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PRESIDENTIAL ADDRESS: "TRAINING, MENTORING, AND EXCELLENCE IN ASSESSMENT"

San Francisco, March 19, 1993

Paul M. Lerner, Ed.D.

As I began thinking about preparing my final Presidential address, various experiences nudged their way into consciousness. Several of these recollections were related to last year's meeting in Washington.

One memory was of Bryant Welch; of his highly informative presentation, and of my reactions to it. While I could recognize and support the need for someone to speak to the current economic realities within which we do our work, and felt that Bryant did an outstanding job, in my heart I found myself recoiling. While he was discussing third party payers, managed health care, and universal insurance, my mind turned to other concerns such as standards of excellence in assessment and differing models of training.

In other words, in my internal batting order of priorities, items such as integrated health care and E.A.P.'s seldom make the starting lineup. When it comes to those aspects of life which I value and cherish, such as assessment, in my crusty bones, I am essentially a purist. Bryant Welch, then, had the audacity to muddy and send ripples through my pure assessment spring water.

A second memory was of a workshop I

gave with Phil Erdberg in which we attempted to demonstrate the efficacy and complimentary nature of two different approaches to Rorschach interpretation. I have given other workshops with Phil and with John Exner, too. Inevitably, afterwards, I leave the experience with deep respect for my co-presenter; his sincerity and seriousness, his commitment to his way of thinking, his understanding of his approach, and the flexibility and skill with which the approach is applied to individual protocols. Like fine writers, I realize that such competence at one's craft comes from years of study and dedication.

The third memory was from a symposium I participated in with Lee Jaffe, Bruce Smith, and my brother, Howard Lerner. Each of us spoke on what we considered necessary in the academic and applied preparation of psychologists who wished to assess from a psychoanalytic perspective. As a panel we covered a broad spectrum of topics ranging from a requisite knowledge of personality theory and psychopathology to the nature of the supervisee-supervisor relationship to the dynamics of teaching and learning.

Afterward, several in the audience took issue with the impracticality of what we

were advocating. Underlying their questions were the opinions that such training was too lengthy and complicated, that the number of individuals who could be trained in this manner was limited.

The patient who came to mind is a 45 year-old, married woman whom I have seen in analysis for about one and onehalf years. A mental health professional, she has been depressed much of her life. More recently, we have been discussing a period of her life, when, following her first marriage, twenty years ago, she and her husband, an Air Force officer, were assigned to Germany. She was profoundly depressed, dangerously anorexic, and had little sense of attachment or relatedness to anyone or anything. As she was describing the bleak quality of her German experience, I thought of how loveless her life had been at that time and how dramatically opposite it was to the experience of individual's who are in love. When in love, one experiences the world as dazzlingly colorful, immensely rich, and pulsatingly alive.

In reflecting upon these experiences, I believe there is a common thread which see President page 2



Dr. Paul M. Lerner, President. Photo by Tina Stinson

President

continued from front page ties them together. That theme involves

the notion that while it is important that we be aware of current political and financial factors it is equally if not more important that we maintain close contact with our professional values, our personal commitments, and our loves. While influencing and informing our work, such values, commitments, and loves underlie our attitudes toward training and determine what we consider vital and needing to be imparted to future generations.

A discussion of training and mentoring, necessarily, forces one to think about the learning process and about personal goals and objectives that guide one's work with students.

I see learning and internalization as one and the same. That is, the on-going constructing and modifying of one's internal world prompted by stimuli from the external world. Learning does not occur unless the fundamental motivation to learn has been securely internalized. The inability to acquire knowledge and learn is a refusal to explore internal or external reality. Knowing becomes dangerous and fearful.

Meaningful learning takes place within an interpersonal context, beginning with one's first teacher, one's mother, and internal change and growth is dependent upon whom and what we take in from the outside world. Within this context, certain teachers, supervisors, and mentors never need to die, they can live on in our memories forever. There are several you believed in, and, if you are lucky, there is perhaps one who believed in you. From such individuals we take in far more than the knowledge and skills they have offered. We embrace them more totally, their entire being including their attitudes, values, ideals, and passions. As teachers and supervisors each of us has to thoughtfully consider what we hope our students will take in from us. At all levels of training I would like my students to come to love clinical work, and to internalize an approach to patients marked by a clinical attitude based upon humanistic values. I believe that people can relate to their work and interests in an object relational manner, similar to other object relations. Interests and creative work can be meaningfully understood as a form and expression of object love. This is to say, that love includes the capacity to absorb oneself deeply and genuinely in an aspect of the external world.

I would also like students to internalize an approach to assessment and to the patients they assess characterized by what Greenson has called a humanisticclinical attitude. The humanity of the clinical examiner is expressed in his or her compassion, concern, and therapeutic intent toward the patient. This involves the continuous awareness that the individuals who are referred to us for our help are suffering, and that our task is to understand the nature of their difficulties and to assist them to get well. Students need to know that regardless of how provocative, obnoxious, or alienating a patient behaves or how repulsive we experience their past behavior, as clinical psychologists, we attempt to maintain a concern for the patient's self-esteem, self-regard, and dignity. A humanistic attitude is also expressed in the belief that the patient has rights in the assessment situation; the right to know, the right to remain separate, the right to confidentiality, and the right to be helped. This clarifies for students why they need to discuss with patients the reasons prompting the testing and the test procedures and why test finding ought to be judiciously shared. This also involves a stance of sympathetic understanding, curiosity, receptive openness, and non-judgementalness. Especially difficult for students to grasp is the need to put their own judgements aside and to simply seek an understanding of why the patient behaves as he or she does.

I think of the case of a 42-year-old, divorced, female child psychiatrist who referred her 12-year-old youngster to me for a psychological evaluation. During the course of the assessment I learned that the mother was also a major drug dealer. Inevitably, students attune to the drug dealing and beseige me with questions such as did I report the mother to the police, did I arrange to have her professional license suspended, or even, did I consider having her son removed from their home. My task, as I see it, is to assist the students to go beyond their own reactions to the drug involvement and wrestle with the clinical question as to what allows an individual to lead such a seemingly double life and how might this blatantly inconsistent behavior impact upon a 12-year-old boy.

A second component of a clinical attitude relates to the proposition that all behavior matters, and that nothing is by chance or accident. Based on this notion, I stress the need that with each test one should obtain as complete and as verbatim a record as possible. I point out to students that all facets of the assessment experience, not just the patient's responses and answers, are potential sources of information.

A third aspect of a clinical attitude involves a genuine willingness to accord the time spent with the patient exclusive and full importance. When applied to assessment, this means that the examiner pays particular attention as to how he or she and the patient refer to each other, the necessity of punctuality, the effects of the testing setting, and the need to free oneself from impinging distractions. Only as one is free of external distractions can one use his or her internal reactions as a major source of information about the patient.

The final component of a clinical attitude is the clinician's meaningseeking orientation. Herein, I am referring to the assessor's unwavering see President page 8

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SPA Mid-Winter Meeting San Francisco March 17-21, 1993

The SPA mid-winter meeting continued its tradition of excellence in programming peppered with surprises and historical events...all amid the usual ambiance of warmth and intellectual stimulation stemming from reconnecting with old friends/colleagues and sharing challenging ideas from ongoing as well as proposed new work. The accommodations, as arranged by Carl Mullis and Laura Olsen, were gracious and satisfying as well as being somewhat sinful...so many additional choice points outside of the meeting itself arose due to the Hyatt Regency's excellent location in such a sophisticated city, the lovely weather and the non-ending repasts before, during and after meetings. Peggy Wood was there with her assistants to provide specific information about the meeting but to also add warmth and helpfulness - somewhat like having mom at the SPA home wherever it may be in a given year.

One of the historical events that occurred this year was the inauguration of the Marguerite R. Hertz Memorial Lecture Series Award which will become a regular feature during future annual meetings of the society. John Exner, briefly speechless!!! That was a surprise - not the fact that he was the first recipient of this award. His accomplishments coupled with his long friendship with Marguerite Hertz made him a natural choice. While he had arranged a memorial program in her honor which included comments from Eugene Levitt, Irv Weiner and Sandra Russ, who all knew Dr. Hertz well, he clearly had not expected this turn of events.

In the same affectionate manner as he

Joan Weltzien, Ed.D.

described Marguerite Hertz, John Exner chronicled her life, personal and professional, and highlighted her passionate political activities on behalf of Franklin Roosevelt. She worked tirelessly in two of his campaigns and the visual picture of her on her milk carton in a purple dress with huge F.D.R. buttons, ribbons and streamers galore, is rich indeed. The same passion, intellect and compulsiveness were woven into her personal and professional life. A most poignant episode was recounted concerning when she was asked to choose between loyalty to a longtime family and professional friend, Sam Beck, or to her newest mentor, Bruno Klopfer. Her unsuccessful attempts to continue collaboration with these two people, according to John Exner, was one of her most painful life experiences. Professionally, she pioneered her interests in personality assessment amid the unusually rigid, unaccepting power structure at Western Reserve University culminating with tenure, finally, at age 63!

Eugene Levitt recalled his rather fearful, yet exciting, experience of being student in Marguerite Hertz' a Rorschach class. Later, in appreciation, he dedicated his first book to her. Irv Weiner recounted his first experience with Marguerite Hertz when she critiqued a symposium he and two others gave, very early in their professional careers, in London. He indicated that her distinctive personality style often overshadowed what she was saying. Throughout her struggle at Western Reserve University she was characterized by her tenacious rebelliousness. However, because her only support was students, she was becoming discouraged and it was particularly rewarding for him to see her burst of energy return when he supported her program from his administrative position. Sandra Russ emphasized Marguerite Hertz's major contributions as keeping the Rorschach alive when it was devalued as well as her original work with it. "It seemed as she was swimming up-stream - being a woman, a psychologist and Jewish." However, a culmination of her work is now in place at Case Western Reserve where there is now a series in her honor, yearly.

Another experiment that was a success was the workshop that was given by Irv Weiner and Jim Butcher entitled, "Integrating the Rorschach and MMPI-A in the Clinical Assessment of Adolescents." This half-day workshop included a fast paced review (a half hour each on the Rorschach and MMPI) of the many years work on each instrument given by each presenter followed by the application and discussion of two cases. Several attendees commented that this workshop might well be expanded to encompass a full day. Only those who attended will be able to add yet another coping strategy - The Peking Duck Solution (Butcher) to their repertoire. In all fairness, this solution can be shared - nothing is sacred and all are amenable to negotiation and/or change, as necessary.

Stephen Finn's work on "Using Psychological Assessment as а Therapeutic Intervention" was significant because of it's ramifications. By preserving the standardization of instruments but encouraging a collaborative effort, the evaluation can be seen as a therapeutic activity to benefit testee, testor, as well as the referral source. Jim Butcher echoed the need for accurate feedback to clients of test findings for several reasons; it shows you are trying to understand them and it also serves as a document needed to plan therapy as well as to measure progress. Another see Midwinter page 4

Midwinter

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reports was given by our new president elect, Barry Ritzler, which was - "Write your report so your reasonably intelligent, non-psychologically oriented grandmother can understand it". Thus, it should be no longer than three to five pages double spaced. He recommended avoiding the following types of reports: Hydrocephalic reports - these include biased background information and behavioral observations sections, anemic test results sections and an unhelpful summary; Truth is in the Bender Gestalt Report - a chronology of scores test by test with little integration; and the Sherlock Holmes Report comprised of test scores and liberal wording. In all of these cases, grandma would be befuddled. If information is integrated in an individual portrait of the person, grandma can then understand.

The 28th Bruno Klopfer Award was presented to Jane Loevinger, Ph.D., for her work. Paul Lerner chronicled her educational and professional achievements to date where she is continuing her wok at Washington University in St. Louis. Unfortunately, she was unable to attend the meeting due to family illness and Jeffrey Sugarman, Ph.D., a personal and professional friend, was asked to read her paper. Her message to us is that five factor theories cannot possible account for the richness and complexity of one's personality.

Paul Lerner continued to put his stamp on SPA history by honoring "Our Own." Last year, he paid tribute to "Our Own in the Past," by inviting all SPA past presidents to attend and be honored at the meeting. This year, "Our Own of the Present," were honored for their contributions to the "Now." Jim Butcher was honored for his recruiting of SPA members, wisdom to the board and for his bringing about the status of provider of CE credits for SPA programs. Irv Weiner was honored for his leadership of the SPA journal and for maintaining the scholarly and rigorous standards which have resulted in a broad spectrum of articles published in this fine publication. An innovative addition has recently been planned in the form of "Classical Contributions" - a series of articles of historical significance that are to be reprinted. A beautiful plaque, designed by Carl Mullis, SPA Executive Director, showing the front of the journal along with the page listing the associate and consulting editors, was most appreciated by Dr. Weiner. For his service to the society, delivered in a uniquely endearing way, Phil Erdberg was honored. His steady leadership, sharing of accomplishments and encouragement of others through highlighting their credits, make his support to the society invaluable. A major contribution is continually being carried out by Gene Nebel in his tape recording of all of the sessions which helps reduce the anxiety often coupled with the obsessing about what program to choose among the many choices available. He makes it possible for us to have it all - whenever we choose. Additionally, his early recruitment of a major portion of psychologists in New Jersey to SPA membership was underscored. His plaque, also designed by Carl Mullis, had an audio tape prominently displayed under his name!

The Walter J. Klopfer Award was presented to Joyanna L. Silberg and Judith G. Armstrong for their study, "The Rorschach Test for Predicting Suicide Among Depressed Adolescent Patients." Honorable mention went to William Perry, David Braff and Donald Viglione for their work on, "The Ego Impairment Index and Schizophrenia: A Validation Study." Irv Weiner reviewed the process used to reach the decision as to which research, of the many fine examples, should receive the award.

Barry Ritzler launched into a detailed summary of the new process which will be used to select the recipient of the Beck Award. This award is given for early career excellence in personality assessment; no award was presented this year as the selection committee could not reach consensus. After reviewing the criteria, procedures, make-up of the committee, etc., he ended with reporting that all will be published in the SPA Exchange but he wanted to give us a highlight of the new procedure.

A most interesting symposium was presented on, "Rorschach Assessment of Object Relations," and was chaired by Phil Erdberg. Papers were presented to further the current collaboration of structural and content variables in an attempt to blend the contributions of both approaches to understand the individual personality. The terms "Good and Bad COP" waifed through the conference thereafter. Specifically, the concerns were how, in what unique way, and by whom, Popular content is spoiled leading to some gradient of responses which could further delineate an individual's level of object relations.

The Task Force on Training and Credentialling, headed by Barry Ritzler, represents some of the most potentially important work SPA may ever do. The ramifications of the recommendations and their eventual implementation in whatever form - guidelines/standards could insure our professional continuance during this era of managed care by insuring quality of care to individuals receiving assessment. The contribution of quality psychological assessment, individually tailored, based on integrated data obtained from well standardized instruments administered by well trained psychologists, can provide the maps necessary to strategically plan as well as to evaluate effective interventions.

It was wonderful meeting - I sincerely hope you can join us next year, in April, in Chicago. A sincere thank you to Mary Cerney for the extraordinary effort in planning and orchestrating this year's meeting. ♦

An Interview With John E. Exner, Jr.

Virginia Brabender, Ph.D.

In anticipation of interviewing John E. Exner, Jr. at the SPA Conference, I asked my graduate class in differential diagnosis what the students would like to know about Dr. Exner. One student responded, "How did he get interested in psychology?" It occurred to me that Dr. Exner, in writing about the history of the Comprehensive System, has described part of his own professional odyssey. His account generally begins with experiences during his graduate education at Cornell. So I asked John about his beginnings in psychology.

I discovered that were it not for two lost airplanes, the history of the Rorschach might have been quite different. The first was during the winter of 1948 when John, who had been in the Air Force for nearly four years, was flying in the Berlin Airlift. His plane, filled with potatoes, went off the end of the runway after landing in Berlin. The crew was reprimanded, grounded, and sent back to the U.S. Not long after he began to contemplate new directions outside of the military. Following his discharge, he sought assistance at the V.A. and, following a series of vocational tests, it was suggested that he enter college. But in what area? He tentatively decided on pre-law and entered the University of Buffalo. He was able to complete three semesters before his status as a reservist caused his recall to active duty at the beginning of the Korean War, and a few months later he lost, yes, a second plane. A hospital stay was a critical juncture: he decided to get married.

Doris Exner joined John in San Antonio where they both attended night school at Trinity University. Doris happened to take a course in abnormal psychology, a course which she found to be so fascinating that she urged John

to take it as well. He did so and was greatly intrigued by the subject matter. His interest culminated in a decision to add psychology as a second major. The Air Force assigned him to limited duty for the next two years, enabling him to attend college full time. For his senior thesis, he did none other than a rat study on diet selection under stress conditions, which he continues to look back on with considerable pride. To his surprise he found he liked science and so it was psychology, not law, on which his graduate school sights were set. He applied to seven institutions, was accepted by all, and chose Cornell.

Because Dr. Exner's subsequent intellectual history has been documented beautifully by him elsewhere, I will not repeat it here. However, as someone who trains graduate students, I cannot resist some observations. A striking feature of Dr. Exner's graduate training was the extraordinary opportunities he had, opportunities he created with the assistance of the Cornell faculty, to be apprenticed to the great thinkers in assessment, thinkers such as David Wechsler and Gardner Murphy. Dr. Exner described his graduate years as taking place in the era of the great debates. During his first year at Cornell one of those debates involved Donald Hebb, Judson Brown, and David Rapaport who addressed the topic, "What is thinking?" He spoke at length with Rapaport who was surprised that John had not yet read any of his writings and subsequently sent him copies of his two volumes on testing. John became quite enthusiastic about Rapaport and anticipated using the Rorschach as a psychoanalytic tool for excavating the human psyche. The Cornell faculty did not share his enthusiasm and pressed him to consider other perspectives. Their urging led to his summer with Beck and then, Klopfer, and the efflorescence of significant professional and personal relationships with each of these seminal thinkers. In returning to Cornell each fall, Exner was filled with excitement about each master's view on the test.



Dr. John E. Exner, Jr.

However, the response of the faculty was always the same: he should push further and learn more. This he did through his dissertation on subjects' responsivity to the manipulation of the stimulus characteristics of the Rorschach inkblots. The technological demands of his dissertation were great. The task of creating photographs of blots which had four different colors and shades was aided by his establishment of an affiliation with the Rochester Institute of Technology where he was able to utilize their stateof-the-art equipment. It took John a year to test his subjects and another year to analyze the data. The result was a study which advanced considerably our understanding of the process of taking the Rorschach.

After graduation, he took a position as an Assistant Professor and Director of Testing and Research at DePauw University in Indiana which involved teaching two courses and establishing a student mental health clinic. There he took up the task of effecting a reconciliation among the views of all of the major systematizers. During this time, he had increased his correspondence with Beck and Klopfer. He wanted them to sit in the same room while he recorded their conversations. He successfully secured a growth grant to be applied to the travel expenses of Beck and Klopfer. However, he was told by both Beck and

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Klopfer that they would prefer his writing be a comparative paper on their systems and they would give him all the help he needed. After a year of work on his project, he found he had "tons of material." Increasingly, John felt that he was neglecting the contributions of the other systematizers.

In 1962, he accepted a position at Bowling Green State University in Ohio with the objective of organizing a new doctoral program in clinical psychology. Concurrently, he also accepted a consulting position with the Division of Selection for the Peace Corps. It required that he do a considerable amount of travelling across the United States which permitted him the opportunity to meet frequently with Beck, Klopfer, Hertz and Piotrowski. Piotrowski was especially helpful with his detailed explanations of many of the logical postulates underlying Rorschach interpretation and also enticed John to become computer oriented. Hertz was probably the most enthusiastic about their meetings, possibly because she recognized his passion for the test and because like others, she saw in him someone who could respond to the intensity and frequency of criticism the Rorschach was receiving in the early to mid-sixties. "She told me the dirt," Exner said. From her, John learned about the relationships among the systematizers and the conflicts that prevented their collaboration. John maintained his mission to restore communication among these seminal thinkers. He attempted to eradicate an animosity between Hertz and Piotrowski by using their common love of dance. He got them to dance and subsequently they sat down and talked, and even agreed to discuss their respective approaches to the test in a symposium at the SPA meeting in New York in 1975 which John moderated. However, we know that the real rapprochement and integration was not one to be accomplished by the systematizers themselves. It was one which John accomplished through his intimate knowledge of their ideas, a knowledge that resulted in <u>The</u> <u>Rorschach Systems</u> and ultimately, the Comprehensive System itself.

At the suggestion of my students, I asked Dr. Exner how he would like to see the Rorschach develop over the next twenty years. He responded that he would like to see the test be more standardized than it is. He anticipated that eventually the test will be used in ways that maximize available technology. For example, the collection of neurological and physiological measures of the person while taking the test may enhance our ultimate understanding about how best to use the test data. He clearly feels that much Rorschach research is overly simplistic and decries pedestrian works that search for homogeneous Rorschach profiles among subjects in one diagnostic category or another while neglecting the fact that the test is at its best when addressing the unique idiography of the person. He also emphasized the importance of an international data base "built and sustained in a healthy way by some organization." Such an organization would help the field go beyond the current small samples we see in much current research. As for the individual clinician, Dr. Exner hopes that he or she will at long last stop trying to interpret single variables but rather examine variables in a more relational way in the effort to put the person together.

"What is he working on now and what does he do when he's not doing Rorschach Research?" one student wondered. He has recently completed a new revision of Volume 1 which should be released in the Spring of 1993. Currently, he is writing an interpretive workbook for the Comprehensive System, editing a text on issues and methods in Rorschach research, and working on the revision of Volume 3 with his close friend and frequent collaborator, Irving Weiner. Avocationally, John raises flowers of all kinds but his specialties are roses and orchids. He enjoys riding his tractor, playing golf, and practicing the piano. Building things, too, brings him great pleasure. He recently built a clock (it took him four months) and an airplane for one of his eight grandchildren. It really didn't fly well either. Maybe aviation is not his strongest suite.

PRESIDENT-ELECT

Mary S. Cerney, Ph.D.

What does the president-elect do? It is fairly evident what the duties of the President, Secretary, and Treasurer are just from their title, but it is not so about the President-elect. clear According to the Society's Policy and Procedures manual, the President-Elect "performs the functions of the President in the absence of the President." That duty in the present does not entail any major responsibility other than being available to the president as needed. However, it makes good sense for the President to include the President-elect in all transactions and negotiations of the Society as it is the President-elect who must carry them on when he or she assumes the office of President. This has been the practice of the presidents of the Society and it is also a good way to introduce the President-elect to how the Society is run. This practice gives exposure to the "behind-the-scenes" governance issues. see Elect page 8

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Dr. Mary S. Cerney, President-Elect. Photo by Tina Stinson.

XIV INTERNATIONAL CONGRESS OF RORSCHACH AND PROJECTIVE METHODS Danilo R. Sliva and Abel Pires

The date of the XIV International Congress of Rorschach and Projective Methods is approaching. It will be held in Lisbon from the 19th to the 22th of July 1993, as you already have been informed. The last Barcelona, Sao Paulo and Paris Congresses have gathered a steadily increasing number of participants reflecting growing interest in Rorschach and projective methods. The renewed effort of study and research using these methods, the success of the results obtained in these last years, and the access to new and broad areas are certainly some of the reasons that attract so much attention to the Congress. In fact, a growing number of scholars and researchers from all over the world come to the Congress which is held every three years.

Due to the high number of responses to the first announcement, we have reasons to believe that the next Congress will be an important scientific event. Proposals for this XIV Congress include a round-table on The Rorschach and Feminine Problems held by Catherine Chabert (Paris), Irving B. paper on Cognitivist Weiner's Perspectives in Rorschach Assessment as well as a round-table on Psychoanalytic Perspective on Rorschach Interpretation that will gather American and European names such as Lerner, McCullogh, Willok, Lazar, Chabert and Vives; Rorschach Research Methodology, a symposium organized by D.J. Viglione and Rorschach and Forensic Psychology, a symposium organized by J.R. Meloy will also be presented.

The scientific committee for the meetings will have well known American names such as John E. Exner, Mary Cerney, Paul Lerner and Irving B. Weiner.

There will be scientific gatherings where the novelty of themes, discussions and reflections on the actual state of affairs of projective methods will be the main attraction to come to Portugal next July. But apart from these reasons there are others such as the location of the Congress. The Lisbon University possesses a big auditorium, where the general sessions will be held, with excellent acoustics. The Psychology and Education Sciences College will receive most of the sessions and is close to the auditorium in a brand new building opened in November 1990, whose architectural beauty has been recognized. It has wide and open spaces where the participants can stroll and rest.

Lisbon, in turn, is one of the most beautiful European capitals. The discovery of new worlds started here 500 years ago, a date that is celebrated throughout this present decade. It's a place heavy with history, its face turned to the Atlantic on the same latitude as Washington or New York, right on the other side of the ocean. Ships to India and the Orient, to Brazil and all eastern parts of the world leave from Lisbon. Lisbon does the drawing of most of the world's maps. The old parts of town, the monuments and the churches speak of this history that touches so many different people.

Lisbon is also a modern town, colorful and bright; has restaurants, bars, little places where they sing the Fado. Lisbon is a pleasant place, with a tradition for hospitality, loving and loved, admiring and admired; Lisbon is a strong argument to come to Portugal.

The social program will organize typical gastronomic events and a Port of Honor; apart from that, there is the possibility to go to folklore shows and to audition the Lisbon fado and the Coimbra fado as well (the fado sung by the students of the ancient Coimbra University). A cultural program will be also organized to include a cinema show on the theme of "Cinema and Psychology," a modern art exhibition and an exhibition on "The Projective Techniques in Portugal on the first half of the XXth Century."

Participants will have guided tours of the most significative historic and beautiful places around Lisbon at an inviting price.

Near Lisbon there are excellent beaches with easy access such as Estoril and Cascais and, to the south of the river Tejo, Caparica. Ours is still one of the lowest costs of living in Europe and that allows the visitor to enjoy a good stay at low prices. The food, the sites, and the shopping allow relaxation and enjoyment at good value.

There are daily flights from the United States to Lisbon by TAP-Air Portugal and three times a week with TWA from New York. TAP-Air Portugal flies from Boston twice a week. The Abreu-Travell, in cooperation with TAP-Air Portugal, offers most favorable allinclusive flight arrangements to all the participants in the Rorschach Congress. The following services are included in these arrangements: round trip transportation in economy class on regular flights, 7 nights accommodation at 5*****, 4**** or 3*** hotels in double rooms with private bath/shower, including continental breakfast, service and local taxes. Transportation from/to the hotel will be provided included in the price:

from Boston or New York:

5***** - U.S. \$1,505.00 per person 4**** - U.S. \$1,471.00 per person 3*** - U.S. \$1,397.00 per person

These prices refer to November 1992 and are, naturally, subject to alterations due to the annual current actualization and also to the fluctuation on the exchange rate.

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President

pursuit of meaning, understanding, and truth. Reflective of this position are the questions I would like students to pose for themselves. I would hope their questions would have to do with the "whys" of behavior and not simply with the "whats" and "hows".

In their training, students learn much, and rightly so, about the mechanics of administering tests, issues of reliability and validity, and general formulations regarding interpretation. In emphasizing a meaning-seeking stance, I am attempting to encourage other capacities that also enter into the assessment experience; namely, empathy, reflectiveness, and the ability to think psychologically.

Recently, I was invited to Atlanta, Georgia to present at a local psychoanalytic study group. The person who founded the group is someone I did not know personally, however, we knew of each other by reputation and by out mutual interest in the Rorschach. In his letter of invitation, as a way of furthering our relationship, he outlined his family Rorschach tree including teachers of his such as Roy Schafer and Leslie Phillips. He then asked me about me genealogy. Quite proudly, I sketched out my tree beginning with Marty Mayman, extending through Ernst Schachtel, and ending with David Rapaport. Marty Mayman I knew and experienced personally and close-up. I sat in on his seminars, read all of his writings, many of them unpublished, met with him weekly for supervision, and watched him in action assessing a patient. It was with patients he was most vibrant and dynamic and his mind most unbridled. We all loved to listen to Mayman reminisce about Rapaport and often encouraged him to do so. Hearing about Rapaport, his passion, his unreasonableness. and his idiosyncracies, breathed life into our readings. It was our way of establishing contact with a professional grandfather. For Mary Cerney, Marlene Kocan, and myself, this is our professional heritage.

For John Exner, it is Bruno Klopfer and Sam Beck, and for many of you it is John Exner.

When any one of us stand before a class, meet with a supervisee, or demonstrate the giving of a test, please remember, those students listening to or watching you are not simply attuning to your words. They are internalizing your entire being and all that you represent. In this way, our values and commitments, our teachers and their ideals, and the tradition we are part of. are all passed on to the next generation.

Elect

continued from page 6 The President-elect serves as the Program Chair for the Midwinter Scientific Meeting. This activity is very demanding for a specific time frame, but it is also a very enjoyable task. In the accomplishment of this task, the President-elect has sort of a sneak preview of what will be presented during the Midwinter Meeting. What makes this task difficult is attempting to decide what proposals to accept. The submission rate is increasing each year making it necessary to make some fine distinctions between what to present and what not to present. The task, however, was much easier this year than last year because most entries were plainly, correctly, and clearly completed with all the needed information. Most proposals were also accompanied with the required two stamped, self-addressed envelopes so that potential presenters could be notified that their proposal had been received. Then, after selection of the proposals for inclusion in the scientific program had been completed, they could be notified as to acceptance or rejection. There were a number of entries that did not have these stamped, self-addressed envelopes included. These individuals were not notified that their proposals had been received, but everyone was notified as to acceptance or rejection.

Another duty of the President-elect is to serve on the Finance Committee.

This committee is chaired appropriately by the Treasurer. The duties of this committee are to be acquainted and concerned with the financial affairs and condition of the Society at all times; to cooperate with the Treasurer in the preparation of an annual budget; to recommend to the Board of Trustees the amount for the annual dues assessment for each membership category (the recommendation all the years I've been on the Board has been not to increase the dues until this year); and to audit the Treasurer's accounts at least once a year. Since our Treasurer and our Chief Executive Officer are so knowledgeable about financial issues and are able to explain them in understandable terms, this task has been simplified immensely.

Serving on the Governance Committee means working with the President and the Past-President to address the concerns of the Society. With regular communication among these officials, continuity of purpose and vision is assured. They, with the Board of Trustees, have the responsibility to chart the direction of the Society and to give a vision of what the Society can become.

One of the most enjoyable duties of the office of President-elect is to serve on the Awards Committee which is chaired by one of the Representatives-at-Large. In this capacity, the President-elect with the President, Past-President, and two other Representatives-at-Large are involved in the reading of the papers for the Samuel J. and Anne G. Beck Award. It is encouraging to read and nurture, through this award, the psychologists entering the field of assessment.

A duty not listed in the policy and procedures manual is to take time to reflect on the position that one will soon be assuming and to be a masterlistener to the needs of the Society, the needs of the discipline, the needs of the members, and the inner vision of what the Society can become and be for Psychology in the future.



Dr. Phil Erdberg (center) receives a congratulatory hug from Dr. Paul Lerner (left) as he is presented a plaque of appreciation for service to the SPA Board of Trustees. *Photo by Tina Stinson*.



Dr. Joyanna Silberg (left) and Dr. Judith Armstrong (right), recipients of the 1992 Walter G. Klopfer Award, presented by Dr. Irving Weiner, Editor of the <u>Journal of</u> <u>Personality Assessment</u> (center). *Photo by Tina Stinson*.

SPA Exchange

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NEWS

SPA Task Force on Training Guidelines and Credentialing in Assessment: Recommendations for Minimum Standards

Barry Ritzler, Ph.D., Chairman

The following recommendations for minimum standards of training in personality assessment are proposed. These recommendations are intended primarily for graduate programs, psychology internships, and postdoctoral fellowships offering training in personality assessment. They also can serve as a guide for prospective graduate students interested in developing personality assessment skills and for consumers and members of other mental health professions who are interested in identifying appropriate training in personality assessment.

Training Recommendations

1. Prerequisite Graduate Courses Minimum prerequisites should include courses in Personality Theory, Psychopathology, Life Span Development, and Principles of Test Construction and Evaluation. Graduate programs which offer training in personality assessment also are encouraged to provide students with instruction in interview techniques prior to or coincident with the first personality assessment course. If curriculum scheduling does not allow time for all above mentioned courses to be taken as prerequisites, they should be completed before the student begins the second year of assessment training (or the third year of the graduate program).

2. Introductory Instruction

Personality assessment training should

begin at the graduate level with a survey course of at least one semester. Course content should cover commonly personality assessment recognized procedures and techniques with emphasis on documented evidence of validity and reliability. Students should be informed of the appropriate uses and limitations of each technique. Students should also be taught to correctly administer several accepted techniques. Such instruction should include opportunity to practice test administration and scoring. Introduction to proper methods of interpretation and communication of results should also be provided.

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The Forest Institute...

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> The Journal Forest Institute 2611 Leeman Ferry Road Huntsville, AL 35801-5611

The Board of Trustees of SPA... would like to congratulate the following members for their election to Fellowship status as of March 17, 1993.

Vincent Guarnaccia, Ph.D. Robert Holmstrom, Ph.D. Lee Jaffe, Ph.D. Stephen Karp, Ph.D. Ross Keiser, Ph.D. Joseph McCann, Psy.D.

COMMENTS FROM THE TREASURER Eugene E. Levitt, Ph.D. SPA Treasurer

The SPA bylaws state simply that the Treasurer chairs the Finance Committee and "shall be responsible for the financial affairs for the Society."

That simple charge covers a considerable number of chores, a few of which have complexities. Much of the actual legwork is done by the Central Office but it is the Treasurer's responsibility to monitor every financial action of the Central Office, to ensure that money matters proceed smoothly and to advise and recommend expenditures, assessments and investments. Thus, the Central Office prepares an annual budget and presents financial reports to the Board of Trustees. It is the Treasurer's responsibility to ensure that those documents are prepared in accordance with concern for the financial security of the Society.

The Treasurer is expected not only to be current with the fiscal affairs of the Society but also to be aware of considerations in the community that can affect those affairs. Some examples are interest rates for bonds and investment funds, postal regulations and tax codes.

The Treasurer monitors current proceedings but he/she, with requisite prudence, must make estimates for many years to come. Financial security--the ultimate concern of the Treasurer--is built on foresight and, hopefully, wisdom.

DUES

Many of you are now aware that the Board of Trustees voted to raise the fees for registration at the Midwinter meeting and the workshop fees. These amount to an additional \$20.00 across the board over last years fees, the first increases in a decade. The full day workshop fee of \$110.00 is one of the lowest available of any professional group, especially considering the perennially high quality of SPA workshops.

Nevertheless, the increases require explanation.

Expenditures continue to rise. For example, printing costs for the Midwinter meeting will be about 25% greater than last year. Food items at the reception will average 15 to 20% greater. For the breaks, coffee will cost over 40% more and baked goods 50% more!

The Board found itself in the unenviable position of either severely reducing the quality of hospitality at the meeting and workshops or raising fees by a modest amount.

Looking over the scientific program, workshop titles and presenter, I am confident that you will agree that these increases are abundantly justified.

JPA Editorial Search

Irving B. Weiner, Ph.D.

At its meeting in March, 1992, the SPA Board of Trustees appointed a threeperson search committee to identify and recommend candidates for the new Editor of JPA to take office September 1, 1993: James Butcher, Sandra Russ, and Irving Weiner (Chair). The Search Committee subsequently developed a Call for Nominations that was sent to all members of the Editorial Board of the Journal and to all of the ad hoc reviewers used over a three-month period. In this way, approximately 150 people most familiar with and knowledgeable about the Journal received an individual notice concerning the search. A notice was also placed in the Exchange, which is distributed to all SPA members. Because the Search Committee did not

intend to consider as a viable candidate anyone not a member of the Society, these procedures for announcing the search provided information to the total population of possible candidates.

The Search Committee then worked together to develop a list of six criteria that would subsequently be used in evaluating applicants for the Editorship: (a) broad knowledge of personality assessment, including diverse methods in both clinical and research perspectives; (b) established reputation as a scholar and/or researcher in personality assessment; (c) familiarity with the preparation and review of material for publication, including both substantive and technical requirements; (d) capacity for administrative management of manuscript flow and production schedule; (e) capacity for executive management of publishing policies and procedures; (f) ability to maintain cordial and productive working relationships with SPA Board of Trustees, JPA Editorial Board, consultant reviewers, actual and potential authors, the JPA Publisher, and the LEA production staff.

As candidates applied for the position, their letters of interest and curriculum vita were distributed to the Search Committee for their examination and independent evaluation. The Search Committee then met in August, during the APA meeting and discussed, in alphabetical order, each of the eight candidates who applied in relation to each of the six criteria for evaluation. When these discussions were concluded, each member of the Search Committee independently rated his or her preferred candidates, from first to fourth. The Committee Chair then collated these ballots, and, on the basis of the results, the Search Committee then recommended three finalists to the Board of Trustees.

The SPA President subsequently invited from each of these three finalists a

see Search page 11

Z.

Beck Award

At the Midwinter Meeting, the Board of Trustees approved changes in the procedures for granting the Samuel and Anne Beck Award for Early Career Excellence in personality Assessment Research. The new procedures were proposed by Barry Ritzler, chairman of the Awards Committee, and Robert Lipgar, representing the University of Chicago (co-sponsor of the Award).

The Award no longer will be presented for a single research report. Instead, it will be given for extended early career activity and excellence in personality assessment research. The new procedures are as follows:

1) A computer file will be established to include the names of individuals who meet the following criteria: a) a member of SPA, b) graduated from a doctoral program no earlier than 1986, c) participated in at least one Midwinter meeting scientific session since 1988, and/or d) author or coauthor of at least one article on personality assessment in the Journal of Personality Assessment, the Journal of Psychological Assessment, or Clinical and Consulting Psychology.

2) Once the file is complete, it will be turned over to the Beck Award Nominating Committee. The Nominating Committee will inspect the file and will identify approximately 30-40 individuals who have made substantial contributions to personality assessment research. These individuals will be invited to submit their curriculum vitae to the Nominating Committee for evaluation.

3) On the basis of the submitted vitae, the Nominating Committee will select 6-8 finalists for the Award. The vitae of these finalists then will be sent to the Selection Committee which will have the prerogative of asking for more information and/or consulting other sources for information regarding the finalists' research credentials. The Selection Committee will select the Award winner and runner-up.

Search

continued from page 10 statement concerning their views about and plans for the journal, should they become Editor. At its retreat in November, the Board reviewed these materials and the report from the Search Committee. It was concluded that Bill Kinder met all six criteria in an exemplary fashion. He has served on the Editorial Board and as an Associate Editor of the Journal, is broadly about diverse knowledgeable assessment methods, and has published substantial research on various aspects of personality assessment. He has been active in the Society, a regular presenter at SPA meetings, and a member of the Board as Acting Secretary. His clinical and methodological sophistication, his conscientiousness, and his ability to work well with others have made a consistently positive impression on his colleagues. The Board of Trustees and the outgoing Editor were accordingly delighted with his willingness to accept this appointment and SPA members should be equally pleased.

Task Force

continued from page 9 3. Advanced Instruction

At least one full semester should be devoted to comprehensive instruction of proper administration and interpretation of several personality assessment techniques. Instruction in integrative report writing should be included. Students should be given frequent opportunity to practice advanced integrative assessment under close supervision.

A third semester would provide more opportunity to learn 1) selection of test batteries appropriate to referral questions, 2) advanced interpretation, 3) test integration, and 4) dissemination of results; it is recognized, however, that graduate programs may not have the time or inclination to offer more than two semesters of classroom instruction in personality assessment. A third semester might be offered as an elective for students interested in acquiring sufficient skills for advanced work in personality assessment.

4. Practicum and Internship Training Developing minimal competence with an assessment technique requires repeated, supervised practice. Training directors and supervisors should give students as much opportunity as possible to use a technique with a variety of subjects. Accordingly, practicum assignments of at least one semester's duration should enable students to use the personality assessment techniques they have learned in their course work. Also, practicum students should have access to supervisors qualified to teach personality assessment.

In selecting students for internships, completion of the recommended training sequence detailed above or equivalent experiences should be weighted heavily for those internships in which assessment is a core component of the training experience. Sufficient training experience prior to internship will allow internship training to focus on advanced interpretation, integration, and appropriate and reporting of results competent including presentation of feedback to clients. While students may need help in "brushing up" on administration and scoring methods, internship supervisors should not have to provide basic unless it becomes instruction appropriate and advantageous for students to add to their repertoire of assessment techniques learned prior to the internship. For instance, in some cases a student may seek an internship to obtain instruction from supervisors who have expertise in techniques not taught in the student's graduate program. Nevertheless, the student should not enter the internship without adequate knowledge and skills concerning a battery of personality assessment techniques with recognized

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continued from page 11 reliability and validity. Such preparation also will protect the internship agency from the legal liability attendant with assigning assessment responsibility to insufficiently qualified interns.

5. Continuing Education

Following graduation, personality assessment psychologists should seek formal continuing education to improve skills learned in graduate training or to learn new techniques. Continuing education may take many different forms such as postgraduate course work, workshop and symposium experiences, and individual supervision with experienced licensed psychologists. Care should be exercised in choosing continuing education experiences to assure that quality of instruction is adequate. Continuing education instructors should have adequate credentials and the instruction format should have specified goals and purposes with sufficient time allowed for achieving the goals.

Continuing education instructors should determine if the applicants have sufficient training and experience to qualify for the level of instruction provided by the continuing education program being offered. If students lack appropriate qualifications, they should be refused participation in the program.

Psychologists are encouraged to ask if the formal continuing education program has been accredited by the American Psychological Association. Private individual supervisors should be appropriately licensed as psychologists and show adequate credentials for expertise in personality assessment.

Continuing education programs and specially structured postdoctoral training also may appropriately serve to make up deficiencies in pre-doctoral training in personality assessment.

Credentialing Recommendations

The Task Force decided to submit this

proposal for minimum standards for training in personality assessment to the Board of Trustees before beginning extended discussion of credentialing criteria and procedures. Ambivalence concerning the prospect of establishing credentialing procedures was expressed by several members of the Task Force. Nevertheless, it is anticipated that a set of minimum standards for training approved by the Board of Trustees could serve as a basis for setting educational criteria for credentialing. The Board of Trustees (BOT) shares this reluctance to assume direct responsibility for credentialing in personality assessment. Instead, the BOT suggested that the Society play an active advisory role for credentialing agencies such as the American Psychological Association, the American Board of Professional Psychologists, or state licensing boards. Through a series of position papers and liaison activities, SPA could encourage such agencies to include more specific personality assessment training criteria in their credentialing requirements. To this end, the BOT has commissioned a revitalization of the liaison committee and changed its name to the Committee on External Relations. Bruce Smith was appointed to chair this committee by President Paul Lerner.

In regard to possible recommendations SPA might make for personality assessment credentialing policy, the Task Force proposes that credentialing criteria include demonstration of competence through submission of approved work samples and successful completion of examinations. Recommendations for the specific nature of such evaluations will be a focus of subsequent Task Force discussions.

Another decision to be made is whether credentialing should be recommended to take the form of certification of general competence in personality assessment or multiple certifications for specific assessment techniques (e.g., the Rorschach or MMPI-2) and/or specific assessment specialties, e.g., forensic assessment, treatment consultation, and teaching.

The BOT also shares the Task Force's interest in establishing minimum standards for competence in teaching of personality assessment. This topic will be a feature of the agenda for the next Task Force meeting to be help at the Midwinter Meeting in San Francisco.

A final topic for the San Francisco agenda discussed briefly in Washington is criteria for the certification of assessment technicians with master's degrees or equivalent graduate education. At the BOT meeting a decision was made to ask Robert Archer and J.D. Ball of the Eastern Virginia Medical School to present a fact-finding and issues-clarification report at the next Task Force meeting.

Editor's Note:

These recommendations were developed by a task force of SPA which all members were invited to join. These recommendations were approved by the Board of Trustees in November of 1992.♦

CENTRAL OFFICE NOTES

Please complete and return to the Central Office the **Call for Nominations** and **Needs Survey** you received along with the SPA Exchange. Our address is:

7901 Fourth Street North Suite 210 St. Petersburg, FL 33702-4300 (813) 577-9583 phone/fax

UPCOMING:

Board of Trustees Fall Meeting Sept. 10-12, 1993 Tampa, FL