F items as indicators of infrequent responding in adolescents. Consequently, a new, 66-item, adolescent-specific F scale has been developed for the MMPI-A. This scale is broken down into two halves, $F1$ and $F2$, allowing for the detection of a change in response patterns that may occur part-way through the inventory. Two additional validity scales, Variable Response Inconsistency (VRIN) and True Response Inconsistency (TRIN) will aid in the detection of random responding or systematic response sets in MMPI-A protocols.

The MMPI-A is expected to be available from National Computer Systems by August, 1992. It will offer the clinician an updated, well-normed, adolescent-oriented assessment tool. It incorporates much of what was known about use of the original MMPI with adolescents in the past, while at the same time allowing a far more detailed and broad assessment of clinically relevant issues with today's adolescents.

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Irving B. Weiner -- Teacher Par Excellence

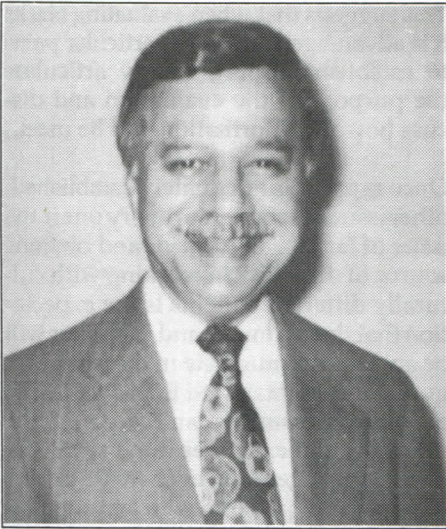
Sandra W. Russ, Ph.D.

Irving Weiner has had a major impact on the conceptualization of psychological assessment and psychotherapy in the field of psychology. Through his teaching and writings, the clinical work of many individuals has been influenced. This accomplishment should please him because he feels that his primary identity is that of a clinical teacher. His main intent has been to influence the development of clinical psychologists and refine their clinical skills and thinking about diagnostic and therapy issues. He enjoys clinical work and supervising and helping others to learn and sharpen their skills.

Irv was originally an economics major at the University of Michigan. He attended a psychology course with a friend and found that he liked it. What attracted him was that psychology was a new field which was wide-open. Psychology was receptive to new ideas and there was room to develop. Also, psychology was people-oriented. Irv was trained in an era when the major role for psychologists was assessment. Therefore, he kept trying to move away from assessment and to become immersed in psychotherapy. He spent time at the Counseling Center at the University of Michigan where he focused on psychotherapy. However, over the years, reality and, perhaps, driving interest kept pulling him back to the psychological assessment arena. As he learned the value of assessment, he communicated that value to the field. He went to the University of Rochester in 1959 and in 1968 became head of the Division of Psychology at the University of Rochester Medical Center. He "had to do" a lot of assessment work in this setting because as he put it "the adolescents kept coming through the door." His strong interest in teaching developed at the University of Rochester.

His major writings -- the books and long articles -- have always been written from the perspective of a clinical teacher. His

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first book, *Psychodiagnosis in Schizophrenia* (1966), came out of his seminar at Rochester for graduate students. Some of his early assessment books came out of the psychological assessment course. The purpose of these texts has been to present clinical material from a broad perspective with implications for clinical practice. He always integrated empirical data so that it could guide clinical practice. His classic text on psychotherapy, *Principles of Psychotherapy*, came out of his teaching to clinical psychology graduate students. Integration of research, theory, and clinical practice has always been a hallmark of his writing.

In recent years, much of Irv's time has been taken up by the workshops and writings on Exner's Scoring System for the Rorschach. Irv met John Exner during the Rochester years at an Eastern Psychological Association meeting and they began a correspondence. At that time, John Exner was working to develop his first book on the Comprehensive System. At APA in 1970 in Miami, Irv Weiner, John Exner, and Marguerite Hertz, went out to dinner. Dr. Hertz was worrying about "who would carry the torch" when she could no longer do the Rorschach workshops. That dinner planted the seed. Later, Irv and John decided that they should do the workshops together. In 1971 the first Exner/Weiner workshop on the Rorschach was held at Long Island University. The friendship and close working relationship between Irv and John has continued to the present.

In 1972, Irv went to Case Western Reserve University as chair of the Psychology Department. At that time, the Clinical

Program was on probation and Irv immediately went to work to put it on very sound footing. One of the attractions for him was the opportunity to influence graduate training at the ground floor. He wanted to develop the "right kind" of graduate program with the "right kind" of intense training in assessment and psychotherapy. He wanted to give students the ammunition to fight off unjustified attacks in the areas of psychological assessment and psychotherapy.

I can personally attest to Irv's ability to lay out a conceptual framework, pinpoint the issues in an area, and present it with such clarity that it provides a long-lasting framework. As a new faculty member at Case Western Reserve, I sat in on a lecture that he gave for beginning students in psychological assessment. The topic was construct validity approaches to the Rorschach. That conceptual framework provided an anchor and starting point for my own work which I still utilize to this day. I have often heard students attest to this ability to anchor them in an area and influence their work after a lecture or two or a chapter in a book. This is the mark of an outstanding conceptualizer and teacher.

Irving has written extensively on guidelines for research with the Rorschach. His writings have helped to improve the quality of the research being done in the field. He was a major influence in getting the research on-track and developing the empirical base for the Rorschach that now exists.

As editor of *The Journal of Personality Assessment*, he is proud to have the opportunity to review recent work in the field and to determine what is published. Currently Professor of Psychiatry and Behavioral Medicine and Director of Psychological Services at the University of South Florida Psychiatry Center, he is enjoying his role as teacher and also is enjoying engaging in clinical work. As Head of the Psychology Division, he is building up the clinical psychology training and teaching programs. He finds the clinical work a validation of many of the ideas that he has developed over the years and a stimulus for new ideas. He is currently wrestling with issues of ethics and competence as well as proper conduct while carrying out assessments. He is also maintaining an active schedule of Rorschach workshops. A recent article,

"Theoretical Foundations of Clinical Psychology" in Hersen and Kazdin's 2nd edition of *The Clinical Psychology Handbook*, focuses on the integration of theory, research and practice in clinical psychology. He stresses the need to search for common threads in different theoretical approaches.

Irv is very optimistic about the future of psychological assessment. One of the contributing factors to the growing influence of psychological assessment and its growing empirical base is *The Journal of Personality Assessment* which has flourished under Irv's editorship. He is most pleased with his 1972 "Does Psychodiagnosis Have a Future?" article in *JPA* which was a strong call for the need for psychological assessment and the appropriate use of psychological tests. The field has caught up with that article and has proven him to be correct -- psychodiagnosis does have a future. As he now puts it, "the bloom was never off the rose" in the field of psychological assessment. The pendulum has swung back and psychological assessment is again a very "hot" area. Through his writings and editorship, he has been a major force in putting it there. ▀

Editor's Note:

The SPA Exchange will periodically highlight contributions of distinguished psychologists. Irv Weiner led the way when many abandoned the field of assessment. His teachings and writings bring together the science and art of assessment to inspire and inform those of us who follow in his path. ▀

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*Newsletter of the Society
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ASSESSING ETHNIC MINORITIES

Jacqueline J. Stephens,
Ph.D.

As one reads the literature on the practice of psychology, one cannot avoid the conclusion that the demographic profile of our society is changing rapidly. Ethnic minorities are becoming the numeric majority. The average mental health professional will be called on more and more to evaluate individuals who belong to cultural groups different than their own.

As a result, three realities must be considered. The first is that the principles of psychological assessment and treatment were developed through the study of Anglo, middle class people whose behavior become the standard by which all other behavior was compared, measured and evaluated. Second, the majority of mental health professionals are from Anglo, middle or upper class backgrounds, and finally, that the training of mental health professionals continues to be in almost entirely Anglo, middle class institutions and settings. Subsequently, ethnic minority group members who find themselves in need of assistance will in all likelihood be evaluated by a professional who comes from a very different background.

This is not a new revelation. Psychologists have raised concerns about cultural differences for over three decades. However, as one reviews this history, it becomes clear that many more questions have been raised than answered. Most of the research about cross-cultural assessment has been limited to intellectual and/or ability testing with relatively little focus on personality assessment. The one exception is the MMPI which has been the subject of much research in the area of cultural bias. At any rate, there is a dearth of research in this area. Most professionals will admit that it is a topic that must be considered if we are to function competently and ethically.

There is a large spectrum of variables that must be considered when a psychological assessment is conducted. Culture is a variable that should rank high in an assessor's priorities when trying to get a comprehensive understanding of an individual.

What follows are guidelines and suggestions to facilitate the integration of cultural factors with other clinical data. Two arenas that must be examined are clinical and psychometric data.

CLINICAL ISSUES...

Shafer (1954) described the interpersonal dynamics inherent in the test situation. Although not directly addressing cultural issues, his awareness of the interpersonal nature of the test situation is relevant. Assessment typically occurs within a nonreciprocal, dyadic context with an intense focus on the examinee with clear performance expectations. These conditions have an impact on any examinee, but are especially salient for culturally different persons.

The validity of the data collected during an assessment depends in large part on the establishment of a good relationship. This includes open communication, cooperativeness and some level of trust. For many culturally different individuals, the issue of trust of an Anglo assessor can be a significant issue. Minority patients often question whether psychologists understand their culture. They are concerned about how information will be used.

For example, the history of blacks in the U.S. has been one of open discrimination and exclusion. As a result, many blacks have developed a coping style of maintaining distance from whites and being wary of situations in which they will be placed in an inferior position. When distrust exists, it may be difficult to collect data which represents typical ways of responding. Cooperative behavior may be replaced by hostility, passivity and/or silence. Or the black patient may adopt a strategy of telling the assessor what they think they want to hear in an effort to avoid possible conflict or negative evaluation and to maintain distance.

This suggests that when evaluating blacks it is advantageous to take particular pains to establish rapport, clearly articulate the purpose of the evaluation and discuss how the information will be used.

Once rapport is adequately established, other issues surface. A primary one is the issue of language. A major and obvious source of difficulty in working with culturally different patients is the expectation that the examinee and examiner will be able to communicate in the same language, usually standard English. Clearly, a valid assessment can't occur if the examiner and examinee don't speak the same language. However, with culturally different patients who are often bilingual, they may use different grammatical structures which can lead to misunderstanding and misinterpretation.

Although bilingual persons can communicate with the assessor, very often they are more comfortable in their primary language in which they are more articulate and expressive. Thus, it is important that assessors inquire about primary and secondary language and have a clear sense of the patient's comfort and preference. When using self-report instruments, it is wise to inquire about their level of comfort and competency with reading in their non-dominant language. It is not unusual for bilingual individuals to have limited formal training in their second language. Distortions in assessment data may be generated by weaknesses in the use of English.

A more subtle example of language involves the variation of English used by some blacks called "Black English." Although Black English shares many language features with standard English, it has a number of pronunciation and grammatical features that distinguish it from other English dialects. Black English has been documented to be a fully formed linguistic system in its own right, with its own rules of grammar and pronunciation. Several hypotheses need to be explored when you are presented with a black patient who speaks Black English:

1. you have a person who has had limited exposure to the dominant culture,

2. you have a person who has made a conscious choice not to assimilate the dominant culture, or

3. language is being used in a defensive way -- to maintain distance in the relationship.

As such, linguistic differences can present problems in assessment when culturally different persons evidence different enunciation or use phrases or jargon that are unfamiliar to the examiner. This can lead to particular problems when the examiner automatically attributes these difference to a kind of deficit.

A related area is nonverbal communication. Too often, it is assumed that nonverbal communication is universal and that nonverbal cues have the same meaning cross-culturally. In reality, there is a great deal of difference among cultures in the meanings ascribed to nonverbal cues. To illustrate, eye contact is an aspect of nonverbal behavior which psychologists frequently use as a diagnostic indicator. This behavior can have different meanings for different groups. Anglo culture values eye contact as a means of indicating attentiveness and interest. In Mexican and Japanese culture, eye contact is avoided as a means of showing respect; in Navajo Indian culture, sustained eye contact is viewed as indicative of aggressive assault or sexual interest; and still in black culture, proximity is often enough to indicate attentiveness and interest.

These issues point to the necessity of examining the level of acculturation when culturally different patients present for evaluation. There is a continuum ranging from those individuals who have given up their original culture and have assumed the new, dominant one to those who allow for adaptation to both cultures to those who have little or no exposure to the dominant culture. Having a sense of where an examinee falls on such a continuum should influence how one interprets a patient's reaction to the assessment process.

To assess the level of identification with cultural group, it is useful to include in your history-taking such issues as the geographic area in which the patient was reared, language spoken in the home,

where they currently reside, involvement in the ethnic community, religious preference and involvement in situations where they are exposed to the dominant culture. The implication here is that your recognition of the patient's ethnic or cultural status is openly acknowledged and not only can educate you about the particular background of the patient, but widen your knowledge and experience with different groups. It also helps build rapport.

PSYCHOMETRIC ISSUES...

The topic of Psychometric Issues is one that cannot be ignored and has proven to be a complicated issue in the area of assessment. Until the last twenty years, psychological tests were normed on white, middle-class samples with limited culturally different individuals included. Most psychologists know that the original sample for the MMPI was limited, but may be surprised to know that ethnic minorities were not included in the samples for some of the more frequently used psychological tests until the 1960s.

Before the 1960s, most of the research focused on cross-cultural assessment was devoted to international study with little attention to problems of ethnic minorities in the United States. At present, the standard has been accepted of including ethnic minorities in the norming process, usually in the percentages in which they are represented in the national population. This proves somewhat problematic when questions are raised about the accuracy of census data, and typically, persons included in norms are identified as an ethnic minority solely on race and surname.

Mixed results have generally been found in the research on differences in performance on personality measures. Some researchers have found significant differences, while others have found no differences. A good deal of this research has been marred by methodological flaws. For example, there is a voluminous amount of research on the MMPI and various ethnic groups. But even now, firm conclusions cannot be drawn and there is not enough data to support the development of new norms.

Greene (1991) suggests that one notable lack in the research on the MMPI has

been the failure to consider the person's identification with their ethnic group. Efforts to understand the effects of ethnic status should involve more than just determining race. To date, little research has been published about the use of the MMPI-2 with ethnic minorities.

Still further, limited research has been conducted with American ethnic minorities and the Rorschach. Research that has been carried out has generally found differences such as blacks producing more color responses. There is also some evidence for more opposition and aggression in their records. This research, however, was conducted before the development and widespread use of the Comprehensive System. Although Exner makes no real mention of ethnicity in his work, several studies have found differences in the performance of some ethnic group members. Unfortunately, the data is preliminary and limited and there are still few studies being conducted in this area.

So where does this leave the assessors who want to make certain they are being sensitive to -- and giving adequate consideration of -- these issues? It is incumbent on assessors to be thoroughly familiar with the instrument or technique they intend to use with minority persons, including research that examines the validity of the particular instrument for use with members of different ethnic groups. If large numbers of a particular group are seen consistently, consideration should be given to establishing local norms.

The assessors should also learn as much as possible about the culture of any group that is highly represented within their work setting. This can be accomplished by taking particular pains to note perceptions and experiences during the assessment procedure with attention to possible biases. Training and supervision with these patient groups is a necessity for assessors in an effort to broaden their knowledge base and heighten sensitivities to the importance of culture as a determinant of behavior.

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SPA Exchange

NEW HORIZONS FOR PERSONALITY ASSESSMENT

Charles D. Spielberger
Ph.D.

From recent travels, I am very pleased to share my observations with SPA colleagues of what appears to be a growing Renaissance in psychological assessment throughout the world. This can be seen in Europe, especially in the symposia and papers at the Second European Congress of Psychology in Budapest last July, and in the establishment of the European Association for Psychological Assessment (EAPA) which held its inaugural meeting in Barcelona in September. Interest in psychological assessment in Asia can be inferred from the organization of the First Asian Congress of Psychology that will convene in Singapore this October, and to which I have been invited as a Keynote Speaker.

Closer to home, we need only look at the dramatic increase in the membership of the SPA, from less than 900 in 1987 to more than 2000 in 1990 (Spielberger & Piotrowski, 1992), and our Society has continued to grow. Within the American Psychological Association, Division 5 (Evaluation, Measurement, and Statistics) has broadened its mission to include a section on psychological assessment. This significant development was stimulated by a petition signed by more than 800 APA members to establish a Division on Psychological Assessment which, I might add, was developed by SPA Board members James Butcher and John Exner. Thus, personality assessment is now more directly linked to a solid foundation in measurement theory and statistics.

Evidence of the increasing interest in psychological assessment is undoubtedly pleasing to those among us who have devoted a substantial part of our professional lives to an area that was, until recently, losing ground in graduate education and in most areas of profes-

sional practice. This was especially true in clinical psychology, where psychotherapy, behavior modification, consultation, and other forms of intervention were gaining in prestige and commanding an increasing proportion of the time of psychologists who were engaged in professional practice.

The decline of interest in psychological assessment that began in the 1960s appears to have resulted from a widespread questioning of many traditions within American psychology, especially the value of assessment in treatment planning (Megargee & Spielberger, 1992). As behavioral approaches were given greater emphasis in graduate training, many psychologists felt that behavior modification was the most effective treatment of choice, irrespective of diagnosis. Additional reasons for this decline included the advent and increasing utilization of a variety of psychotropic medications and the shifting emphasis in American psychiatry from personality structure and psychopathological syndromes to symptom checklists. Moreover, with the marked drop in mental hospital patients, the declining support of community mental health centers, and increasing dependence on third-party payments, professional time was at a premium and brief screening evaluations became preferred to lengthy assessment batteries.

Given the many problems that have adversely affected psychological assessment in the 1960s and 1970s, and personality assessment in particular, how can we account for the remarkable turnaround of interest in our field? There are at least four important factors (Megargee & Spielberger, 1992) that have contributed to the revitalization of personality assessment during the past decade: (1) Practicing clinicians have found that assessment aids intervention, and this seems to be especially true for brief psychotherapy; (2) Demands for the evaluation of personality have increased in business, medicine, education, and many other areas; (3) Training program directors continue to insist that graduate students be familiar with the basic assessment techniques; such skills are considered especially important for acceptance into top quality internship programs; and (4) Since measurement is fundamental to

research, assessment contributes to all areas of psychological science, especially to the development of operational definitions of constructs in newer fields that have recently emerged, such as cognitive and health psychology.

Conceptual advances based on psychological research have stimulated the development of a vast array of new assessment techniques in neuropsychology and for evaluating specific problems such as thought disorders and suicidal ideation. A number of new instruments have also been introduced to assess Type-A coronary prone behavior, psychological variables that influence smoking and eating disorders, and other variables of concern to health psychologists. Measures of the intensity of emotional states as well as individual differences in personality traits have also given greater precision to our assessment procedures. Strong research evidence of the continuity of personality traits from childhood to adult life has demonstrated that situational factors are not the overpowering determinants of behavior as was maintained by some social psychologists.

In addition to the conceptual advances that have facilitated the development of many new instruments, personality assessment has been strengthened by major revisions and re-standardization of instruments that are widely-used in clinical practice, such as the Rorschach, the MMPI and the CPI. There has also been immense progress in the development of the mathematical, statistical, and computational foundations for the construction, standardization, and validation of personality assessment devices. Significant advances in scoring test data and in computer-based test interpretations (CBTI) have freed psychologists from performing many tedious tasks, but the consequences of these labor-saving procedures have not been entirely beneficial. The problem, of course, is not the computers themselves, but the way they are used or misused in test administration and interpretation.

Adaptive testing, in which a computer program varies the items administered as a function of the client's previous responses, is also likely to be an important future development in personality assessment, but this approach is not easily

adapted to large-scale testing programs. While computer-based test interpretation has great potential for contributing to clinical assessment, the promise of this approach depends on fulfilling a critical need for validation research. Computer-generated interpretive reports provide a useful and potentially important source of data, but such reports should never be used as substitutes for informed professional judgment. However, as CBT reports become more readily available, there will be an even greater need for experts in personality assessment. This essential point was clearly expressed in a recent article by Fowler and Butcher: "There must be a clinician between the computer and the client."

While psychologists who work in mental health settings may not be doing as much assessment as they once did, overall consumer demand for assessment services appears to be stronger than ever (Megargee & Spielberger, 1992). In education, medicine, business, law enforcement, and the armed forces, the utilization of personality tests for screening and classification continues to increase. As more people compete for available opportunities in these fields, there will be a greater need for effective screening procedures. Extensive validation research will be required, however, to ensure that the assessment instruments do not have adverse impact for women and ethnic minority groups.

The complex needs of society in an information age will continue to provide many exciting opportunities as well as abundant new horizons for personality assessment. Public demand for information about people -- their individual strengths, weaknesses, and potential for creative self-expression -- will ensure increasing utilization of assessment procedures in selection and treatment, and in preventive approaches to physical and mental health problems. These demands are also likely to give rise to competition from other professions, including astrologers and fortune tellers, as can be witnessed in late-night television ads. The challenge for personality assessment lies in providing adequate graduate training for those who practice in our field, and in conducting high-quality validation research on which the integrity and the future of our specialty will depend.

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Editor's Note:

Dr. Spielberger is Distinguished Research Professor of Psychology and Director of the Center for Research in Behavioral Medicine and Health Psychology at the University of South Florida, Tampa. He currently serves as President of the Division of Psychological Assessment of the International Association of Applied Psychology and completed his term as the 100th President of the American Psychological Association earlier this year. He served as President of the SPA from 1986 to 1989.

PRESIDENTIAL ADDRESS

SPA Mid-Winter Meeting
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Paul M. Lerner, Ed.D.

Many of us have that psychological writer whose concepts, formulations and personhood have so influenced our work that we have made a special place for that person in our professional psyche.

From the psychoanalytic community there are two authors who occupy that special place for me -- Donald Winnicott and Erik Erikson. In contrast with others, each has been able to speak in a voice and create concepts that are free of metapsychological encumbrances, that allow me to understand my patients' difficulties and troubles from a fresh perspective, and afford me the opportunity of remaining close to both my patients' experience and to my own.

From Winnicott, I have made extensive use of his evocative concepts of "good enough mothering," "the holding envi-

ronment," "the false self," and "object usage." While object usage is a shorthand term to describe one's capacity to make creative and constructive use of a relationship, one need not be a psychologist to understand the meaning of, and appreciate the drift of, his other concepts.

For nearly four decades, beginning with his seminal contributions in 1950, Erik Erikson devised and refined a model of human development that embraced the entire life span and that continually emphasized the ongoing interaction between internal drives and the outer culture including social demands. In the process, he introduced us to a host of innovative concepts, several of which, such as "sense of identity" and "psychological stages," have achieved an incredible level of cultural acceptance.

Of his many valuable conceptual contributions there are two concepts I would like to focus upon this morning -- generational continuity and generativity. I will be using both concepts as a way of discussing the Society in retrospect and in prospect.

Generational continuity refers to those connecting links which bind one generation to another. In one direction they tie the present to the past and what is passing. In the other direction they bind the present to the future. As psychologists, we all recognize that the future is built upon and informed by the past, and without a past there can be no future. It is this understanding that prompts us to continually search, as individuals and as members of a group, for our origins.

Fifteen years ago -- in 1977 -- we were all held spellbound, glued to our televisions, as Alex Haley shared with us his exhaustive search for and finding of his origins. A nation, nurtured on the notion of looking forward in pursuit of its manifest destiny, suddenly came to a stop, paused and reflectively looked backward at its beginnings. Overnight, each of us became a genealogist. Family histories and lineages were carefully researched and the resultant family tree was hung on the wall, and Kunta Kinte, Kizzy, and Chicken George became household names.

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SPA Exchange

PRESIDENTIAL ADDRESS

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On a lesser scale and in less dramatic fashion, in 1989 our Society rediscovered its roots in both our 50th Anniversary Meeting and in the publishing of our history. Few of us who attended that New York meeting can forget listening to Marguerite Hertz and Molly Harrower recount the early formative days of the Society. We were told of the informal meetings and seminars held in the homes of attendees and presided over by Bruno Klopfer, of the early controversy between Klopfer and Beck as to a phenomenological vs. normative approach to Rorschach data, and of the lingering question of the Society's role as a credentialing agent. We learned from these two founding members not only of our humble origins, but also that many of the issues that faced our professional foreparents in the late 1930s, still confront us today.

An organization's history, like a family history, is not simply conveyed in one meeting or one publication, it is also transmitted in our stories -- those yarns and tales that older members share with younger ones. Such stories, whether in print or by word of mouth, breathe life into an organization while serving as a vehicle of heritage. These stories serve another function too; they convey to the young the organization's values -- those goals and ideals that are cherished and need to be preserved.

One need only to spend time with John Exner to get an up-close view of Bruno Klopfer and Sam Beck, not so much their professional contributions as their personhood -- what they were like as people and what they stood for and represented. Much of what John has shared with me and with others is well captured in this following quote from our published history: "During the 1960s, I often found myself trying to understand these two brilliant people who had become so generous and affectionate to me. Why were they so different? Bruno was staggeringly charismatic and could sense people in ways no one can teach. In the context of the Rorschach, Bruno must have had many of the features of the sensitive, intuitive, extratensive person. Sam was more the introversive. He was

thoughtful, sometimes awesomely so. Sam labored hard to demonstrate that both the idiographic and nomothetic approaches to understanding a person could merge. Bruno simply labored to understand people."

In quite a similar way, I can remember the enjoyment and excitement I felt listening to Marty Mayman reminisce about David Rapaport. For Mayman, and for the rest of us through Mayman, Rapaport was spellbinding -- "his fire, his intensity, his exuberance at the creative play of thought, his conviction about the rightness and importance of what he had to say, and most of all, his power to conjure up convincing models of how the mind worked."

Mayman's need to share these memories was fueled by an over-riding sense that he himself had sat in on the actual making of a part of Rorschach history. Mayman put it this way: "I was put to work studying the manuscript of Rapaport, Gill & Schafer's Diagnostic Psychological Testing, word for word, learning its tables number by number. I read Rapaport's theoretical rationales for his ways of scoring and interpreting tests almost as soon as they were written, and I remember the heady excitement of that experience." In learning about these pioneers -- Klopfer, Beck, and Rapaport, and in learning from their students -- Exner and Mayman who later became pioneers in their own right, a history is compiled, then passed on to future generations.

It is important to reflect upon this history more than once every 50 years. We are reminded that although the Society has been growing rapidly, our origins are humble; that although here in the 90s, we face the issues of credentialing and training, those very same issues faced our founders fifty years ago; and although we approach assessment with differing interests and orientations, we all spring from the same tradition, a tradition we can be proud of.

Whereas the concept of generational continuity invites one to look backward toward one's origins, the notion of generativity pushes one to gaze forward toward the future.

Man not only learns, he teaches too. Dependency and maturity are reciprocal; mature man needs to be needed, and

maturity is guided by the nature of that which must be cared for. It is within this context that Erikson refers to generativity as "the concern for establishing and guiding the next generation."

While embracing parenthood, generativity entails more than parenthood; it is the ability to be productive and creative in many areas of life, especially those showing a concern for the welfare of ensuing generations. Emerging from generativity is care. Care implies doing something for somebody; it involves attending to that which needs nurturance, sustenance, and protection.

As a middle-aged institution -- 53 years old -- the Society has proven to be a generative and caring organization. Symbolic of this is the Beck Award. Shortly after Beck's death, the Society and the Department of Behavioral Science at the University of Chicago worked together to establish the Samuel J. Beck Award designed to honor young researchers. The award was first presented in 1985 and has become an annual and important tradition.

Beyond the Beck Award, my sense of the Society's generativity is captured in a series of internal snapshots taken during many Midwinter meetings. One such snapshot is of more renowned Society members, such as Irv Weiner and Sid Blatt making themselves available to younger members and students -- answering their array of questions, offering suggestions regarding their research studies, or pondering with them over a rich but perplexing Rorschach response.

I think of Sheila Connerty and her exuberance and appreciation in receiving the Beck Award. Later, Sheila described it this way: "It may seem a bit dramatic to describe winning the Beck Award as a life changing event, but in fact it did change mine. I had taken on the project of submitting the paper as a challenge to myself and had given no thought to the possibility it might be chosen. When I received the call, I was working on a children's inpatient service. It seemed a bit unreal to me; the world of academic psychology belonged to all of those scholars whose work I had read in graduate school, not to me. I was just an interested onlooker. Then I was in Florida, presenting to a room filled with people whose

research I had spent long hours studying. The idea that I could join that world dawned on me..."

And finally, I think of Carl Gacono who, upon finishing his Doctorate degree in 1988, began attending Society meetings, then presenting, and now, with Reid Meloy, offers a popular and sought after workshop.

While the Society, both formally and informally, has done much to foster the creative and productive yearning of our younger members -- especially in terms of their clinical and research contribution -- I believe we can and should do a great deal more in involving these members in our governance.

Administratively, the Society is slowly moving toward a sub-committee structure, and I would encourage all members, particularly our younger ones, to participate on these committees.

At the Board retreat meeting last October, we spent considerable time discussing the issues of credentialing, training, and SPA's liaison with various groups including the American Board of Professional Psychology. As a result of that meeting, we decided to set up three task forces with the hopes of involving as many members as possible in their work.

Finally, over the past several years the Board itself has tended to be more closed and self-perpetuating than it needed to be. While this has fostered continuity and stability, it has not provided the necessary opportunity for the training of future leaders. If the Society is to be fully generative, if we genuinely care about the welfare of future generations, then we have to allow space on the Board for new faces and fresh voices.

In closing, there is one final point I would like to make. For those of you who truly know me, you would appreciate that I could not allow an opportunity such as a Presidential Address to go by without referring to baseball.

Baseball is such that no matter where one goes -- from the hallowed shrines in Cooperstown, NY, to the creek wooden stands of McCormick Field in Asheville, NC -- one feels the tug of the game's former heroes.

A particular hero of mine, one whose name many of you will not recognize, is Gene Woodling. Woodling was a major league outfielder for 17 years. From 1949 to 1953, he played for five consecutive World Championship New York Yankee teams.

Woodling was not one's typical hero. He was not exceptionally talented, he did not set records, and his name did not appear in the headlines. Instead, he was a blue-collar ballplayer one could rely on. He hit .280, knocked in his 70 runs, threw to the right base, and always hustled.

Because he did these things and did them well, he went unnoticed and the team won. He was heroic -- not a star, but the consummate team player.

It is to our team players -- Society members such as Gene Nebel who is recording all the sessions, and our Central Office staff -- Carl Mullis, Laura Olsen, and Peggy Cook, that I would like to express my appreciation and thanks for not only their work with this meeting -- but their contributions to the Society on an ongoing basis. ▀

AWARDS

Barry Ritzler, Ph.D.
Awards Chairman

The Bruno Klopfer Award was presented to Dr. Lee J. Cronbach, Professor Emeritus, Stanford University. Dr. Cronbach attended several scientific program sessions at the Midwinter Meeting and presented his acceptance address at the Friday afternoon Klopfer Award ceremony. Earlier in the day, as a member of the audience in a paper session moderated by John Exner, Dr. Cronbach offered an insightful suggestion regarding the use of the power statistic. He argued that when the confidence intervals of so-called "non-significant" results consistently extend across the arbitrary significance level, the power statistic probably is an underestimate of the true power of the test measure in question. The clarity of his spontaneous presentation was a memorable sample of his ability as a teacher of, and contributor to, measurement theory. A reception in Dr. Cronbach's honor following the award ceremony had the largest attendance of any of the Meeting's three receptions.



Marvin Acklin (l.) and Irving Weiner (r.)

The Walter Klopfer Award for outstanding contribution to JPA was presented to Marvin Acklin, James Bibb, Pam Boyer, and Vi Jay Jain for their manuscript entitled "Early Memories as Expressions of Relationship Paradigms: A Preliminary Investigation" which appeared in Volume 57, Number 1 of the Journal. Dr. Acklin accepted the award for himself and his colleagues. Runner-up acknowledgement went to John Kolligian and Robert Sternberg for their manuscript entitled "Perceived Fraudulence in Young Adults: Is there an 'Imposter Syndrome'?" which appeared in Volume 56, Number 2.

The Walter Klopfer Award is chosen from manuscripts which receive consistently high ratings from the consulting and ad hoc reviewers. The final decision is determined by a combined vote of the Editor and Associate Editors.

The Samuel and Anne Beck Award for Distinguished Early Career Contributions to Research in Personality Assessment was given to Mark Hilsenroth and Stephen Hibbard, graduate students in clinical psychology at the University of Tennessee, for their paper on "A Rorschach Study of Narcissism, Defense, and Aggression in Borderline, Narcissistic, and Cluster C Personality Disorders." Runner-up recognition was given to Diana Guerrero of Adelphi University for her paper on "Self-concept and Psychosocial Adjustment in Women with Systemic Lupus Erythematosus."

Mr. Hilsenroth and Mr. Hibbard presented their paper at the Saturday afternoon awards ceremony. A reception followed for the winners of the Walter Klopfer and Beck awards. ▀

SPA Exchange

1992 SPA MIDWINTER MEETING

Washington, DC

Mary Cerney, Ph.D.
President-Elect

The 1992 SPA Midwinter Meeting held in our nation's capitol at the Georgetown University Conference Center is now history. It was a time of sharing and exchanging of ideas, of renewing friendships, of recognizing the contributions of our dedicated members, and of welcoming new members into our ranks. It was a work time and a fun time.

The meetings and workshops were well-attended, even the ones held Sunday morning. At least 207 participants registered and more than 150 presentations were made in the two and one-half days devoted to the Scientific Meetings. With such a selection, it was difficult to make a choice. However, Dr. Gene Nebel made tapes of each presentation and offered them at a very reasonable price -- somewhat allaying the disappointment in not being able to attend and listen to each speaker. To obtain tapes of sessions you might have missed, please contact Dr. Nebel.

Several features characterized this meeting. There was open discussion on Women's Issues and how they impact on psychology in general and the SPA in particular. Training and credentialing issues were highlighted with significant concern about what is happening in the area nationwide. Both of these round table discussion groups are likely to continue at next year's meeting. This year's program also witnessed a more congenial blending of objective and projective tests and the contribution each can make to a comprehensive assessment of particular populations. In general, from the presentations on the program and the contributions made by the Society's membership, it is evident that the area of assessment is forging ahead. To be on the "cutting edge" of what is occurring in the assessment field, one needs only to attend the scientific meetings of the Society for Personality Assessment.

We are looking forward to reviewing the written comments and suggestions that came from the membership. However, even during the meeting, many members approached me directly and made comments and suggestions which are very helpful, and we hope to implement many of these ideas at our 1992 meeting. That convention will be held at the Hyatt Regency Embarcadero Center in San Francisco, March 18-23, 1993. Please mark your calendars.

Currently, we are revising the proposal forms to be used during the next meeting so that some of the confusion about which form to use will be eliminated. In the meantime, it is not too early to begin considering what you would like to present to the membership. At the next meeting, we plan to implement the suggestion that presenters, at the time of their presentation, distribute copies of their abstract and bibliography to each member of their audience.

No meeting can be successful without much "behind the scenes" work. For such a smoothly and efficiently run meeting, special thanks are due to Carl Mullis, our Operations Manager, who was ably assisted by Laura Olsen and Peggy Cook, plus the many volunteers from the Washington area.

See you all in San Francisco, if not before.



NEWS.....

The American Projective Drawing Institute...

...offers two Summer Workshops this year in New York City:

- Basic, July 27, 28, 29
- Advanced and Cases Seminar, July 29, 30, 31

For information, please write:
Dr. Emanuel Hammer, 381 West End Avenue, New York, New York 10024 ▶

A series of articles...

...on assessment training and practice in professional psychology will be appearing in the Winter, 1992 issue (Volume 6, Number 1) of *The Journal of Training &*

Practice in Professional Psychology. Guest editor is Chris Piotrowski. Anyone interested in this issue can obtain a complimentary copy by writing to: Managing Editor, *JT&PPP*, Forest Institute of Professional Psychology, 2611 Leeman Ferry Road, Huntsville, AL 35801.

Editor's Corner

Robert Lovitt, Ph.D.

In my original SPA column I stated that the editorial staff would experiment with a variety of strategies in developing a newsletter we could all be proud of. This process is continuing and I want to share some of our thinking with you.

The newsletter will have four major goals:

1. To publish articles reflecting the opinions and practices of a broad range of our membership in a variety of areas. These articles will be stimulating and will enrich your thinking and practice.

2. To communicate from the Board of Trustees -- in a timely and informative fashion -- the rationale behind Board activities. In addition, the Board wishes to include the membership as fully as possible in activities of the Board.

3. To allow members to communicate with each other concerning their activities and interests. We will also mention newsworthy events in the psychological community which may be of interest to members.

4. To allow the membership to regularly communicate to the newsletter staff their wishes concerning material they would like to see in the newsletter. We also welcome critiques of published material.

Share your news...

If you wish to share news of your own interests and activities with the membership, please contact Dr. Joan Weltzien. You may write to her at 3000 Wesleyan, Suite 255, Houston, TX 77027.

If you wish to communicate with us concerning your opinions about published material or to make requests as to how you would like the newsletter to function, please write to Dr. Marvin Acklin at Aina Haina Professional Building, 850 West Hind Dr., Suite 209, Honolulu, HI 96821. I am hoping that Dr. Acklin will

develop a column in which he will periodically respond to selected input.

We wish you a productive year and look forward to seeing as many of you as possible at the next midwinter meeting in San Francisco in 1993. ▀

Dues Increase Alert

Eugene E. Levitt, Ph.D.
Treasurer, SPA

No adult and not many children need to be reminded that the cost of living and doing business have been going up steadily for more years than one cares to count. Professional society dues have gone right along the upward spiral with oil, electricity and groceries. For example, in 1982, your basic American Psychological Association dues were \$89.00. In 1991, they were \$160.00, an increase of almost 80%. In 1992, you will pay \$170.00, making the increase for the decade almost one hundred percent.

Amidst this widespread bank account bashing, the Society for Personality Assessment has held the dues line in the face of rising costs. SPA dues have been raised only twice in the past 30 years, the last time in 1982. Contemplate that for a moment: no dues increase for the past ten years!

Unfortunately, this remarkable record must be broken in 1993. The Board of Trustees, with the greatest reluctance, has voted a dues increase of ten dollars for the 1993 year. The increase will not affect Student Affiliates and Life Members. The date after which a late fee is assessed has been advanced from October 31st to December 31st.

Steadily mounting expenses, especially those involved in establishing and maintaining the new Central Office, have made the increase necessary. We have held the line far longer than almost any other professional organization. Without this modest dues increase, our membership services would suffer.

I hope that the increase will not diminish your enthusiasm for SPA. Keep in mind that the *JPA*, a topflight behavioral science publication that comes with your SPA membership, costs nonmembers \$42.00 a year. ▀

APA Meeting

At the request of Division 5 of APA, Irv Weiner will deliver an invited address at the August meeting. The topic of his talk is "The Singular Significance of Personality Assessment." We encourage SPA members to attend this address. ▀

Forthcoming MMPI-2 and MMPI-A Workshops

May 1-2, 1992	Orlando, FL
May 7-10, 1992	Minneapolis, MN
June 3-4, 1992	Portland, OR
June 5-7, 1992	Los Angeles, CA
July 16-17, 1992	Bruges, Belgium
Aug. 12-13, 1992	Washington, DC
Sept. 11-12, 1992	Kalamazoo, MI
Sept. 18-19, 1992	New Orleans, LA

MMPI-2 Workshops, University of Minnesota, Elliott Hall, Minneapolis, MN 55455. Phone: (612) 625-2879, FAX: (612) 626-0080 ▀

SPA Involvement

The Board of Trustees of SPA is establishing three task forces to further the Society's goals. These groups will be concerned with issues of credentialing, training, and SPA's liaison with other professional societies. Please contact Paul Lerner if you wish to participate in one of these groups. ▀

Opportunity Available: Director of Clinical Services

...for 70 bed, for profit psychiatric hospital in Southern Georgia. Ph.D., Clinical Psychology, with inpatient experience. For information, please call: Karen Parker, Executive Recruiter, ISC of Houston, Inc., (W) 713-847-0050, (H) 713-359-5730. ▀

Central Office

Carl Mullis
Operations Manager

The Central Office continues to focus on the streamlining of the day-to-day activity of the office and the varied tasks entailed in administrating Society business. We played a major role in preparing the Midwinter Program and are very satisfied with our efforts in reducing mailing

costs. We will continue to search out cost efficient methods in operations where applicable, and in keeping with the high standards of quality established by the Society.

The Society has received a certificate designating SPA as an Approved Continuing Education Sponsor. All fees have been paid and the certificate is prominently displayed in our office.

Applications for membership are fully processed through the Central Office. Our database of member information is updated daily and can be accessed from both terminals in the office. The database of members now contains information on over 2400. Backup is run daily during peak periods and twice weekly during slack periods. All accounting functions are automated and updated daily. Year-end tax reports are due soon and will be completed prior to April 15th.

All preparations for the Midwinter Program -- registration packages, name badges, certificates, plaques (other than the Bruno Klopfer award) and various other memos, information, etc. -- were done in house by the Central Office staff. Actual printing of the Program was done by Speedy Printing. Consideration is being given to publishing the *SPA Exchange* through the Central Office.

Operating hours of the Central Office are 8:30 a.m. to 5:00 p.m., Monday through Friday. There is an answering machine for after hours or weekend messages and a fax machine. I can be reached after hours or weekends at (813) 855-3832. A message machine is also in operation at that location.

The Central Office staff continues to focus on the goal of efficient and effective operation of the Society's business. We believe we are more than capable of reaching this goal -- within budgetary constraints -- given the backing, support and freedom to do so by the BOT. ▀

SPA Exchange

Journal of Personality Assessment

...continued from page 1

membership is encouraged to nominate articles of distinction from earlier days that would inform and be savored by today's *JPA* readers. The first of these "golden oldies" is Harrison Gough's 1971 *American Psychologist* paper on "Some Reflections on the Meaning of Psychodiagnosis," which will appear in the August issue. The second new feature will be called "Negative Findings" and will consist of one-paragraph summaries of negative results that might otherwise not be published but that provide investigators with useful information (such as evidence that certain variables do not correlate with certain other variables).

As *JPA* Editor, I take every possible opportunity to acknowledge the authors and reviewers whose grasp of assessment and dedication to enhancing its literature are responsible for the quality of the Journal. I thank you all, and I invite Society members who would like to review manuscripts to write to me about their interests and qualifications.

Call for Nominations for *JPA* Editor

The term of the present *JPA* Editor expires August 31, 1992. At its meeting in Washington on March 11, the SPA Board of Trustees appointed a committee to begin the search for the next Editor. The committee is chaired by Irving Weiner and includes James Butcher and Sandra Russ. The next Editor will begin his or her term on September 1, 1993, and will begin to receive and process new manuscripts on January 1, 1993.

Following usual procedures in editorship change, the January-August months will be a period of transition during which the outgoing editor will continue to manage manuscripts already in process and will assist the incoming editor in the management of new submissions. It is anticipated that the search committee will present a short list of recommended finalists for the editorship to the Board of Trustees sometime prior to its 1992 October retreat meeting, at which time the selection will be made.

Nominations and self-nominations for *JPA* Editor are encouraged from the SPA membership. Persons who wish to be considered as candidates should submit a curriculum vita and a statement of their interest that includes comments on their editorial qualifications. All candidates will in turn be provided with a list of the considerations that will be weighed most heavily by the search committee in preparing its recommendations to the Board. SPA encourages participation by members of underrepresented groups in the publication process and would welcome such nominees.

The deadline for receiving nominations is July 1, 1992. Correspondence should be sent to: Dr. Irving Weiner, University of South Florida Psychiatry Center, 3515 East Fletcher Avenue, Tampa, Florida 33613.

Society for Personality Assessment

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