Instructor’s Corner

The focus of this column is to inform and educate Division 5 members on topics of interest. Each issue will contain a column written by a member with expertise in a particular area. The intent is to educate Division 5 members on topics and issues spanning the core missions of the division.

For this issue, Drs. Andberg, Freeman, Schmidt, Weiner, Harlow, and Patelis share the abstracts of the papers they presented at their 2012 APA Symposium session that discussed the pathways and predictors of violent behavior. Dr. Susana Urbina was a discussant at this symposium. More specifically, they illustrate how the different pathways of qualitative inquiry, measurement, assessment, statistics, and program evaluation can improve understanding of underlying psychological processes and the prediction of violent behavior.

Given the recent tragedy at Sandy Hook Elementary School in Connecticut, this article seemed particularly timely and important. The presenters want to add that in their APA session, they discussed that it is extremely difficult to predict a single violent act, although it is very useful to try and understand violent behavior from a number of diverse perspectives and approaches. The summaries try to shed light on how researchers could approach this topic, while realizing that it is important to consider even more ways of researching such behavior, and to include even more people and perspectives into these efforts.

Given the recent tragic events, we think that it is important to widely share our input to reach a broad array of researchers, professionals and policy makers. If you have any questions for these authors or would like more information about their symposium, please contact them directly or contact Julie Lackaff, The Score Editor, at julie.lackaff@pearson.com.

Understanding and Predicting Violent Behavior: A Variety of Pathways

Chair: Marcia M. Andberg, PhD
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Discussant: Susana Urbina, PhD
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The use of scientific methods to investigate societal challenges is central to psychological research. Violence against young people and by young people themselves is one example of a persistent societal problem amenable to investigation by psychological methodologies. A recent report from the Centers for Disease Control showed that in 2007 alone, 5,764 young people ages 10 to 24 were murdered—an average of 16 each day—and in 2008 more than 656,000 young people ages 10 to 24 were treated in emergency departments for injuries sustained from violence (CDC, 2010). Because most psychologists tend to be thoroughly familiar with only a few of the available methods used in research,

Continued on page 3
The Score is the official newsletter of APA Division 5—Evaluation, Measurement, and Statistics—and is published quarterly in January, April, July and October. In keeping with this mission, The Score publishes the division’s business meeting minutes, committee reports, and announcements.

In addition, where appropriate and space permits, short articles (800–1000 words) on technical issues and professional activities of Division 5 members, or on topics of current interest may be accepted. Brief announcements and calls for presentations related to conferences or meetings of particular interest to Division 5 members may also qualify. Submissions should be sent to Score Editor, Julie Lackaff: julie.lackaff@pearson.com.

Submission deadlines are one month prior to publication: March 1 for the April issue, June 1 for July, September 1 for October, and December 1 for January.

The Score is published solely online and distributed via e-mail notification. Division 5 members receive the e-mail notice through the Division 5 DIV5ANN email listserv (see the box below).

Guidelines for advertising appear elsewhere in this issue. Paid advertisements are solicited from a variety of sources and are not officially endorsed by Division 5.

Guidelines for the “What’s New?” column are provided with the column. Urgent announcements should be submitted to the Division 5 e-mail lists, described in the box below.

E-mail Lists
Keep up with the absolute latest Division 5 news through its two e-mail lists.

DIV5 serves as a vehicle for discussion among members on topics related to evaluation, measurement statistics, and assessment.

DIV5ANN is used exclusively for announcements from Division leadership, such as convention or workshop information or policy changes. This is a “one-way” list that does not support listwide replies (that is, it is not structured to support discussion).

To subscribe to either or both lists, send the following message to

LISTSERV@LISTS.APA.ORG:

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(change “John Doe” to your name)

If you have any questions, contact Mark Daniel at

Mark.Daniel@pearson.com.
Understanding and Predicting Violent Behavior

Continued from page 1

they may not appreciate the value that different approaches to a problem can contribute. Thus, they may fail to seek collaboration with colleagues with expertise on additional methods that could be used in their investigations. Division 5 houses a variety of methodological specialties and is ideally suited to provide a discussion and illustration of five different approaches to the same problem. The panelists in this session will discuss how the different pathways of qualitative inquiry, measurement, assessment, statistics, and program evaluation can improve understanding of underlying psychological processes and the prediction of violent behavior.


Violent Behavior and Violent Lives: Narrating the Connection

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One principle central to narrative psychology—the qualitative study of individual lives through both “small stories” (those emerging in everyday encounters) and “big stories” (those emerging through in-depth interviews and other such methodological tools geared toward exploring lives over longer spans of time)—is that understanding any given bit of significant behavior requires seeing that behavior in the context of the life in question and, in turn, the socio-cultural world within which that life has taken shape. A corollary principle, also central to narrative psychology, is that such understanding frequently emerges in retrospect; behaviors thus come to be seen as “episodes” in an evolving story whose meaning and significance can only be gleaned after the fact. Bearing these two foundational principles in mind, understanding violent behavior entails (1) understanding the lives in which this behavior emerges, both in small story and big story context (e.g., through ethnographic observation and in-depth interviews, respectively); (2) understanding the socio-cultural backdrop of these lives, focusing especially on those “real life” factors that may have served to contribute to the behavior at hand; and (3) crafting a suitably comprehensive model of the dynamic interrelationship of the two, such that some measure of generality may be established. Interpretive understanding of the sort sought in narrative psychology may not only serve as a useful supplement to those perspectives oriented toward prediction of behavioral outcomes but may in fact be in service of such prediction. As such, idiographic methodological approaches, as they are found both in narrative psychology and in qualitative inquiry more generally, can productively work in tandem with nomothetic approaches in generating valid and valuable knowledge of human behavior and experience.

Measuring Violent Behavior

Amy E. Schmidt, PhD
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When a measurement professional is faced with developing a new assessment, there is a series of crucial questions that must be answered. In the case of measuring violent behavior, the most salient questions are “How can we measure violent behavior in a particular population?” and “What are the most reliable indicators and predictors of violent behavior in this population, and how can we combine them in such a way as to make the most efficient and valid measure possible?” During this portion of the session, we will discuss how these questions get answered, and in doing so, will cover a variety of topics that need to be considered in any good test design, such as construct definition, population definition, purpose(s) of the measure, setting the test specifications, identifying appropriate item/task types, determining the best psychometric model, test delivery models, and scoring and reporting issues, while using the example of measuring violent behavior as an organizing principle, noting the strong tie in between purpose, population, and construct. For example, if the measure is intended to assess the propensity for violent behavior in a preschool population in order to provide early intervention services, the measurement professional may decide upon an observational instrument that can be completed by a school psychologist rather than a multiple-choice test that the child would respond to. Emphasis will be placed on the trade-offs that are always necessary when one creates a new measurement instrument.

Assessing Psychological Dispositions to Violence

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A key consideration in understanding and predicting violent behavior is the role of personality characteristics that are likely to dispose people to behave in violent ways. Expressions of violence take many forms, are more or less triggered by environmental circumstances and situational events, and may express a variety of emotions and motivational states. There are no personality characteristics that can by themselves predict whether, when, and how a person may become violent. There are nevertheless certain personality characteristics that increase the likelihood of people becoming violent, whatever their circumstances, and accurate assessment of these characteristics in the individual case can prove helpful in estimating violence risk potential.
A Statistical Modeling Approach to Predicting Violent Behavior

Lisa L. Harlow, PhD
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Rodgers (2010) recently spoke of a quiet methodological revolution involving statistical modeling. Certainly the study of a complex phenomenon such as predicting violent behavior could be aptly approached with statistical modeling. What would this entail? A modeling researcher would start by investigating relevant conceptual frameworks and previous empirical research. A researcher would include constructs from one or more theories or inquiries to build a hypothesized model of violent behavior; and then collect data on a large, relevant sample. A measurement researcher could help construct or assess several reliable and valid measures for each construct to understand violence. A statistical analysis would be adopted such as structural equation modeling that allows multiple measures for each latent factor or construct; multilevel modeling if there are different levels of data such as individuals, families, and neighborhoods; or longitudinal modeling to study how violence evolves over time. Regardless, a researcher would evaluate a model at a macro-level, possibly with a chi-square goodness of fit test that compares how well a proposed model matches the variation and covariation in the data. A multivariate effect size, such as R2, would also show how much variance in violence is explained by the predictors (e.g., genetic predisposition, attitudes about violence, perceived norms, peers who engage in violence). An examination at the micro-level would reveal which variables were significantly related to violence, and whether there were any moderating variables such as gender, socioeconomic status, or education that may alter the nature of the relationships between predictors and violent behavior. Lastly, results would be interpreted within the context of the specific sample and set of measures used to show evidence to confirm or disconfirm theory and previous research. After acknowledging contributions made by the statistical model of violent behavior, limitations and future directions should be suggested.

Ways Not to Get Hurt When Evaluating Programs on Violent Behavior

Thanos Patelis, PhD
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In the context of violent behavior, this presentation will provide some methodological suggestions from a program evaluation perspective. Because the evaluation of a program cannot be done without an expertise or grounding in the program itself, this presentation will anchor the methodological suggestions in a specific program. The type of program will be school-based violence prevention programs. A brief conceptual overview of this type of program will be provided. It will be argued (as each perspective offered in this panel has) that the program evaluation methodology is intertwined with the substantive aspects of the program. So, anchored in this type of program, this presentation will provide suggestions for program evaluations. The intention of these suggestions is to ensure that (a) sound inferences about the program and (b) a thorough understanding of the construct of violence (in this case school-based violence prevention) can be made. The suggestions for program evaluation will be organized around (a) sampling methodology, (b) the treatment conditions, (c) the appropriateness of the measures, (d) the data collection strategies, and (e) the synthesis/analysis strategies utilized. It will become evident from the presentation that sound program evaluation efforts require (a) a deep understanding of the program (i.e., theory, conceptualization and design) and (b) sound research designs, good measures, good assessments, and appropriate statistical analyses. These components represent the perspectives provided by each of the presenters. Thus, in program evaluation all of these come together in the realization of good program evaluation.

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Division 5 Membership Services

Join Division 5: Everyone may join via www.apa.org/divapp (new memberships are free with no journal included).


Website: www.apa.org/divisions/div5
Listservs: See page 2.
Journal: If you have paid for the journal with your membership, you can access the journal online at www.apa.org via your myAPA profile. You will need to log in with your user ID or email and password. The journals are Psychological Assessment and/or Psychological Methods.

Newsletter: The newsletter, The Score, is sent out on the announce listserv and is available on the division website.

Sections: The division has three sections—Assessment; Evaluation, Measurement, and Statistics; and Society for Qualitative Inquiry in Psychology. Members are contacted for their section choices after their membership in the division is recorded. Primary section choice determines who can vote for Section Representatives among Members, Fellows, and Voting Associates (5 years or more of membership). If you want to record or change a section choice, contact the division office (see below).

For help with membership issues, including changing address and email, contact Keith Cooke at kcooke@apa.org or 202-216-7602.
Congratulations to Leigh Wang, past Chair of the Division 5 International and Public Affairs Committee, for her initiation, writing, and submission of a successful proposal that ultimately led to Division 5 being awarded the newly established APA Division International Activities Grant (DIAG) in the amount of $500. This grant is funded by the APA Committee on International Relations in Psychology (CIRP) to provide support for division-initiated programs designed to foster the recognition and outreach of international members.

In April 2012, the International and Public Affairs Committee submitted a DIAG proposal that described a collective vision of Division 5 in expanding its current international activities. Among the division leaders who contributed to this visioning process were Leigh Wang, Marcia Andberg, Barbara Byrne, Lisa Harlow, Todd Little, and Susana Urbina.

The grant aims to achieve the following goals: (1) recognize the value of distinguished scholars who have made significant contributions to the advancement of psychological methods in the international arena, (2) increase member engagement by fostering a sense of belonging to an international community that shares similar interests in the research and application of psychological methods, and (3) improve public understanding of the scientific basis for psychology by promoting the methodological rigor in psychological research both within and across international borders.

The activity outlined in the Division 5 DIAG proposal is consistent with the APA’s Strategic Plan in that its successful implementation can serve to increase international member engagement and sense of worth (Goal 1), as well as improve public understanding of the scientific basis for psychology (Goal 3). Specifics related to the disbursement of the DIAG funds have yet to be determined by the Division 5 Executive Committee and will be reported in the April issue of The Score.

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The Society for General Psychology
Call for Nominations for Awards for Year 2013

Deadline: February 15, 2013

The Society for General Psychology, Division One of the American Psychological Association, is conducting its Year 2013 awards competition, including the William James Book Award for a recent book that serves to integrate material across psychological subfields or to provide coherence to the diverse subject matter of psychology, the Ernest R. Hilgard Award for a Lifetime Career Contribution to General Psychology, the George A. Miller Award for an Outstanding Recent Article on General Psychology, and the Arthur W. Staats Lecture for Unifying Psychology, which is an American Psychological Foundation Award managed by the Society for General Psychology.

In addition, there are two student awards: the Anne Anastasi Student Poster Award for the best poster presented in the Division One poster session, and the Anne Anastasi General Psychology Graduate Student Award, based on the student’s past performance and proposed research.

All nominations and supporting materials for each award must be received on or before February 15, 2013.

There are no restrictions on nominees, and self-nominations as well as nominations by others are encouraged for these awards.

The Society for General Psychology encourages the integration of knowledge across the subfields of psychology and the incorporation of contributions from other disciplines. The Society is looking for creative synthesis, the building of novel conceptual approaches, and a reach for new, integrated wholes. A match between the goals of the Society and the nominated work or person will be an important evaluation criterion. Consequently, for all of these awards, the focus is on the quality of the contribution and the linkages made between diverse fields of psychological theory and research.

Winners of the William James Book Award, the Ernest R. Hilgard Award, and the George A. Miller Award will be announced at the annual convention of the American Psychological Association the year of submission. They will be expected to give an invited presentation at the subsequent APA convention and also to provide a copy of the award presentation for inclusion in the newsletter of the Society, The General Psychologist. They will receive a certificate and a cash prize of $1000 to help defray travel expenses for that convention.

I. For the William James Book Award, nominations materials should include (a) three copies of the book (dated post-2007 and available in print; (b) the vitae of the author(s); and (c) a one-page statement that explains the strengths of the submission as an integrative work and how it meets criteria established by the Society. Specific criteria can be found on the Society’s website (http://www.apadivisions.org/division-1/awards/james/index.aspx). Textbooks, analytic reviews, biographies, and examples of applications are generally discouraged. Nomination letters and supporting materials should be sent to Janet Sigal, PhD, 888-8th Avenue, New York, NY 10019. (Email is Janet2822@aol.com.)

II. For the Ernest R. Hilgard Award, nominations packets should include the candidate’s vitae along with a detailed statement indicating why the nominee is a worthy candidate for the award and supporting letters from others who endorse the nomination. Nomination letters and supporting materials should be sent electronically to Dean Keith Simonton, PhD (dksimonton@ucdavis.edu). More information on the Hilgard award can be found at http://www.apadivisions.org/division-1/awards/hilgard/index.aspx.

III. For the George A. Miller Award, nominations packets should include four copies of (a) the article being considered (which can be of any length but must be in print and have a post-2007 publication date); (b) the curriculum vitae of the author(s); and (c) a statement detailing the strength of the candidate article as an outstanding contribution to General Psychology. They should be sent electronically to Wade Pickren, PhD (wadepickren@gmail.com). More information on the Miller award can be found at http://www.apadivisions.org/division-1/awards/miller/index.aspx.

IV. The 2014 Arthur W. Staats Lecture for Unifying Psychology is to be announced in 2013 and given at APA’s 2014 Annual convention. Nominations materials should include the nominee’s curriculum vitae along with a detailed statement indicating why the nominee is a worthy candidate for the award including evidence that the nominee would give a good lecture. Nomination letters and supporting materials should be sent electronically to Nancy Felipe Russo, PhD (NANCY.RUSSO@asu.edu). More information on the Staats award can be found at http://www.apadivisions.org/division-1/awards/staats/index.aspx.

V. Nominations for the Anne Anastasi Student Poster Award be submitted for the Division One Posters upon call for the APA Convention Programs. More information on the Anastasi poster award can be found at http://www.apadivisions.org/division-1/awards/poster/index.aspx.

VI. The Anne Anastasi Graduate Student Research Award nominations must be submitted electronically to the 2013 Co-Chairs of the committee, Harold Takoooshian, PhD (takoosh@aol.com) or Vincent Hevern, PhD (hevern@lemoyne.edu). Please send the following materials:
A. Cover sheet:

1. There are 2 levels of the Anastasi Award: Students with 2 years or less of graduate study and those with more than 2 years of graduate study. Circle the one that best applies to you:
   a. Two years or less of study beyond the baccalaureate.
   b. More than two years beyond the baccalaureate.

2. I completed my master’s degree in year: ______. Did not complete a master’s degree ______.

3. Include:
   a. Name + email:
   b. Institution:
   c. A mentor + email:
   d. Focus of research, title:

B. Send the next three as attachments:

1. Research statement on your past/present/future work (2-3 pages, with limited number of important citations)
2. Your Curriculum Vitae
3. Supporting letter from one mentor, either attached or sent separately

More information on the Anastasi research award can be found at http://www.apadivisions.org/division-1/awards/research/index.aspx.

General comments on all of the awards may be made to Josephine Tan, PhD, Awards Coordinator, jtan@lakeheadu.ca.

Vote for Section Representatives

Ballots for section representatives in Division 5 went out on December 10, 2012. They were sent to Members, Fellows, and Voting Associates (5 years or more of membership) and were sent by email to those with emails in their records and on paper for those without emails. Be sure to check your spam folders for this important message! Associates with less than 5 years of membership, Student Affiliates, International Affiliates, and Professional Affiliates (no membership in APA) are not eligible to vote.

Each person gets to vote for a section representative according to their choice of primary section within the division—Assessment Section; Evaluation, Measurement, and Statistics Section; or Society for Qualitative Inquiry in Psychology: A Section of Division 5 of the American Psychological Association. You may remember that we have been contacting everyone with membership in Division 5 for their section choices.

Candidates for each section are as follows, and their statements can be reviewed on the division website at www.apa.org/divisions/div5 (click on the link titled “Candidate Statements to Accompany Voting for Section Representatives”):

**Assessment Section**
- Ginger Calloway
- David S. Herzberg

**Evaluation, Measurement, and Statistics Section**
- Angela D. Bryan
- Paul R. Hernandez
- David MacKinnon

**Society for Qualitative Inquiry**
- Marco Gemignani
- Frederick Wertz

Each of the three winners will represent the interests of his or her section on the Executive Committee of Division 5.

The sections are organized to represent scientific and professional interests that lie within the division:

- **Assessment** focuses on construction of assessment instruments, collection of assessment information, and decision-making processes related to such information.
- **Evaluation, Measurement, and Statistics** focuses on psychometric theory, psychological statistics, program evaluation, test construction, and research methods.
- **Qualitative Inquiry** focuses on principles and practices of qualitative inquiry.

We strongly urge you to vote! It will take less than 5 minutes. Many contests have been decided by the smallest of margins—sometimes even one vote—so your vote can make a difference!

Results will be announced after voting closes on February 8, 2013.

If you did not receive a ballot and think you should have or have any question about your section choice, contact Keith Cooke in the Division 5 Administrative Office at kcooke@apa.org or 202-216-7602.
KU Summer Institutes — Stats Camps 2013 Now Enrolling

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Holiday Inn Convention Center • Lawrence, Kansas

June 3–7, 2013:
1. Structural Equation Modeling: Foundations and Extended Applications (Todd D. Little & Noel A. Card, instructors)
2. Randomized Controlled Trials (RCT) for Clinical and Behavioral Settings (Amber Watts & Chantelle Dowsett, instructors)
3. Statistical Literacy (Patricia H. Hawley, coordinating instructor)
4. Data Analysis with R (Paul E. Johnson & Pascal R. Deboeck, instructors)

June 10–14, 2013:
5. Longitudinal Structural Equation Modeling (Todd D. Little, instructor)
6. Foundations of Meta-Analysis (Noel A. Card, instructor)
7. Applied Bayesian Data Analysis (William P. Skorupski and Paul E. Johnson, instructors)
8. Advanced SEM (Wei Wu, Mijke Rhemtulla, Kristopher J. Preacher, & Alexander Schoemann, instructors)
9. Applied Latent Class Analysis and Finite Mixture Modeling (Katherine Masyn, instructor)

June 17–21, 2013:
11. Item Response Theory (William P. Skorupski, instructor)
12. Social Network Analysis with Stata (Christian E. G. Steglich, instructor)
13. Mediation and Moderation: Modern Methods and Approaches (Paul Jose & Alexander Schoemann, instructors)
14. Structural Equation Modeling and Data Analysis with Mplus (Rens A. G. J. van de Schoot, instructor)
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Comments from Past Participants:
“I would like to take a minute to write a quick note to thank you for a wonderful class. I really learned a tremendous amount. Great workshop, nicely paced, good balance between theory and the practicalities of doing SEM. Definitely worth the cost and, more important to me, worth my time.”—Megan R. Gunnar, Distinguished McKnight University Professor, Institute for Child Development, University of Minnesota

“Although I have been involved with structural equation modeling (SEM) for many years now, I am still an inveterate SEM course taker. Without question, of all the courses I have ever taken, the courses presented at the KU Stats Camp have to be the best ever—hands down! Virtually everything about them is superb—material presented is thorough and well documented, allotment of time for questions and extended discussion is generous, assistance with application of statistical techniques is ongoing, and, as if that were not enough, participants are provided with an abundance of supportive resources by way of key references, computer input/output files, visual and audio copies of the presentation, important reading materials, and guides to understanding critical statistical and SEM concepts. In my view, the Summer Stats Camp at KU is an absolute gold mine of information.”—Barbara Byrne, School of Psychology, University of Ottawa

“Wow. Simply superb—the instructors, the materials, the blue shirts. Each course I’ve taken has been excellent and worth it! I will recommend Stats Camp to all my friends and colleagues.”—Anonymous comment from a past participant
The Art of Self-Motivation

Joshua R. Polanin

The social construct of “normal” employment often poorly represents the reality of graduate student life. It’s a function of decades, maybe centuries, of traditional weekday schedules. The majority of gainfully employed U.S. citizens awake for work early each morning, commute to an office or worksite or cubicle, and return home after work’s end. We function on this repetitive stimulation. To deviate from this pattern shakes the core of American (even worldly?) idealism.

And yet, graduate students rarely maintain a similar lifestyle. We rise early and late, work in coffee shops or classrooms or, yes, cubicles, and often return home even when work isn’t over. More often, graduate students, especially those without the burden of 40-hour clinicals or practicums, stay productive within the confines of their homes. Thanks to the advent and exposure of the personal computer, they rise to the sight of their laptops and fall next to their thumb drives at night.

What does this paradigm shift mean for graduate students? Most notably, students are left to manage their time and resources independently, to self-motivate. The task is formidable and can be cumbersome. The grad student must balance the need to please and placate an advisor or teacher or clinical director while maintaining independent research and writing. Unless the graduate student is prepared, this is a difficult balancing act.

But how does one prepare: Is self-motivation a learned or inherent skill? I happen to believe, like all things graduate school, self-motivation can be modified and increased. As an ongoing employment-isolate and recovering dissertation-writer, the desire to produce burns strong within me lately. Fortunately, I’ve synthesized my secrets to productivity: The Art of Self-Motivation.

Start by making a plan. Stop using that old, coffee-stained day planner; start using programs like Evernote1 and Google Calendar. These types of software, free and constantly with you, will foster productivity and motivation. Plus, you can’t lose your plans.

Next create a series of short, medium, and long-term plans. If this is your first time putting plan to ink (aside from meetings and homework in your calendar), then start with some long-term plans. What is that project you envisioned last year but just couldn’t start? Find a conference that interests you and use that as a benchmark; set your sights on submitting an abstract to present as long as the deadline is more than two months away.

Once you feel comfortable with a few goals, write the medium plans. I like to organize these weekly and write them on Mondays (or Sunday night when I feel ambitious and the NFL hasn’t taken over my brain). Numbering the objectives will keep them organized and create continuity week-to-week.

Here is the motivating portion and maybe the most important part: Micromanage your time and detail when you plan to accomplish each objective and on which day. Don’t just say “Write The Score column”; instead, pen, “Outline and write first draft of The Score column (Wednesday @ 9 AM).” Be as detailed as possible with both the task and then a specific time. You will know your schedule in advance, be prepared to work on the task, and game plan an efficient week.

Just as important, adapt and refine these short-term plans. Don’t put off a new task until next week because you receive it on Wednesday. Reschedule your time if necessary; just remember to organize the time at a micro-level for maximum motivational impact.

Establish a routine. Once weekly and long-term plans are in place, it is now time to put that plan to action. As discussed at the top, the graduate student routine is difficult to establish due to the nature of our schedules; however, the routine does not need to be

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1This is a great piece of productivity software. This free software allows “notes” to be stored and synced on multiple devices and is automatically updated every few minutes. Anyone with a smartphone has instant access to his/her weekly agenda (and unfortunately no longer has the excuse of “forgetting”).
repeated daily. Your routine can be weekly (or bi-weekly, if need be); whatever works for your schedule, find a routine and stick to it.

A typical daily pattern at home for me might go something like this: Conduct data collection for my dissertation after breakfast, catch up on emails and miscellaneous tasks before lunch, write (even if I don’t have anything due that week) in the afternoon, and work on analysis at night (because it requires less cognitive aptitude). Any day I am at home or free from meetings, I try to follow this routine. It only takes about two or three weeks before this feels natural and a rhythm forms.

Find a comfortable working environment. Then find two more. I find it easy to work in our apartment. There’s a desk set up that overlooks a park, a Keurig2 to make great coffee, and a laptop complete with almost every statistical software I need.

I know it’s not easy for some people to work at home. The best advice I provide to others who find themselves spending more and more time in their friendly confines: Avoid the television and the couch. If at all possible, establish comfortable work space in the room without entertainment or where you spend your relaxation time. There’s an old axiom that you shouldn’t work or watch TV in bed because when you need to fall asleep your body will be acclimated to the TV and sleep will be difficult. I’ve never heard this logic applied to other parts of the living space but let’s continue the sentiment: Don’t work where you will eventually relax. Those times when you need to relax you will be tempted to continue to work because it is natural and comfortable.

Instead, find a few more places where you can be productive. Since we are graduate students, one obvious choice is the university’s library. Just make sure there is the right amount of people, sound, and movement. Too quiet and you risk falling asleep; too loud and it’s difficult to stay on task. Personally, I switch between my local coffee shop, the library, and my home desk. It works for me; actively search for what works for you.

Exercise. The benefits of exercise have been detailed ad nauseum. The many benefits include slowed hippocampus erosion, prevention of dementia, and increased overall mental health.

Besides all of the health benefits, it adds one other element: An often-needed break from the monotony of work. Exercise provides an excuse to leave the comforts of the couch and computer and instead tread the pavements of concrete. To be honest, some of my best ideas come at the end of long runs or bike rides. I usually come back ready to jot down one or two ideas for a project or paper.

One of the best decisions I made during my time in graduate school was to sign up for the Chicago triathlon this summer. While not a swimmer by any sense of the word, I focused each week on growing stronger and stronger in the water. Without realizing it consciously, my work grew more efficient and effective as well. Find your exercise hobby and suddenly that morning workout doesn’t seem quite as draining.

Back away from the internet—quickly. Facebook, HuffPo, Politico, ESPN, Yahoo!, Instagram, NYTimes, Gmail, Email: The list is never-ending. The only choice you have, aside from disconnecting your computer, is to control usage. Limit the time you spend on the internet to certain periods of the day. Only send or check email once in the morning and once in the evening. Set a timer and allow only 5 minutes of Facebooking per session. Whatever the technique, the internet must be contained.3

Work in the downtime. The brother of motivation is efficiency; an efficient and effective use of time will undoubtedly promote greater productivity which will in turn cause you to want to work more (i.e., motivation). Here’s the key: Efficient use of time is not limited to time spent at the desk. No, an efficient use of time also means reading a journal article on the train instead of playing Angry Birds on your phone. It means taking your laptop on the bus to edit a manuscript. It means running analyses at night during the basketball game.

What I’m not saying is to work all the time because that is a recipe for overexposure and fatigue. The point is to find time that was previously spent doing mindless activities and instead spending that time being productive. Even if it’s 20 minutes a day, think what that means over a week or month. Just try this experiment. Instead of reading poorly written internet blogs, find two interesting journal articles to read each week. Take a proactive approach and cognitively reconstruct when and where you work.

Reward yourself. This cannot be understated: Take the time to reward yourself. Remember to cross things off the list AND leave it on the list (so you can see what has been accomplished). When you are finished with one project, don’t just start the next without cognitively acknowledging your hard work. Eat some ice cream. Go for a run. Watch bad TV or see a movie. Play video games. Go out with friends. Do something other than sit at a quiet desk.

So much of graduate student work requires a determined effort; a dedicated, sustained, and accomplished momentum. The challenges will be great and there will certainly be a week (maybe even a month) where getting to the next day is a win. In these situations, self-motivation is the act of meeting deadlines and remembering meetings. Try not to sweat these times; graduate school is about sustaining attention and calibrating the (very natural) reaction not to freak out at every turn.

The art of self-motivation, however, is to anticipate these moments to overcome and to persevere. ●

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WHAT'S NEW...

Data Analysis With Mplus
Christian Geiser
Published by The Guilford Press in December, 2012

A practical introduction to using Mplus for the analysis of multivariate data, this volume provides step-by-step guidance, complete with real data examples, numerous screen shots, and output excerpts. The author shows how to prepare a data set for import in Mplus using SPSS. He explains how to specify different types of models in Mplus syntax and address typical caveats—for example, assessing measurement invariance in longitudinal SEMs. Coverage includes path and factor analytic models as well as mediational, longitudinal, multilevel, and latent class models. Specific programming tips and solution strategies are presented in boxes in each chapter. The companion website features data sets, annotated syntax files, and output for all of the examples. Of special utility to instructors and students, many of the examples can be run with the free demo version of Mplus.

This title is part of the Methodology in the Social Sciences Series, edited by Todd D. Little.

Intensive Longitudinal Methods: An Introduction to Diary and Experience Sampling Research
Niall Bolger and Jean-Philippe Laurenceau
Published by The Guilford Press in January, 2013

A complete, practical guide to planning and executing an intensive longitudinal study, this book provides the tools for understanding within-subject social, psychological, and physiological processes in everyday contexts. Intensive longitudinal studies involve many repeated measurements taken on individuals, dyads, or groups, and include diary and experience sampling studies. A range of engaging, worked-through research examples with data sets are featured. Coverage includes how to select the best intensive longitudinal design for a particular research question, model within-subject change processes for continuous and categorical outcomes, distinguish within-subject from between-subjects effects, assess the reliability of within-subject changes, assure sufficient statistical power, and more. Several end-of-chapter write-ups illustrate effective ways to present study findings for publication. Data sets and output for the examples are available for readers’ use at the companion website. The website also includes HLM, MLwin, and R code as an alternative to the SPSS, SAS, and Mplus code presented in the book.

This title is part of the Methodology in the Social Sciences Series, edited by Todd D. Little.

An Introduction to Statistics: An Active Learning Approach
Kieth A. Carlson and Jennifer R. Winquist,
Valparaiso University
Published by Sage Publications Inc., in January, 2013

In An Introduction to Statistics Kieth Carlson and Jennifer Winquist encourage an active approach to learning statistics. While the chapters in this book introduce basic and key concepts, this book is unique in the depth of its active pedagogical approach. Carefully placed reading questions throughout each chapter reinforce difficult concepts and guide student learning; 29 in-depth activities, each accompanied by learning objectives, carefully developed scenarios, problem sets, and quiz questions give students the opportunity to test or demonstrate their understanding of basic concepts while they read detailed explanations of more complex statistical concepts; and 15 sets of practice problems further solidify student learning. When using most traditional text books, students only perform statistical procedures after they read multiple pages of text. This book adopts a workbook approach that forces students to be actively engaged while they read explanations. Most of the activities are self-correcting so if students misunderstand a concept their misunderstanding is corrected early in the learning process. After completing these activities, students are far more likely to understand the material than when they simply read the material. Carlson and Winquist’s approach targets students’ attention toward important statistical issues. Further, this volume is based on contemporary research on memory and the testing effect which requires students to answer questions to facilitate their long term retention. The embedded questions throughout the chapters and activities are designed specifi-
cally to take advantage of this testing effect.

Features:

• Self-test reviews that are designed to create a beneficial testing effect when students take exams
• Encourages purposeful reading and learning by providing students with very specific reading goals.
• Chapters contain embedded reading questions that help students extract key concepts from the text
• Contains additional problems for every activity so instructors can provide students with more practice to enhance learning and retention

Neil Salkind, University of Kansas
Published by Sage Publications, Inc. in November, 2012

Designed for users already familiar with basic computer operations, Neil J. Salkind’s *Excel Statistics: A Quick Guide* shows readers how to utilize the features of Microsoft Excel to answer both simple and complex questions about data analysis. Excel novices and experts alike will find this text not only practical but easy to use and engaging.

Key features:

• Each function and tool is accompanied by an Excel file, accessible through the SAGE Web site, to be used as an example of each analysis. Access these files through the SAGE website or through www.onlinefilefolder.com.
• The screenshots and steps feature Microsoft Excel 2010 and are compatible with Microsoft 97–2003 and Excel 5.0/95.

**The Coding Manual for Qualitative Researchers, Second Edition**
Johnny Saldaña, Arizona State University
Published by Sage Publications, Inc. in November, 2012

The Second Edition of Johnny Saldaña’s international bestseller provides an in-depth guide to the multiple approaches available for coding qualitative data. Fully up-to-date, it includes new chapters, more coding techniques, and an additional glossary. Clear, practical, and authoritative, the book:

• Describes how coding initiates qualitative data analysis
• Demonstrates the writing of analytic memos
• Discusses available analytic software
• Suggests how best to use the book for particular studies

In total, 32 coding methods are profiled that can be applied to a range of research genres from grounded theory to phenomenology to narrative inquiry. For each approach, Saldaña discusses the method’s origins, a description of the method, practical applications, and a clearly illustrated example with analytic follow-up.

A unique and invaluable reference for students, teachers, and practitioners of qualitative inquiry, this book is essential reading across the social sciences.

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*The Score* is the newsletter of the American Psychological Association’s Division 5—Evaluation, Measurement, and Statistics. Division 5 is concerned with promoting high standards in both research and practical application of psychological assessment, evaluation, measurement, and statistics. Approximately half of the Division 5 members are university faculty members in quantitative psychology, psychometrics, educational psychology, or industrial-organizational psychology and half are engaged in careers in industry, including the areas of individual and large-scale assessment. More than 1,000 Division 5 members receive *The Score* each quarter.

Advertisements in *The Score* may be in the form of display advertisements or job announcements. Both types of ads can include graphics and other design features and can be submitted as text or camera-ready display art. Prices for advertisements and size requirements are provided in the accompanying table. Submission deadlines are 45 days prior to publication: February 15 for the April issue, May 15 for July, August 15 for October, and November 15 for January. To advertise in *The Score*, please contact Editor Julie Lackaff at julie.lackaff@pearson.com.

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