

The Score

Newsletter of APA Division 5: Quantitative and Qualitative Methods

October 2015



Susana Urbina

Report of the August Meeting of APA Council

*by Susana Urbina and William Revelle
Division 5 Representatives to COR*

Issues Related to the Report to the Special Committee of the Board of Directors of the American Psychological Association: Independent Review Relating to APA Ethics Guidelines, National Security Interrogations, and Torture



William Revelle

THE PRIMARY ITEM of business for the COR was to discuss and deal with the 542-page report by David Hoffman and his colleagues at the Chicago law firm Sidley Austin LLP. The entire report and supplementary material is available at <http://www.apa.org/independent-review/>, as is a revised version and errata sheet submitted by Mr. Hoffman on September 4, 2015. The first 72 pages of the document contain the executive summary of the report.

As most members of Division 5 know by now, the IR reviewed actions taken by the senior staff and leadership of APA, in collusion with members of the Department of Defense (DOD), during the first half of 2005. These actions resulted in the issuance of loose, high-level ethical guidelines that:

1. Permitted military psychologists to participate in detainee interrogations, and
2. Did not constrain the application of existing DOD guidelines which allowed the use of techniques that would be construed as torture under the UN Convention Against Torture.

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The Score is the official newsletter of APA Division 5: 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. 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.

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Quantitative and
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www.apa.org/divisions/div5

Report of August Council Meeting

(Continued from page 1)

In addition, the report documents how subsequently, for a period of years, Stephen Behnke (then-director of the APA Ethics Office), along with other APA staff and leadership members, engaged in efforts to forestall the introduction and passage of COR resolutions that would have prohibited psychologists from participating in interrogations at Guantanamo and other off-shore US detention sites.

The first few hours of the COR meeting were spent listening to Mr. Hoffman describe the process of collecting and summarizing the evidence that went into the IR. Many of the subsequent hours were spent in a broad-based discussion of the report. To emphasize the importance of the discussion, representatives from several divisions that have formed independent societies (e.g., SPSP, SIOP, and SPSSI) commented that some of their members were threatening to resign or had actually resigned from APA. However, the general tenor of the meeting was one of reconcili-

ation and a desire to move forward, rather than focusing on the past.

When questioned about what he thought APA's next steps should be, Mr. Hoffman suggested devising a more robust process for investigating and adjudicating ethics cases, beyond the information obtained from the complainants and the respondents. In response, Council drafted and approved the establishment of a blue-ribbon panel to evaluate and recommend changes to APA ethics processes based on an assessment of current practices as well as comparisons with the ethics processes of other professional organizations.

Following Mr. Hoffman's presentation, Council went into an executive session focused on the financial ramifications stemming from the IR. This session was presented by Archie Turner, who was serving as interim CEO, as well as CFO, of the APA. Mr. Turner assured the Council that the APA has sufficient assets to handle the costs of the independent investigation and those associated with personnel ac-

tions and related compensation. As of the end of 2014, the estimated amount of net assets held by the APA was \$62 million. Through July 15, 2015, the IR process had incurred \$4.3 million in professional fees and expenses. These expenses will be paid from the net assets of the Association, and the final report will be provided once all of the costs have been billed.

Council's review and discussion of the IR culminated with a nearly unanimous (157 yes, 1 no, 6 abstain, 1 recused) roll call vote in favor of adopting the revised Resolution to Amend the 2006 and 2013 Council Resolutions to Clarify the Roles of Psychologists Related to Interrogation and Detainee Welfare in National Security Settings, to Further Implement the 2008 Petition Resolution, and to Safeguard Against Acts of Torture and Cruel, Inhuman, or Degrading Treatment or Punishment in All Settings. The resolution, available at <http://www.apa.org/news/press/releases/2015/08/psychologist-in-interrogations.aspx>, states that psychologists "shall not conduct, supervise, be in the



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presence of, or otherwise assist any national security interrogations for any military or intelligence entities, including private contractors working on their behalf, nor advise on conditions of confinement insofar as these might facilitate such an interrogation.” Furthermore, it now defines torture according to the UN Convention Against Torture, without retaining the U.S. reservation related to “cruel, inhuman, or degrading treatment or punishment.” The new policy does not apply to domestic law enforcement interrogations or domestic detention settings where detainees are under the protection of the U.S. Constitution.

Actions Taken by Council Unrelated to the IR

- Voted to receive the Report on the Review of the Violent Video Game Literature prepared by the Task Force on Violent Media chaired by Mark Appelbaum. The report is available at <http://www.apa.org/news/press/releases/2015/08/technical-violent-games.pdf>
- Voted to adopt the Resolution on Violent Video Games that calls for efforts in public education, basic and intervention research, and other measures designed to deal with the negative outcomes of violent video game use.
- Voted to continue to provide diversity training for Council, Boards, and Committees in 2016.
- Voted to approve a new format for Bylaw amendment ballots sent to the membership for a three-year trial period (2015-2017) and for an evaluation of its effect on Bylaw amendment votes after the trial period. This item is crucial because some of the most important changes stemming from the Good Governance Project (GGP) cannot take place without Bylaw amendments that have to be sent to the whole membership for a vote.
- Requested the development of a statement of principles regarding conflict of interest for each member of APA governance to sign on an annual basis.
- Voted to adopt as APA policy a Resolution on Independence of Psychologists. Among other things, this resolution provides support for the inclusion of psychologists in the Centers for Medicare and Medicaid Services’ (CMS) physician definition

on a par with medical and other doctoral-level providers.

- Voted to approve that APA endorse, in principle, the Association of State and Provincial Psychology Board’s Psychology Interjurisdictional Compact (PSYPACT’).

Consent Agenda Items

- Elected 113 members to initial Fellow status, including Division 5 member Michael Furr.
- Requested that one representative from each of the four National Ethnic Minority Associations (EMPAs) continue to be invited to attend and participate in Council meetings for an additional three years, with their attendance fully funded.
- Supported the CEO’s technology implementation plan and requested that the Office of Member Recruitment and Engagement develop additional methods of member engagement.
- Adopted as APA policy the Guidelines on Trauma Competencies for Education and Training.
- Approved the revised Standards and Criteria for Approval of Sponsors of Continuing Education for Psychologists.
- Approved the continuing recognition of the following specialties in professional psychology: Psychoanalysis in Psychology and Forensic Psychology.

- Approved the recognition of Rehabilitation Psychology as a specialty in professional psychology.
- Approved an extension of recognition of Treatment of Alcohol and Other Psychoactive Substance Use Disorders as a proficiency in professional psychology.
- Adopted as APA policy the Guidelines for Practice with Transgender and Gender Nonconforming People.

Additional Matters

Council took a pause to remember the APA members who died from February to June of 2015, including Division 5 Fellow Thomas Oakland. Nadine Kaslow spoke in remembrance of Raymond Fowler, former APA CEO, who passed away in March of 2015.

- Sharon Horn and Judith Blanton received Presidential Citations for their achievements from APA President Barry Anton.
- Jean Maria Arrigo, who was instrumental in facilitating the IR, was recognized for her resolute commitment and tenacity in advocating for peace, human rights, and ethical behavior.
- Bruce Walsh was recognized for his contributions to the American Psychological Foundation.
- Norman Abeles was presented with the Raymond D. Fowler Award for Outstanding Member Contributions. ■

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 mem-*

bers 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.

2016 Division 5 Awards: Call for Nominations

DIVISION 5 IS SEEKING nominations for eight different awards that recognize outstanding accomplishments in the Division 5-related areas of quantitative and qualitative methods, which include assessment, evaluation, measurement, statistics, and qualitative analyses:

Quantitative Methods

- Samuel J. Messick Distinguished Scientific Contributions Award, Endowed by The Educational Testing Service in memory of Dr. Samuel J. Messick
- Jacob Cohen Distinguished Contributions to Teaching and Mentoring Award, Sponsored by the Taylor and Francis Group in memory of Dr. Jacob Cohen
- Anne Anastasi Distinguished Early Career Contributions Award, Sponsored by the College Board and

the Fordham University Graduate School of Education in memory of Dr. Anne Anastasi

- Anne Anastasi Dissertation Award, Sponsored by the Anne Anastasi Charitable Foundation in honor of Dr. Anne Anastasi

Qualitative Methods

- Distinguished Contributions in Qualitative Inquiry Award
- Distinguished Contributions to Teaching and Mentoring in Qualitative Inquiry Award
- Distinguished Early Career Contributions in Qualitative Inquiry Award
- Distinguished Dissertation in Qualitative Inquiry Award

All award recipients will be given an awards plaque and an honorary one-year membership in Division 5. Recipients

attending the 2016 APA convention will be honored at the Division 5 Awards Symposium where each will have the opportunity to make a brief presentation. In addition, attendees who are recipients of sponsored awards (Messick, Cohen, and Anastasi) will receive a cash award of \$500 to offset travel expenses associated with attending the APA convention.

Neither the nominator nor the nominee need be a current or former member of either APA or Division 5. Both self-nominations and nominations by others will be considered.

Specific nomination materials required for each award are listed below.

Please send all requested nomination materials by email to Barbara Byrne, Chair of the 2016 Awards Committee (bmbyrne@comcast.net or bmbch@uottawa.ca) by **December 1, 2015**. One of the required documents is a completed Nomination

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Form. If you did not receive this form from the Division 5, AERA, or SMEP Listserves, please request the form from Barbara. The outcome of the review process will be announced by **February 1, 2016**. Should you have any questions concerning the awards, the nomination process, and/or the review process, please contact Barbara.

Quantitative Methods Awards

Samuel J. Messick Distinguished Scientific Contributions Award

This award honors an individual who has a long and distinguished history of scientific contributions within the field of quantitative research methods.

Nominations should include:

1. A nomination letter and two additional letters of support that describe the relevance, magnitude, and breadth of the nominee's scientific contributions to the field of quantitative methods throughout his or her career.
2. The nominee's current curriculum vitae.
3. A Nomination Form completed by the nominator.

Jacob Cohen Distinguished Contributions to Teaching and Mentoring Award

This award recognizes demonstrated excellence in teaching and mentoring within the field of quantitative research methods. Nominees at all stages of their career will be considered.

Nominations should include:

1. A nomination letter and two additional letters of support that describe distinguished teaching and mentoring through teaching evaluations, awards, or testimonials, the nominee's impact on student career trajectories, and the nominee's impact via public dissemination, such as workshops, conference presentations, books, web sites, or involvement in public media.
2. The nominee's current curriculum vitae.
3. A Nomination Form completed by the nominator.

Anne Anastasi Distinguished Early Career Contributions Award

This award recognizes an early career individual who has made outstanding contri-

butions to quantitative research methods. The contribution may be in academic, clinical, government, industry, or other settings. To be eligible for the 2016 award, the nominee's dissertation must have been completed by 2007 or later.

Nominations should include:

1. A nomination letter and two additional letters of support that describe the nominee's major contributions. The letter should comment on the number and quality of publications, the impact of the nominee's contributions as evidenced by citations, grants, leadership roles, policy involvement, and/or translation of theory to practice, and the nominee's promise for future contributions to quantitative research methods.
2. The nominee's current curriculum vitae.
3. A Nomination Form completed by the nominator.

Anne Anastasi Dissertation Award

This award recognizes distinguished dissertations that address a topic in the field of quantitative research methods (assessment; evaluation; measurement; statistics). To be eligible for this award, the nominee's dissertation must have been completed in 2013 or later.

Nominations should include:

1. An abstract of 1,000–2,000 words that: (a) summarizes the dissertation; and (b) highlights its broader theoretical and/or applied relevance and importance.
2. A letter of support from the dissertation advisor (or other faculty member from the institution where the dissertation was completed) that describes: (a) the significance of the dissertation to the field; (b) the implications of the project for future research; and (c) the promise of the nominee for future contributions to research or professional practice.
3. The nominee's current curriculum vitae.
4. A Nomination Form completed by the nominator.

Qualitative Methods Awards

Distinguished Contributions in Qualitative Inquiry Award

This award honors an individual who has a long and distinguished history of scientific

contributions within the field of qualitative research methods.

Nominations should include:

1. A nomination letter and two additional letters of support that describe the relevance, magnitude, and breadth of the nominee's scientific contributions to the field of qualitative methods throughout his or her career.
2. The nominee's current curriculum vitae.
3. A Nomination Form completed by the nominator.

Distinguished Contributions to Teaching and Mentoring in Qualitative Inquiry Award

This award recognizes demonstrated excellence in teaching and mentoring within the field of qualitative inquiry. Nominees at all stages of their career will be considered.

Nominations should include:

1. A nomination letter and two additional letters of support that describe distinguished teaching and mentoring through teaching evaluations, awards, or testimonials, the nominee's impact on student career trajectories, and the nominee's impact via public dissemination, such as workshops, conference presentations, books, web sites, or involvement in public media.
2. The nominee's current curriculum vitae.
3. A Nomination Form completed by the nominator.

Distinguished Early Career Contributions in Qualitative Inquiry Award

This award recognizes an early career individual who has made outstanding contributions to qualitative research methods. The contribution may be in academic, clinical, government, industry, or other settings. To be eligible for the 2016 award, the nominee's dissertation must have been completed by 2007 or later.

Nominations should include:

1. A nomination letter and two additional letters of support that describe the nominee's major contributions. The letter should comment on the number and quality of publications, the impact of the nominee's contributions as evidenced by citations,

grants, leadership roles, policy involvement, and/or translation of theory to practice, and the nominee's promise for future contributions to qualitative research methods.

2. The nominee's current curriculum vitae.
3. A Nomination Form completed by the nominator.

Distinguished Dissertation in Qualitative Inquiry Award

This award recognizes distinguished

dissertations that addressed a topic in the field of qualitative research methods. To be eligible for this award, the nominee's dissertation must have been completed in 2013 or later.

Nominations should include:

1. An abstract of 1,000–2,000 words that: (a) summarizes the dissertation; and (b) highlights its broader theoretical and/or applied relevance and importance.
2. A letter of support from the dis-

sertation advisor (or other faculty member from the institution where the dissertation was completed) that describes: (a) the significance of the dissertation to the field; (b) the implications of the project for future research; and (c) the promise of the nominee for future contributions to research or professional practice.

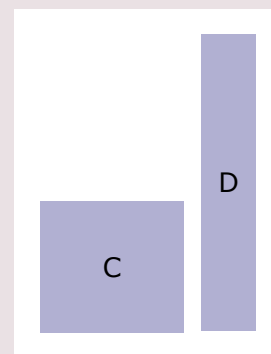
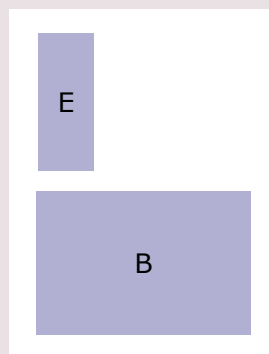
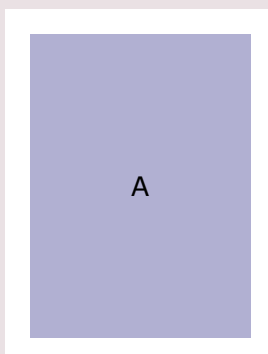
3. The nominee's current curriculum vitae.
4. A Nomination Form completed by the nominator. ■

Advertise in *The Score*

The Score is the newsletter of the American Psychological Association's Division 5—Division for Quantitative and Qualitative Methods. 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 David Herzberg at dherzberg@wpspublish.com.



Size	Dimensions	Display Ad Price	Job Announcement Price
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Notes: Insertion orders for four consecutive issues receive a 15% discount. First sixth page job ad each year free, thereafter \$55.			

Test Publishing Profiles

Two Heads Are Better Than One!

Editor's Note: This issue's profile features Amber Klein and Sheri Stegall, Department Heads of Research and Development at WPS, the test publisher based in Torrance, California.

It's unusual to see two professionals sharing a single Department Head role. What are the keys to making this arrangement work well?



Amber Klein

Amber: It's the trust and respect that come from working together for 10 years. We know each other really well, and our strengths compliment each other. When we started this dual role, we found it easy to divide up the administrative tasks of running a department; the different parts of the work seemed to sort naturally to either Sheri or me. I think it works well because we like each other and we are both focused on the success of the organization rather than personal achievement. And it helps that we know when each other's kids are likely to be asleep—we'll often communicate during these times!



Sheri Stegall

Sheri: Sharing the administrative duties is ideal for WPS, because the company also needs us to continue our work on test development projects, which we both enjoy greatly. It's hard for a single person to run our R&D department and also have enough time to work on projects. I agree with what Amber said about trust, respect, and liking each other—we have a non-competitive relationship where we can disagree on certain points but still come to a decision that serves WPS. It's wonderful to have a close colleague in the same job; I run ideas by Amber almost every day, and she does the same with me.

How did you develop your interest in psychometrics and test development? Was there a key experience along the way that started you down this career path?

Sheri: When I was in graduate school in clinical/developmental psychology at the University of Maine, I really enjoyed psychological assessment work. I also enjoyed research. And I always felt I might end up in a non-traditional career path, because I never felt fully connected with the traditional career paths of academia or private practice. But even though a lot of non-traditional paths exist, they're not really discussed much in graduate school. When I went on to my postdoctoral fellowship I continued to focus my efforts in assessment and research as much as possible. And I reviewed the job ads in the *APA Monitor* every month—mostly jobs in academia and practice. Then one day I saw a job ad for a project director at WPS. I remember thinking, "I didn't know this type of job even existed, but this is the job for me." It was the perfect mix of everything I love about psychology. The rest is history.

Amber: There was never a specific moment when I knew that I was headed for a career in test development. I feel like I ended up here more by chance than design, but I'm so grateful I did. That said, I've enjoyed psychometrics and test development since I first learned about them in an undergrad psychology class in testing and measurement. I found it fascinating. I didn't pursue it any further at that time because I was fairly certain I would go on to a career in clinical work and direct service. However, in graduate school at the University of California, Santa Barbara, I was involved in research in test development and was intrigued by the way items worked. I also loved my assessment courses, especially Cognitive Assessment. So much so that I jumped at the opportunity to be the teaching assistant for the class. And as I went through graduate school I realized that I preferred the clinical work that involved assessment. By the time I finished my program, I was looking for something that I didn't yet know existed—a job in assessment that didn't involve direct service. And then I saw the ad for

the WPS Project Director position and knew it was the one for me.

What is the most difficult challenge in your test development work, and why?

Amber: The most difficult challenge is to plan accurately the course of a product's development and to try to anticipate all the factors that may cause delays. These delays may relate to data collection taking more time than originally planned, data that requires extensive cleanup prior to analysis, unanticipated data analysis results, and so on. Changes in original plans are challenging because we work with test authors and other departments within WPS (Production, IT, and Marketing) who want to know when to expect certain deliverables. We continue to work on improving our planning and try our best to minimize surprises. However, we're doing real-world research and there is no possible way to account for everything that might cause us hiccups along the way.

Sheri: The biggest challenge is probably figuring out how to deliver a project within a reasonable timeline and with optimum quality. There are so many changeable and unpredictable elements when developing an assessment—from recruiting data collectors, to mentoring staff who may be new to a project, to integrating new technology that can improve the delivery of assessments. We need to plan for each step,

juggle the unanticipated events that can affect the timeline, and check (and re-check) our work enough to ensure its accuracy, all to meet the ultimate goal of delivering up-to-date, high quality assessments to the clinicians and researchers who depend on them.

What do you enjoy most about your work?

Sheri: There are so many things I enjoy about my work, it's hard to choose just one thing. I love working with authors and helping to transform their research and ideas into user-friendly assessment materials for everyday clinical practice. I also enjoy that my work requires continuous learning—from content areas to data collection to norms development and beyond, there is always more to learn and always ways to deepen my knowledge of what I have already learned. And I enjoy the opportunity to mentor younger colleagues and to be involved in department-wide planning and decision-making.

Amber: I enjoy just about every aspect of my work, but ultimately it comes down to two primary things: 1) the intellectual challenge of working to create a test that does what it is supposed to—provide accurate information to clinicians who are working to better the lives of their clients, and 2) my incredibly bright and creative colleagues who are always available to review my work and provide suggestions.

Although we each take the lead on any given project, the end result always comes from a team effort, and the product is much stronger for that collaboration.

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

Amber: If you already know you want to pursue the option of a career in test development, you're far ahead of most others who do not even know the career exists (as I didn't until I read the job ad). The most important thing is to gain deep understanding of assessment—both from studying psychometrics and also from administering tests. Only by giving different types of tests many times is it possible to fully understand what is required to create a useful assessment instrument. This combination of a strong background in research and clinical assessment will provide the basis of a successful career in commercial test development.

Sheri: A successful career in test development requires a strong foundation in assessment and statistics as well as excellent oral and written communication skills. So focusing on these areas as much as possible will help. But most of all I'd say, "Follow your passions." Do what you love, and a satisfying career is sure to be born! ■

Member Services

Join Division 5:

Join at www.apa.org/divapp. New memberships are free with no journal included. Membership is for January-December. If you apply during August-December, your membership will be for the following January-December.

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My Experiences with Assessment in a Clinical Psychology Doctoral Program



Sarah D. Mills

by Sarah D. Mills

ASSESSMENT IS a major competency area for clinical psychology doctoral students. In the first year of my doctoral program I took two semester-long assessment courses. The objectives of the first course covered learning: 1) theoretical models of assessment, 2) the history of intelligence testing, 3) principles of test construction and psychometric evaluation, and 4) major projective and objective instruments used in personality assessment (e.g., Rorschach, MMPI-2, and MCMI-III). In this course I learned about the importance of using valid and reliable measures in research and clinical settings. The major project in this class was to write a paper that examined the validity (e.g., content validity, convergent validity, predictive validity) and reliability (e.g., internal consistency reliability, test-retest reliability) of a measure used in your research laboratory. We were also asked to evaluate the instrument for cultural sensitivity and bias in a separate paper. The second-semester course was an introduction to neuropsychological testing that included learning how to conduct several major neuropsychological tests such as the Wechsler Adult Intelligence Scale, the Wide Range Achievement Test, the California Verbal Learning Test, and the Structured Clinical Interview for DSM-IV Axis I and II Disorders.

These courses served as a foundation for the assessment research and clinical experiences in my doctoral program. As a doctoral student, I work in Dr. Vanessa Malcarne's Chronic Illness Research Laboratory in the San Diego State University/University of California, San Diego Joint Doctoral Program in Clinical Psychology. Dr. Malcarne's research laboratory focuses on assessment, in particular comparing the psychometric properties of measures across samples from different cultures. In

this lab I have evaluated the psychometric properties (structural validity, convergent validity, internal consistency reliability) of measures for use across English- and Spanish-speaking Hispanic Americans, including the Brief Acculturation Scale for Hispanics (Mills, Malcarne, Fox, & Sadler, 2014; Norris, Ford, & Bova, 1996), a language-based measure of acculturation, and the Generalized Anxiety Disorder-7 scale (Mills, Fox, Malcarne, Roesch, Champagne, & Sadler, 2014; Spitzer, Kroenke, Williams, & Löwe, 2006), a screener for anxiety, among other measures. The structural invariance of both measures had not previously been examined across English and Spanish language groups in Hispanic Americans. Both measures met descriptive criteria (comparative fit index, standardized root mean square residual, root mean squared error of approximation) for structural invariance across language preference groups, and demonstrated good convergent validity and internal consistency reliability, thus providing support for their use with English- and Spanish-speaking Hispanic Americans.

I am also working on the development of an online body image intervention for patients with systemic sclerosis. Systemic sclerosis is a rare, autoimmune disease that can lead to disease-related skin changes as a result of increases in collagen production. Skin tightening around the mouth and hand contractures are common appearance changes in patients with systemic sclerosis. The purpose of the intervention is to reduce body image distress in patients with systemic sclerosis. When initially deciding what topics should be covered in the intervention, our research team investigated the body image literature for this patient population. We decided to use topics covered in the Satisfaction with Appearance Scale (SWAP; Jewett et al., 2010; Lawrence et al., 1998), a measure of body image dissatisfaction and

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social discomfort that has been validated for patients with systemic sclerosis, as a framework for the intervention. The Satisfaction with Appearance Scale has two subscales: Subjective Dissatisfaction and Perceived Social Impact. The structure of the intervention parallels that of the SWAP measure.

The first-year assessment courses in my doctoral program and the Chronic

dian rhythm disorders, narcolepsy, and restless leg syndrome. In the clinic I conducted sleep assessments that incorporated polysomnography data, patient self-report, and laboratory blood draws. Cognitive behavioral therapy was used to treat patients with insomnia. The sleep clinic used the Epworth Sleepiness Scale (ESS; Johns, 1991) to assess daytime sleepiness at every patient appointment.

Assessments may be used differently in research and clinical settings, but in both settings I have observed very high standards of practice when it comes to using assessments.

Illness laboratory where I work emphasize the importance of using valid and reliable measures when conducting research and in clinical practice. The first-semester assessment course discussed the problems with using measures that have not been validated and warned against modifying measures slightly or developing new measures (and not validating them) for a particular research or clinical purpose. Using valid and reliable assessments as they are intended to be used is especially important given the potential problems that can occur (e.g., invalidating participant responses) even when just minor changes in wording or question format are made to assessments (Schwarz, 1999).

In the third year of my doctoral program I worked in a clinic for Veterans with chronic pain. In the clinic we used several standardized measures such as the Patient Health Questionnaire-9 (PHQ-9; Spitzer, Kroenke, & Williams, 1999), to screen for depression, and the Saint Louis University Mental Status Examination (SLUMS; Morley & Tumosa, 2002), to screen for cognitive impairment. In addition, if a patient was experiencing depression, for example, the PHQ-9 was used throughout treatment to track progress and potential changes in depressive symptoms over time.

In the fourth year of my doctoral program I worked in a sleep clinic. In this setting, I primarily saw patients with sleep disordered breathing and insomnia, but I also worked with individuals with circa-

In my current clinical practicum placement, I work with Veterans with post-traumatic stress disorder and co-morbid substance abuse disorders in the Veterans Administration (VA) Healthcare System. The VA Healthcare System uses several standardized measures such as the PHQ-9 and Alcohol Use Disorders Identification Test (AUDIT; Bush et al., 1998) to screen for depression and alcohol abuse, respectively, on a periodic basis. These assessments are required and embedded within the electronic medical health record system used by the VA.

Despite being warned about the potential misuse of measures (e.g., changing wording, using select items from a measure) in clinical practice, in my own clinical experiences to date, valid assessments have been used as they were intended to help guide and inform treatment. Assessments may be used differently in research and clinical settings, but in both settings I have observed very high standards of practice when it comes to using assessments. As a doctoral student in psychology, I feel this is a great example of the integrity of our profession.

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WHAT'S NEW?

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

Latent Variable Modeling with R

By W. Holmes Finch and Brian F. French

Published in June 2015 by Routledge (\$49.95 paperback; \$155 hardback)

This book demonstrates how to conduct latent variable modeling (LVM) in R by highlighting the features of each model, their specialized uses, examples, sample code and output, and an interpretation of the results. Each chapter features a detailed example including the analysis of the data using R, the relevant theory, the assumptions underlying the model, and other statistical details to help readers better understand the models and interpret the results. Every R command necessary for conducting the analyses is described along with the resulting output which provides readers with a template to follow when they apply the methods to their own data. The basic information pertinent to each model, the newest developments in these areas, and the relevant R code to use them are reviewed. The book is accompanied by a website with exercises, an answer key, and the in-text example data sets.

Longitudinal Structural Equation Modeling

By Jason T. Newsom

Published in June 2015 by Routledge (\$69.95 paperback; \$185 hardback)

This comprehensive resource reviews structural equation modeling (SEM) strategies for longitudinal data to help readers pair modeling approaches with different types of hypotheses. The author demonstrates how SEM is related to other longitudinal data analysis techniques. By exploring connections between models, readers gain a better understanding of when to choose one analysis over another. The book explores a range of models, from basic to sophisticated, and includes the statistical and conceptual underpinnings that are the building blocks of the analyses. Research examples from the behavioral and social sciences, along with results interpretations, are provided throughout. The emphasis is on concepts and practical guidance for applied research, rather than on mathematical proofs.

Using R with Multivariate Statistics

By Randall E. Schumacker

Published in July 2015 by Sage (\$45 paperback)

This book is a quick guide to using R, the open-access software available for Windows and Mac operating systems, that allows users to customize statistical analysis. Designed to serve as a companion to a more comprehensive text on multivariate statistics, this book helps students and researchers in the social and behavioral sciences gain competence using R. It provides data analysis examples, R code, computer output, and explanation of results for every multivariate statistical application included. In addition, R code for some of the data set examples used in more comprehensive texts is included, so students can run examples in R and compare results to those obtained using SAS, SPSS, or STATA. A unique feature of the book is the photographs and biographies of famous persons in the field of multivariate statistics.

Leadership and Women in Statistics

Edited by Amanda L. Golbeck, Ingram Olkin, and Yulia R. Gel

Published in August 2015 by CRC Press (\$48.97 eBook; \$69.95 hardback)

Leadership and Women in Statistics explores the role of statisticians as leaders, with particular attention to women statisticians as leaders. By paying special attention to women's issues, this book provides a clear vision for the future of women as leaders in scientific and technical fields. It also shows how emerging and current leaders of both genders in many disciplines can expand their leadership potentials. Although the context focuses on statistics, the material applies to almost all fields of endeavor. This book is a valuable resource for those ready to consider leadership as an important element of their careers, and for those who are already leaders but want to deepen their perspectives on leadership. It makes an ideal text for group leadership training as well as for individual professional development. ■