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Toronto skyline, including the CN Tower in the center

Division 5 Sessions at the APA Convention, Toronto, August 6-9

Division 5 Program Committee:
Kevin Grimm, 2015 Program Chair
Sonya Sterba & Phillippe Rast, 2016
Program Chairs
Fred Oswald, 2014 Program Chair

Proposal Submission and Review

Division 5 is pleased to present an excellent program for the 2015 APA convention. The program includes two invited addresses and a presidential address by Abigail Panter. These sessions were automatically accepted, while the remaining sessions underwent a review process. This year's program also features the Breakfast for the Assessment Community, which returns to its customary Friday morning slot after a one-year hiatus.

The division received 82 individual proposals (posters and papers), which is an

increase from the 72 that were submitted last year.; we also received 9 symposium proposals, which is a decrease from the 11 that were submitted last year.

Reviewers were obtained from the e-mail list available through the APA reviewing system; qualitative reviewers were also recruited through the Society for Qualitative Inquiry in Psychology (SQIP), and these names will be added to the APA list of reviewers. Through these efforts, 66 reviewers volunteered and completed their reviews. Based on the results of these reviews, 72 posters and 9 presentations were accepted. We greatly appreciate the reviewers' efforts. Their dedication enabled us to maintain the high standard of programming that has become synonymous with Division 5.

(Continued on page 3)

The Score is the official newsletter of APA Division 5—Division for Quantitative and Qualitative Methods—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 *The Score* Editor, David Herzberg: dherzberg@wpspublish.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 latest Division 5 news through its two e-mail listservs.

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

DIV5ANN is used exclusively for announcements from Division leadership regarding issues such as elections, calls for nomination to boards and committees, the convention program, or policy changes. This is a "one-way" listserv that does not support listwide replies (that is, it is not structured to support discussion). **All members have been added to the listserv, and new members are added as they join. We strongly encourage all members to remain on the listserv in order to receive the newsletter and other important division news. We promise to keep the number of messages to a minimum.**

To subscribe to the discussion list, div5@lists.apa.org, send a message to LISTSERV@LISTS.APA.ORG. Leave the Subject line blank. In the body of the e-mail, include the following:

SUBSCRIBE DIV5 *insert your name*

You can manage your listservs via <http://listserve.apa.org>.

If you have any questions, contact Mark Daniel at Mark.Daniel@pearson.com.



<http://www.apa.org/divisions/div5/>

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Division 5 Sessions at the Upcoming APA Convention

(Continued from page 1)

The program committee wishes to recognize these reviewers:

A. Alexander Beaujean	Grace Caskie	Kris Preacher	Robin D. Anderson
Abigail Panter	Guangjian Zhang	Larry Stricker	Ruthellen Josselson
Alex De Nadai	Helen Smith Barnett	Marco Gemignani	Sarah Depaoli
Alexander von Eye	Herbert Hoijtink	Matt Fritz	Scot McNary
Andrew Maul	Holmes Finch	Mende Davis	Scott Churchill
Barbara H. Hanusa	Hyewon Chung	Michael C. Edwards	Scott Young
Bill Hoyt	Ilene Gast	Michael MacLean	Stacy Hayes
Bruce Carlson	James A. Bovaird	Nathan Weed	Stephen G. Sireci
Celestina Barbosa-Leiker	Jean Kirnan	Noel Card	Stephen West
Christine DeMars	Jeff Cucina	Patricia A. Lowe	Susana Urbina
Christine DiStefano	Jennifer L. Krull	Patrick Curran	Thanos Patelis
Craig Love	Ji Hoon Ryoo	Ralph De Ayala	Tim Brown
David Conroy	Jodie Ullman	Razia Azen	Tom Gray
David MacKinnon	Joseph Adwere-Boamah	Richard Gonzalez	Yossef S. Ben-Porath
Flaviu Hodis	Joseph S. Rossi	Richard J. Harris	Jonathan Helm
Gary L. Canivez	Julie Shaw	Richard John	
George Knight	Kamiar Kouzekanani	Richard W. Handel	

General Program Information

Division 5's convention program includes two poster sessions, six symposia, two invited talks, a presidential address, two business meetings, an awards presentation, and several other events. Primary conference programming begins on Thursday, August 6 at 8:00 a.m., and continues until Sunday, August 9, at 2:00 p.m. The two business meetings are an invitation-only Executive Committee

meeting (Thursday evening) and a general open business meeting (Friday late afternoon). The social events include a Science Social hour with multiple divisions (Wednesday evening) and the aforementioned Assessment Breakfast (Friday morning). Details about the Division 5 program follow.

DIVISION 5 PROGRAM AT A GLANCE

Time	Wednesday 8/5	Thursday 8/6	Friday 8/7		Saturday 8/8	Sunday 8/9		
8am		*Symposium: Ethics in Testing & Assessment	Breakfast for the Assessment Community					
9am					Skill-Building Session: Methodological Advances: The Methodological Best Practices Methodologists Want You to Know	Symposium: From Mirroring to World-Making in Practices of Inquiry		
10am		Invited Address: Patrick Shrout Studying Change with Difference Scores Versus ANCOVA	Symposium: Developing Student Competencies through the Teaching of Qualitative Inquiry	Division 5 Awards	Poster Session II	Symposium: Integrative Data Analysis with Longitudinal Studies— Challenges, Questions, & Recommendations		
11am		Poster Session I						
12pm		*Symposium: Affective Engagement in Qualitative Research			Invited Address: Jack Naglieri The Evolution of Intelligence and Intelligence Tests	Conversation Hour: Recommendations for Designing and Reviewing Qualitative Research from the SQIP Task Force		
1pm					Presidential Address—Abigail Panter			
2pm		*Symposium: Opportunities, Challenges, and Developments in Psychological Assessment Work						
3pm								
4pm			SQIP meeting	Skill Building Session: Suggested Remedies for Controlling Method Bias				
5pm		Executive Committee Meeting	Division 5 Business Meeting					
6pm								
	Science Social Hour							

* Approved to offer Continuing Education Credit for psychologists.

Additional Division 5 Supported Central Programming:

Thursday, 10-11:50am, Symposium: The Replication Crisis—What Brought Us Here and Where We Need to Go

Thursday, 11-12:50pm, Symposium: Only a Game? The Promise of Gaming to Advance Health, Education, & Longevity

Saturday, 12-1:50pm, Best Practices in Modeling Longitudinal Data—Making Complex Theory Accessible

THURSDAY, AUGUST 6**8:00 AM-9:50 AM**

Convention Centre, Room 104D

Symposium: Ethics in Testing and Assessment—Forensic, Neuropsychological, and General Practice Perspectives

Chair

Mary A. Connell, EdD, Independent Practice, Fort Worth, TX

Participants

Andrea M. Barnes, PhD, JD, APA

Ethics Office, Washington, DC

Shane S. Bush, PhD, Independent

Practice, Stony Brook, NY

Lindsay Childress-Beatty, PhD, JD,

APA Ethics Office, Washington, DC

Linda K. Knauss, PhD, APA Ethics

Office, Washington, DC



Ontario Legislative Building

10:00 AM-10:50 AM

Convention Centre, Room 101

Invited Address: Studying Change With Difference Scores Versus ANCOVA: Issues, Perspectives, and Advances

Patrick Shrout, PhD, New York University

11:00 AM-11:50 AM

Convention Centre, Halls D and E

Poster Session I

Ki L. Matlock, PhD, Oklahoma State University

Title: A Comparison of Latent Ability Estimates Across Multiple Test Forms With Confounding Difficulty and Discrimination Within Dimensions

Brooke Levis, BS, McGill University, Montreal, QC, Canada

Title: Selective Cutoff Reporting in Studies of Diagnostic Accuracy of Depression-Screening Tools

R. Trent Haines, PhD, Morgan State University

Title: A Rasch Validation of the Academic Identity Measure Among African American College Students

Felicia Wright, MA, Morgan State University

Title: Rasch Analysis of the Achievement Goal Questionnaires Among African American Undergraduate Students

Rachel T. Fouladi, PhD, Simon Fraser University, Burnaby, BC, Canada

Title: The Effect of English Fluency on Responses to a Depressive Symptomology Instrument

Cristina Anguiano-Carrasco, PhD, Educational Testing Service, Princeton, NJ

Title: Assessing Big Five With Likert and Forced-Choice Scales: Preliminary Findings

Ji Hoon Ryoo, PhD, University of Virginia

Title: Investigation of Measurement Invariance on Longitudinal School Bullying Data

Charlene Alexander, PhD, Ball State University

Title: Cross-Cultural Validation of Aggression and Depression Measures in a Jamaican Youth Population

Charles Baniak, BA, Spalding University

Title: The Validity and Applicability of the High-Stress Inventory

Shanshan Hu, PhD, University of Kentucky

Title: An Examination of Measurement Invariance of Mathematics Motivation Across Gender, Race, and Family

Hung-Yu Huang, PhD, University of Taipei, Taiwan

Title: A New Item Response Theory Model for Repeated Attempts on Test

Nancy Herrera, MS, University of Wisconsin—Madison

Title: Validity of the Cultural Congruity and University Environment Scales With Chicana/o College Students

Ze Wang, PhD, University of Missouri—Columbia

Title: Two Methods to Shorten the Positive and Negative Affect Schedule

Megan M. Loew, MS, University of Memphis

Title: The Emotional Problems Scales: Corrections Self-Report and MMPI-2—A Test of Concurrent Validity

Hui Li, MA, Beijing Normal University, China

Title: The Application of Thurstonian IRT Model in the Development of Forced-Choice Questionnaires

Tameka L. Payton, MS, Morgan State University

Title: A Rasch-Validated School Systems' District Office Survey

Gary L. Canivez, PhD, Eastern Illinois University

Title: Structural and Incremental Validity of the WAIS-IV With a Clinical Sample

Jin Liu, EdD, University of South Carolina Columbia

Title: Linking Two Forms for Assessing Children's Behavioral and Emotional Problems

Joanne P. Rojas, MA, University of Kentucky

Title: Multidimensional Item Response Analysis of the Grit-O Scale

Anjali Jain, MA, Indian Institute of Technology, Delhi, India

Title: Development of Adaptive-Maladaptive Schema Questionnaire

Su-Pin Hung, PhD, Center for Teacher Education and Institute of Education, Tainan, Taiwan

Title: Investigate DIF in the LCDM Model



Yonge-Dundas Square

Kateryna V. Keefer, PhD, University of Western Ontario, London, ON, Canada

Title: Emotional Intelligence and ADHD Symptomatology: Examining the Link From a Multirater Perspective

Raffaella Wolf, PhD, Council for Aid to Education, New York, NY

Title: Examining Psychometric Properties of a Critical Thinking Assessment With a MIMIC Modeling Approach

Frances Chumney, DPhil, University of West Georgia

Title: Misspecification of Measurement Models With Partial Least Squares Path Modeling

George MacDonald, PhD, University of South Florida

Title: Cognitive Diagnostic Assessment for a New Measure of U.S. Patriotism

Laura L. Pendergast, PhD, Temple University

Title: Invariance of the Adjustment Scales for Adolescents Among American Indian Students

Richard F. Haase, PhD, University at Albany—State University of New York

Title: Invariance for a Reason: Published Examples of Interpretable Incommensurate Tests of Equality Constraints in Linear Models

Anthony P. Setari, MA, University of Kentucky

Title: Development of a Project-Based Learning Course Evaluation Tool Using Item-Response Theory

Jessie L. Miller, PhD, Pearson Clinical Assessment, Toronto, ON, Canada

Title: Cross-Cultural and Cross-Linguistic Factor Structure of the WISC V

Gustavo Gonzalez-Cuevas, PhD, European University of Madrid, Spain

Title: Psychometric Assessment of Clinical Competence Using an Objective Structured Clinical Examination

Paul B. Ingram, MA, University of Kansas

Title: Validation of the Integrative Hope Scale

Yin Burgess, MA, University of South Carolina Columbia

Title: Investigation of the Gender Difference in Teacher Responses to the Pediatric Symptoms Checklist-17

William M. Reynolds, PhD, Humboldt State University

Title: Adult Suicidal Ideation Questionnaire: Psychometric Characteristics in College Students

12:00 PM-1:50 PM

Convention Centre, Room 206D

Symposium: Affective Engagement in Qualitative Research—Occupational Hazard or Occupational Privilege?

Chair

Ruthellen Josselson, PhD, Fielding Graduate University

Participants

Leeat Granek, PhD, Ben Gurion University of the Negev, Beer Sheva, Israel



Distillery District

Title: Affective
Kaleidoscopes: The
Transnational Optic As a
Research Tool in Qualitative
Research

Sara I. McClelland, PhD, University of
Michigan—Ann Arbor

Title: Listening to
Experiences of Mundane
Sexual Injustice With
Participants at the End of Life

Rosario Ceballo, PhD, University of
Michigan—Ann Arbor

Title: Passion or Data
Points? Emotions Studying
African American Women's
Experiences With Infertility

Rebecca Campbell, PhD, Michigan
State University

Title: Broken City, Broken
Systems: Studying the Problem of Untested Rape Kits in Detroit

Harbourfront



Discussants

Mark Freeman, PhD, College of the Holy Cross

Ruthellen Josselson, PhD, Fielding Graduate University

2:00 PM-3:50 PM

Convention Centre, Room 206B

Symposium: Opportunities, Challenges, and Developments in Psychological Assessment Work

Chair

Irving B. Weiner, PhD, University of South Florida

Participant/1stAuthor

Charles J. Golden, PhD, Nova Southeastern University

Title: Recent Trends in Neuropsychological Assessment

Paul A. Arbisi, PhD, University of Minnesota—Duluth

Title: Challenges and Opportunities for Psychological Assessment in Forensic Practice

Christopher J. Hopwood, PhD, Michigan State University

Title: How Integrative Trait Models of Personality and Technology Can Contribute to Assessment

Gregory J. Meyer, PhD, University of Toledo

Title: An Overview of Research Examining the Utility of Assessment

Discussant

Susana P. Urbina, PhD, University of North Florida

FRIDAY, AUGUST 7**8:00 AM-9:50 AM**

Intercontinental Toronto Centre Hotel, Ontario Room

Breakfast for the Assessment Community: Presentation of Awards for Best Student Posters on Assessment*Chair*

David Herzberg, PhD, WPS, Torrance, CA

10:00 AM-11:50 AM

Convention Centre, Room 206F

Symposium: Developing Student Competencies Through the Teaching of Qualitative Inquiry*Chair*

Linda M. McMullen, PhD, University of Saskatchewan, Saskatoon, SK, Canada

Participant/1st Author

Cynthia E. Winston-Proctor, PhD, Howard University

Title: Qualitative Inquiry: Undergraduate Curricula in an Era of Accountability and Complex Social Problems

Linda M. McMullen, PhD,

Title: Using the Diversities of Qualitative Inquiry to Enhance Students' Research Literacy

H. Lorraine Radtke, PhD, University of Calgary, AB, Canada

Title: Competencies at the Intersection of Diversities: Teaching the Psychology of Gender and Culture

Patrick Sweeney, MA, City University of New York

Title: Teaching Qualitative Inquiry to Ignite the Social Psychological Imagination

Scott Churchill, PhD, University of Dallas

Title: The Crucial Role of Empathy in Phenomenologically Informed Qualitative Research

10:00 AM-11:50 AM

Convention Centre, Room 704

Division 5 Awards Presentation

Carel F.W. Peeters, PhD, VU University, Amsterdam, Netherlands

Shari Goldstein, PhD, Fielding Graduate University, Santa Barbara, CA

Dusty J. Johnstone, PhD, University of Windsor, ON, Canada

Andres De Los Reyes, PhD, University of Maryland College Park

John J. McArdle, PhD, University of Southern California

John R. Nesselroade, PhD, University of Virginia



Toronto street at night

4:00 PM-4:50 PM

Convention Centre, Room 203D

Business Meeting: Society for Qualitative Inquiry in Psychology*Chair*

Marco Gemignani, PhD, Duquesne University

4:00 PM-5:50 PM

Convention Centre, Room 803A

Skill-Building Session: Suggested Remedies for Controlling Common Method Bias*Chair*

Leanne Son Hing, PhD, University of Guelph, ON, Canada

Participant/1stAuthor

Vishi Gnanakumaran, MA, University of Guelph, ON, Canada

Title: Suggested Remedies for Controlling Common Method Bias: Part 1

Cailin Stamarski, MA, University of Guelph, ON, Canada

Title: Suggested Remedies for Controlling Common Method Bias: Part 2

5:00 PM-5:50 PM

Convention Centre, Room 203D

Business Meeting: Division 5*Chair*

Abigail Panter, PhD, University of North Carolina at Chapel Hill

SATURDAY, AUGUST 8

9:00 AM-9:50 AM

Convention Centre, Room 715B

Methodological Advances—The Methodological Best Practices Methodologists Want You to Know*Co-chairs*

Joseph E. Gonzales, MA, University of California—Davis

Allison E. Gaffey, MA, University of Notre Dame

Participant/1stAuthor

Keith Widaman, PhD, University of California—Riverside

Title: Consideration of Multitrait-Multimethod Modeling in the Representation of Constructs

Guangjian Zhang, PhD, University of Notre Dame

Title: Independent Component Analysis With Biological Time Series

10:00 AM-10:50 AM

Convention Centre, Halls D and E

Poster Session II*Participant/1st Author*

Su-Pin Hung, PhD, Center for Teacher Education & Institute of Education, Tainan, Taiwan

Title: Item Response Theory Model for Examining Effort Effect

David Pelletier, MS, University of Montreal, QC, Canada

Title: Custody Arrangements and Child Psychosocial Adjustment: How Well Do We Measure the Relationship?

Heather I. Davis Gahagen, MS, Ohio University

Title: Meta-Analysis of the Construct Validity of the Balloon Analogue Risk Task

Li C. Johnson, PhD, University of Manitoba, Winnipeg, MB, Canada
Title: Effect Size Measures in a Two Independent Samples Case With Nonnormal and Nonhomogeneous Data

Philipp Mayring, PhD, MA, Alpen-Adria University, Klagenfurt, Austria

Title: New Techniques of Qualitative Content Analysis: Theoretical Basis and Examples

Thomas Fenzl, PhD, Alpen-Adria University, Klagenfurt, Austria

Title: QCAmapp: A New Interactive Software Program for Qualitative Content Analysis

Leilei Shi, BS, Bank of China International Co., Ltd., Beijing

Title: Prospect Theory and Measurement on Crowds' Subjective Behaviors in Trading

Metin Bulus, MS, University of Missouri—Columbia

Title: Applying Multilevel Beta Regression Model to Large Scale Educational Data

Simon J. Blanchard, PhD, Georgetown University

Title: Collecting Sorting Tasks Online: The Effect of Researcher Decisions on Task Outcomes and Satisfaction

Amanda Jenkins, MA, University of Guelph, ON, Canada

Title: The Link Among Asthma, Bacteria, and Stigma: Perceptions From Individuals With Asthma

Paul G. Fehrmann, MA, No Degree, Kent State University

Title: Assessing Computer Searches Used for Systematic Reviews

Nick Stauner, PhD, Case Western Reserve University

Title: Estimators for Structural Equation Modeling of Nonnormal Likert Scale Data

Carina Coulacoglou, PhD, Fairy Tale Test Society, Nea Erythraia, Athens, Greece

Title: A Child Personality Model Based on a Projective Measure

Jessie L. Miller, PhD, Pearson Clinical Assessment, Toronto, ON, Canada

Title: Application of WISC-V French Canadian Norms in Majority and Minority French Language Environments

Tracy P. Alloway, PhD, University of North Florida

Title: Is It a Small World After All? Exploring the Theoretical Structure of Working Memory Cross-Nationally

Andrea K. Wittenborn, PhD, Michigan State University

Title: Modeling Feedback Effects in Adult Depression



Rogers Centre

Xin Xin, MS, University of North Texas

Title: Publication Trends in Psychometric and Educational Quantitative Methodology

David E. Anderson, PhD, Allegheny College

Title: Evaluation of a Sexual Assault Prevention Program in College Students

Takisha M. Corbett, MA, Fuller Theological Seminary

Title: Exploratory and Confirmatory Factor Analysis of MMPI-2 Scale 4

Alyssa Counsell, MA, York University, Toronto, ON, Canada

Title: A Meta-View of Research Methods in Canadian APA Journals

Gary L. Canivez, PhD, Eastern Illinois University

Title: Hierarchical Exploratory Factor Analyses of the WISC-V in Four Standardization Sample Age Groups

W. Holmes Finch, PhD, Ball State University

Title: Fitting Exploratory Factor Analysis Models With High-Dimensional Psychological Data

Gita Taasobshirazi, PhD, University of Cincinnati

Title: The Performance of the SRMR: An Examination of Sample Size, Path Size, and Degrees of Freedom

James P. Clifton, MA, University of California—Merced

Title: Skewed and Heavy-Tailed Mixture Distributions in Latent GMM: An Assessment of Class Enumeration



Streetcars in downtown Toronto

Yuzhu Yang, MS, University of California—Merced

Title: Autoregressive Latent Growth Modeling: A Bayesian Approach

Giselle K. Patrick, MS, University of Saskatchewan, Saskatoon, SK, Canada

Title: Building Evaluation Capacity in a University: The Gwenna Moss Centre for Teaching Effectiveness

Yoosun J. Kim, BA, York University, Toronto, ON, Canada

Title: Evidence-Based Recommendations for Communicating Results of Mediation Analysis

Abigail M.A. Love, BA, University of Kentucky

Title: Clarification on Gelman's Approach for Dividing by Two Standardizations

Leslie R. Hawley, PhD, Nebraska Center for Research on Children, Youth, Families and Schools, Lincoln

Title: Examining Classroom Climate With Multilevel Latent Contextual Models

Raffaella Wolf, PhD, Council for Aid to Education, New York, NY

Title: Assessing Preservation of Equity Properties in Mixed-Format Test Equating

Kirstie L. Bash, BS, University of Nebraska—Lincoln

Title: Evaluating Count Outcomes in Small Sample Designs With Multilevel Modeling

Giuseppe Costantino, PhD, Touro College & University System

Title: Treatment Outcomes of Trauma Symptoms Among Latino Children

Ann Arthur, MS, University of Nebraska—Lincoln

Title: A Comparison of GEE and Multilevel Models With Small Samples and Non-Normality

Jing Yuan, MS, BS, University of Kentucky

Title: Using HLM to Explore School Effects of the Gender Gap in Science Achievement in China

Jie Wang, MSE, University of North Texas

Title: Dyadic Data Analysis Using Multiple Modeling

Emily R. Beamon, MA, Syracuse University

Title: The Condom Barriers Scale: A Confirmatory Factor Analysis Among a College Sample

Ki L. Matlock, PhD, Oklahoma State University

Title: Inconsistencies in Item Parameter Estimates Across Seemingly Parallel Forms

Rachel T. Fouladi, PhD, Simon Fraser University, Burnaby, BC, Canada

Title: Item Concreteness and Response Shift on a Depressive Symptomology Instrument

12:00 PM-12:50 PM

Convention Centre, Room 713A

Invited Address

Jack A. Naglieri, PhD, University of Virginia

Title: The Evolution of Intelligence and Intelligence Tests

1:00 PM-1:50 PM

Convention Centre, Room 717A

Presidential Address

Abigail Panter, PhD, University of North Carolina at Chapel Hill

SUNDAY, AUGUST 9

9:00 AM-9:50 AM

Convention Centre, Room 707

Symposium: From Mirroring to World Making in Practices of Inquiry

Chair

Scott Churchill, PhD, University of Dallas

Participant/1stAuthor

Kenneth Gergen, PhD, Swarthmore College

Discussants

Michelle Fine, PhD, City University of New York Graduate Center

Todd Little, PhD, Texas Tech University

Scott Churchill, PhD, University of Dallas

10:00 AM-11:50 AM

Convention Centre, Room 705

Symposium: Integrative Data Analysis With Longitudinal Studies—Challenges, Questions, and Recommendations*Chair*

Kevin Grimm, PhD, Arizona State University

Participant/1stAuthor

Daniel J. Bauer, PhD, University of North Carolina at Chapel Hill

Title: Integrative Data Analysis With Multisource Data

Daniel K. Mroczek, PhD, Northwestern University

Title: Multistudy Analysis of Health Behaviors As Mediators of the Personality-Mortality Association

Richard A. Van Dorn, PhD, Research Triangle Institute, Research Triangle Park, NC

Title: The Integration of Psychiatric Symptom Data for Adults With Mental Illnesses

Scott M. Hofer, PhD, University of Victoria

Title: Integrative Analysis of Longitudinal Studies of Aging: A Framework for Replication and Extension of Results on Within-Person Change

12:00 PM-1:50 PM

Convention Centre, Room 205C

Conversation Hour: Recommendations for Designing and Reviewing Qualitative Research From the SQIP Task Force*Chair*

Heidi M. Levitt, PhD, University of Massachusetts Boston

Participant/1stAuthor

Heidi M. Levitt, PhD, University of Massachusetts Boston

Title: Integrity-Based Research Design and Evaluation

Susan L. Morrow, PhD, University of Utah

Title: Considerations of Trustworthiness in Light of the Recommendations

Sue L. Motulsky, EdD, Lesley University

Title: Challenges of and Responses to Qualitative Research Reviewers, Editors, and Authors

Fredrick J. Wertz, PhD, Fordham University

Title: Theoretical Reflections on Fidelity and Meaning

Ruthellen Josselson, PhD, Fielding Graduate University

Title: An Editor's Perspective on the Recommendations

2015 Winners of APA Division 5 Awards

Anne Anastasi Dissertation Award



Dr. Carel F. W. Peeters

This award, sponsored by the Anne Anastasi Foundation, is presented each year to recognize an outstanding dissertation that was completed within the previous three years and addressed a topic in assessment, evaluation, measurement, statistics, or quantitative research methods.

The 2015 winner is Dr. Carel F.W. Peeters, who completed his dissertation, *Bayesian Exploratory and Confirmatory Factor Analysis: Perspectives on Constrained-Model Selection*, in 2012 at the Department of Methodology & Statistics, Utrecht University, the Netherlands.

Dr. Peeters received an M.A. in Political Science (VU University Amsterdam) and an advanced M.Sc. in Statistics (Katholieke Universiteit Leuven). Currently he is a postdoctoral researcher in the Statistics for Omics Research Unit at the Department of Epidemiology & Biostatistics, VU University Medical Center Amsterdam. His recent work focuses on linking the fields of statistical machine learning, psychometrics, and cancer genomics. His goal is to bring psychometric knowledge to molecular biostatistics and to convey lessons from high-dimensional statistics to psychometric modeling.

Qualitative Dissertation Award



Dr. Shari Goldstein

This award, sponsored by Division 5, is new for 2015. Going forward, it will be presented each year to recognize an outstanding dissertation that was completed within the previous three years and addressed a topic in qualitative research methods.

The 2015 award is shared by two winners, Dr. Shari Goldstein and Dr. Dusty Johnstone.

Dr. Goldstein received a Master's in Counseling Psychology from Teachers College, Columbia University, and a PhD in Clinical Psychology in 2014 from Fielding Graduate University. The title of

her dissertation is *A Narrative Study of the Relationships Between Women Diagnosed with Borderline Personality Disorder and Their Therapists*. Her clinical training included placements at Bellevue Hospital's Intensive Personality Disorders Program and Brooklyn



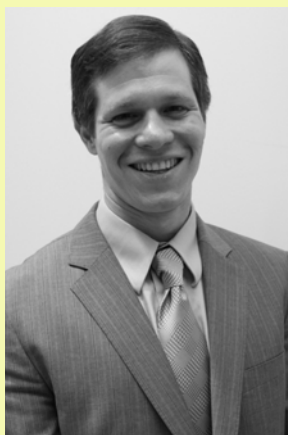
Dr. Dusty Johnstone

College's Personal Counseling Center. Dr. Goldstein's research interests include the phenomenological exploration of therapy relationship events and their impact on relationship quality and sustainability as well as the use of interpersonal reflexive analysis to find meaning in co-constructed qualitative data.

Dr. Johnstone received a PhD in Applied Social Psychology from the University of Windsor in 2013. Her dissertation is titled *Voices From Liminal Spaces: Narratives of Unacknowledged Rape*. She is a Learning Specialist in Women's Studies at the

University of Windsor, where she teaches undergraduate courses on sexual violence prevention and oversees the administration of the Bystander Initiative.

Anne Anastasi Distinguished Early Career Contributions Award



Dr. Andres De Los Reyes

This award, sponsored by The College Board and the Fordham University Graduate School of Education, is presented each year to recognize an individual who, within ten years of completing their dissertation, has made notable contributions in assessment, evaluation, measurement, statistics, or quantitative research methods.

The 2015 winner is Dr. Andres De Los Reyes, who received his PhD in 2008 from Yale University. He is Associate Professor of Psychology at the University of Maryland at College Park, where he serves

as Director of the Comprehensive Assessment and Intervention Program. His research seeks to improve our understanding of the inconsistent outcomes that commonly arise from multi-informant mental health assessments, with a focus on adolescent social anxiety and family relationships. Dr. De Los Reyes's work on these topics has appeared in such journals as *Psychological Review*, *Psychological Bulletin*, *Annual Review of Clinical Psychology*, and *Journal of Abnormal Psychology*. In 2013, he received both the Distinguished Scientific Award for an Early Career Contribution to Psychology from the American Psychological Association and the Early Career Research Contributions Award from the Society for Research in Child Development.

Jacob Cohen Award for Distinguished Contributions to Teaching and Mentoring

This award, sponsored by the Taylor & Francis Group, is presented each year to recognize an individual who has demonstrated excellence in teaching and mentoring within the fields of quantitative and/or qualitative research methods.

The 2015 winner is Dr. John J. (Jack) McArdle, Senior Professor of Psychology at the University of Southern California where he heads the Quantitative Methods training program. He received his BA from Franklin & Marshall College in 1973 and his PhD from Hofstra University in 1977.

After working as an NIH Postdoctoral Fellow with Dr. John L. Horn at the University of Denver, in 1984 he moved to the University of Virginia to start a quantitative methods program, and in 2005 he moved to USC (with Dr. Horn) to do the same.

Among his many accomplishments, Dr. McArdle created the *RAMpath* system for Structural Equation Modeling, dealt with incomplete data in SEM, and created new longitudinal approaches to data analysis focused on change. He has written two books, *Longitudinal Data Analysis Using Structural Equation Modeling* and *Applications of Longitudinal Data Analysis Using Structural Equation Modeling* (with J.R. Nesselroade), and edited *Contemporary Issues in Exploratory Data Mining* (with

G. Ritschard). Dr. McArdle recently received an NIH-MERIT grant from the National Institute on Aging for his work on “Longitudinal and Adaptive Testing of Adult Cognition.” His other research activities include studying the academic skills of college student-athletes.

Samuel J. Messick Distinguished Scientific Contributions Award

This award, sponsored by the Educational Testing Service, is presented each year to honor an individual who has a long history of outstanding scientific contributions in assessment, evaluation, measurement, statistics, or quantitative research methods.



Dr. John J. (Jack) McArdle

The 2015 winner is Dr. John R. Nesselroade, Hugh Scott Hamilton Professor of Psychology emeritus at the University of Virginia. Dr. Nesselroade earned his BS degree in Mathematics (Marietta College) and MA and PhD degrees in Psychology (University of Illinois at Urbana-Champaign), where he worked with Dr. Raymond B. Cattell. Prior to moving to UVA in 1991, Dr. Nesselroade spent five years on the faculty of West Virginia University (1967-72) and 19 years at The Pennsylvania State University (1972-91).



Dr. John R. Nesselroade

Since 1981, Dr. Nesselroade has been a guest scientist and frequent visitor at the Max Planck Institute for Human Development, Berlin. Dr. Nesselroade is a past-President of APA Division 20 (Adult Development and Aging) and of the Society of Multivariate Experimental Psychology. He is a Fellow of the American Association for the Advancement of Science, APA, the Association for Psychological Science, and the Gerontological Society of America. In 2006 he won the Gerontological Society's Robert F. Kleemeier Award. Dr. Nesselroade has published extensively in both substantive and methodological journals on matters of behavioral and psychological development and change and intraindividual variability, and is currently working on the closer integration of individual level analyses into mainstream behavioral research.

Election Results

Congratulations to those who were recently elected:

President-elect

Joseph L. Rodgers, PhD

Member-at-Large

Deborah L. Bandalos, PhD

Division Representative to APA Council

Susana P. Urbina, PhD

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Test Publishing Profiles: Sara Rzepa

Editor's Note: From time to time, the Score will feature interviews with leaders in the test publishing industry. The purpose of these articles is to give students and early career psychologists an introduction to a "career less traveled" within the field of psychology. The series kicks off in this issue, with a profile of Sara Rzepa, Manager of Data and Psychometrics at MHS, the test publisher based in Toronto, Canada.

Describe your responsibilities at MHS, and some of the challenging aspects of your work.

I oversee data collection and psychometrics, which are two separate departments within MHS. I manage seven employees, most of whom are in their first professional position after finishing graduate school. I have been with MHS since 2003. In the early part of my career with the company, I was deeply involved with the work of data analysis itself, but now I am primarily managing and hiring the professionals who do that work.

The biggest challenge we face is completing the research needed to develop norms and verify the psychometric integrity of our tests. We are relying on huge networks of data collectors in the field, bringing in thousands of cases of data. The clinical groups needed to validate our measures can be challenging to find, and we need to detect and screen out fraudulent or invalid data.

Because these studies are complex and depend on outside data collectors, they often take several years to finish. When the data are in, we bring a wealth of statistical experience and expertise to the analysis phase. Unlike data collection, this process is completely under our control. Although there are challenging aspects to the data analysis, we have the confidence in our group that we can always figure it out in the end.

R&D is a third separate department within MHS. Their role is to make the connection between the data and the clinical application of the test. They work closely with the authors on conceptualization of the instrument and item development, as well as writing the manual and developing other deliverables for publication. All three departments (R&D, data collection, psychometrics) are part of the MHS product development group, which also includes our project management, software development, user experience, and training and development teams.

To what extent is the author involved in the publishing work at MHS?

The author plays a big role in all of this—our job as publisher is to realize the author's goals for their test. Depending on their professional interests and experience, authors may want more or less involvement in the technical aspects of the work, such as data analysis. However, the authors participate in the overall planning for the test development research and data analysis, they must approve all of this. When we complete the analysis, the author helps take our key findings and make them relevant to clinical practice and the needs of test users.

Like most publishers, MHS offers tests in both print and electronic formats. Do you foresee a day in which all clinical testing will be done on electronic devices?

We are in the midst of an ongoing transition from print to electronic formats. It's somewhat of a generational transition, as new clinicians who are more "tech-savvy" enter the field, they expect to be able to do more of their work on devices. The transition will occur gradually, but 10 years from now, print may play a much smaller role.

Using small devices like phones and tablets for testing purposes is the newest wrinkle. As test developers, we have to pay attention to the context. For example, is completing an elec-

tronic form on a smartphone on a noisy subway train equivalent to completing a print form in a quiet office? Our customers are already asking questions like this, and as publishers we need to provide clear answers.

How did you get started on your career in clinical test publishing?

In psychology, I've always had a passion for research. My initial interest was in personality and social psychology. However, during graduate school (I went to York University in Toronto) I was struck by the abstract nature of the research I was pursuing. I realized that I needed to find work in research that also had direct "real-world" application.

At York I had the privilege of working with Professors like Gordon Flett and Norm Endler, who had also published tests with MHS. This led me to approach Gill Sitarenios (currently Chief Scientist at



Sara Rzepa

MHS) to find out more. MHS liked my qualifications and research experience with jury decision-making, and they offered me a job as a Research Associate. I decided to accept, which meant leaving graduate school after earning my MA and diving into the world of test publishing.

At first, I intended to go back at some point and finish my PhD, but I loved the work at MHS, it had the practical application I was looking for, and there were opportunities to advance. My first projects were in forensic assessment, including one where I got to work on a data set with more than 150,000 offenders. Here I was, working with world-renowned authors, on projects that could make a real impact on society. It was a great fit for me.

What advice would you give to an early-career psychologist who is considering commercial test development as a possible career choice?

Be patient with the learning curve! Graduate school prepares you for some, but not all of what you need to be successful in the test publishing world. The transition from academia to business can

be challenging for some folks, because there are pressures and timelines that are different from what they are used to. Most people who make this transition are pleasantly surprised at the increased level of resources available to support your work. Larger sample sizes are one example of this.

What's most important is to develop an understanding of what clinicians need from a published test, and that takes time. MHS provided a great context for me to learn this through market research surveys, focus groups, and above all, working directly with authors.

What do you enjoy most about your work?

When I started out as a Research Associate, the most exciting part of the work for me was running the analyses—I love working with data! As my role in the company grew, I took great satisfaction from the larger context. We work on these test development projects for years, and then we publish an instrument that brings great value to our customers. Along the way, we get to work with and learn from great authors in different clinical fields. All of this leads to a rewarding career!

Tribute to Thomas D. Oakland

by Barbara Byrne, Kurt Geisinger,
and Frederick Leong

Thomas Oakland, a longtime member of Division 5, suffered a tragic death on March 4, 2015. As close colleagues of Tom on the International Test Commission Council, we wish to pay our tribute to this outstanding educator, national leader in School Psychology, international leader in the development of educational tests and psychological assessment scales, beloved professor, and superbly unique human being, who was always generous of his time in advising, supporting, and assisting others in their work. He spent 27 years in the Department of Educational Psychology at the University of Texas before his 15 full-time years at the University of Florida and he served as department chairperson at both. He also served as the Director of the School Psychology Program (1997-1999) and eventually as Research Foundation Professor (2004-2007) at the University of Florida. Indeed, since his retirement from the University of Florida in 2010, Tom dedicated much of his time helping educators and psychologists in emerging nations in their efforts to develop appropriate measurement scales as a means to improving their testing standards. He



Thomas D. Oakland

was an outstanding ambassador for psychology and testing throughout the world.

Tom served as President of the International Test Commission (ITC), the Assessment Division of the International Association of Applied Psychology (IAAP), the International School Psychology Association (ISPA), and as Editor of the *Journal of School Psychology*. Additionally, he served on the 1999 Test Standards Committee. His publications as author/coauthor include some 14 books, 10 measurement scales, and more than 275 articles, monologues, and chapters in edited books, as well as his presentation of close to 200 papers, addresses, and workshops both nationally and internationally. In total, Tom worked with others in over 45 countries and held honorary professorships at the Universidad Iberoamericana in San José, Costa Rica,

The University of Hong Kong, the Universidade Lusíada do Porto, Portugal, and the Universidad Nacional Federico Villarreal, Lima, Peru. In recognition of his international work, he received the 2003 APA Award for Distinguished Contributions to the International Advancement of Psychology.

Student's Corner

APAGS–DSRN Representative

Veronica Cole
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Awards

Vacant

Diversity

Vacant

Fellowship

Vacant

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The Great Projective Debate

by Colleen Reichmann

A projective test is a measure of personality in which an individual offers responses to ambiguous pictures or words (Weiner & Greene, 2007). These tests are quite controversial, and they seem to divide clinicians who do assessment into two factions. One group believes projective measures to be useful indicators of unconscious desires and urges, and the other sees these tests as antiquated tools of the past. Each camp tends to vehemently disagree with the other, and their conversations are characterized by a healthy amount of dogmatism. I will admit that I tend to have strong views about such measures as well. My recent musings on projectives landed me in a heated debate with a co-worker who subscribes to a psychoanalytic orientation. It was this very debate that led me to research and subsequently write about what I am deeming “the great projective debate.”



Colleen Reichmann

The Projective Camp

Projective measures first emerged in the nineteenth century from the psychoanalytic school of thought, which suggested that people have desires that are hidden from conscious awareness. Wilhelm Wundt and Francis Galton were pioneers of the projective approach, as they were the first to conduct experiments with human subjects exploring associations between ideas. Carl Jung went on to develop his word association test in 1910 (Jung, 1910). Perhaps most famously, Hermann Rorschach published *Psychodiagnostik*, a book detailing the Rorschach Inkblot projective test technique (which consists of 10 cards that depict ambiguous inkblots) in 1921 (Weiner & Greene, 2007). In 1935, Henry Murray and Christiana Morgan developed the Thematic Apperception Test, which asks individuals to look at a series of ambiguous scenes and then tell a story describing the scene (Aronow, Altman-Weiss, & Reznikoff, 2001).

The use of projective tests peaked in 1960, when the Rorschach

was the most commonly utilized personality assessment among psychologists. Since then, their value has been questioned, due to a large body of evidence that casts doubt on their reliability and validity (Weiner & Greene, 2007). Still, projective tests continue to be used commonly in therapeutic settings. Clinicians utilize these tests to learn qualitative information about a client. Some clinicians have reported using projective tests as a means to encourage clients to verbalize certain themes, emotions, or thoughts that they appear reluctant to discuss. Many clinicians in hospital and forensic settings continue to hold that these measures are indispensable to their daily practice (Thorne & Thorne, 2005). Currently, eighty percent of psychology graduate programs include coursework about the Rorschach, which speaks to the persistent influence of these measures (Weiner & Greene, 2007).

In terms of benefits, projective measures may yield unique information that may be overlooked or missed by self-report measures. For example, projective measures may reveal evidence of

an underlying thought disorder in instances in which patients are reluctant to openly describe or answer questions about their thinking style. Additionally, the data produced by projective testing is often more rich and fascinating than the information yielded by self-report measures (Kline, 2000). For instance, information gained from the Rorschach may shed light on an individual's subconscious needs, base motives, and fears (Groth-Marnet, 2009).

The Objective Camp

As stated previously, research-oriented psychologists have identified important flaws in projective measures. In fact, no other type of clinical test has garnered such loud criticism about potential weaknesses and limitations. One of the most noted limitations is that respondents' answers can be greatly influenced by the test setting and the examiner's attitude and comments (Butcher, 2010). This is problematic, because it suggests that the data

obtained through projective assessment may not be generalizable. Scoring projective tests is also highly subjective, so interpretations of answers can vary dramatically from one examiner to the next (Butcher, 2010). Projective measures may not have standardized scoring systems, which leads to low validity and reliability. This lack of standardization leads to results that, once again, may not be generalizable outside of a single testing session. Some projective measures do have standardized scoring systems; however it has been found that results of the test often vary widely depending on which type of scoring system the examiner uses (Butcher, 2010).

Additionally, projective tests are often difficult to administer and require an extensive amount of training. This is a notable limitation, because the demands on most clinicians tend to be high, with the average psychologist working more than fifty hours a week (Michalski, Mulvey & Kohout, 2010). Hence measures that are quick and easy to administer, and that do not require extensive training, are typically seen as ideal.

Self-report measures are often viewed as a better option than projective tests. Self-report measures are easily administered, and do not require significant training to score (in fact they are often scored through computer-based scoring systems). Additionally, self-report measures often contain questions and scales that assess for response bias (Butcher, 2010).

And The Winner Is ...

As is most often the case in a polarized debate, neither side is 100% correct. Projective tests are clearly inferior in terms of producing valid and reliable results. The results of these tests can be ambiguous and difficult to decipher. However, self-report measures and structured interviews come with their own areas of weakness, most notably that the individual being tested can create a false impression if so motivated (although some personality measures have scales that can detect “fake good” or “fake bad” response patterns).

In conclusion, both camps in the great projective debate should

adopt a more open-minded view of assessment. All clinical tests have limitations. Perhaps we would be wise to stop searching for the sole “gold standard” of assessment, and instead focus on the art of utilizing different types and sources of data. This plethora of sources should include interviews, self-report, and yes, data acquired from projective measures. The most important part of the process is looking at all sources of information with a critical eye, and maintaining the focus on truth-seeking that is the very foundation of our profession.

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Have you published a new psychological test or testing product; a book on advanced statistics, measurement, or evaluation; an interesting website or other Internet group related to measurement, statistics, or evaluation; or a computer program useful to Division 5 membership? If so, we would like to include an announcement of about 100 words in this column. We would also appreciate any suggestions, or feedback, on how this section of the newsletter can better serve the Division 5 membership. Please take the opportunity to share information with colleagues through your contributions to this column. Please send announcements and/or product literature to Associate Editor Michael Edwards: edwards.134@osu.edu

Propensity Score Analysis: Fundamentals and Developments

Edited By Wei Pan and Haiyan Bai

Published in April 2015 by Guilford Press (\$46.75 hardback; \$46.75 e-book)

This book is designed to help researchers better analyze observational data from quasi-experimental studies and improve the validity of research on causal claims. It provides guidance on the use of different propensity score analysis (PSA) methods, from the fundamentals to complex, cutting-edge techniques. Experts in the field introduce underlying concepts and current issues and review relevant software programs for PSA. The book addresses the steps in propensity score estimation, including the use of generalized boosted models, how to identify which matching methods work best with specific types of data, and the evaluation of balance results on key background covariates after matching. Also covered are applications of PSA with complex data, working with missing data, controlling for unobserved confounding, and the extension of PSA to prognostic score analysis for causal inference. The book includes statistical program codes and application examples.

Applied Regression Analysis and Generalized Linear Models

By John Fox

Published in March 2015 by Sage (\$100 hardcover)

Combining a modern, data-analytic perspective with a focus on applications in the social sciences, the Third Edition of this book provides in-depth coverage of regression analysis, generalized linear models, and closely related methods, such as bootstrapping and missing data. Updated throughout, this new edition includes new chapters on mixed-effects models for hierarchical and longitudinal data. Although the text is largely accessible to readers with a modest background in statistics and mathematics, more advanced material is presented in optional sections and chapters throughout the book.

Handbook of Intraindividual Variability Across the Life Span

Edited By Manfred Diehl, Karen Hooker, and Martin J. Sliwinski

Published in December 2014 by Routledge (\$114.95 paperback; \$225 hardback)

Intraindividual variability (IIV) of human development and behavior across the entire life span is explored in this new book. Leading researchers summarize recent findings on the extent, role, and function of IIV in human development, with a focus on how, when, and why individuals change over time. The latest theoretical, methodological, and technological advances are reviewed. The book explores the historical background and challenges of IIV research, along with its role and function in childhood, adolescence, and adulthood. Readers are shown that by focusing on the individual as a unit of analysis across different time scales, conditions, and situations, researchers can effectively demonstrate behavioral and developmental regularities at different points of the life span.

Graphical Data Analysis with R

By Antony Unwin

Published in May 2015 by CRC Press (\$62.96 hardback; \$48.97 e-book)

Graphical Data Analysis with R shows the utility and value of graphical displays of data. The book focuses on rationales for drawing graphics to display data and which graphics to draw (and uses R to do so). The datasets used as examples in the book are available in R or one of its packages, and the R code is available online. Graphical data analysis is useful for data cleaning, exploring data structure, detecting outliers and unusual groups, identifying trends and clusters, spotting local patterns, evaluating modelling output, and presenting results. This book can be used as a primary text in a graphical data analysis course, or as a supplement in a statistics course.